GRACE VALLEY INDIAN SCHOOL, AL AIN



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HANDBOOK

Name:			
Grade:	Division:	Admn. No.:	
Address:			
Telephone:			

(This Handbook Must be Brought to School Everyday)

GRACE VALLEY INDIAN SCHOOL, AL AIN

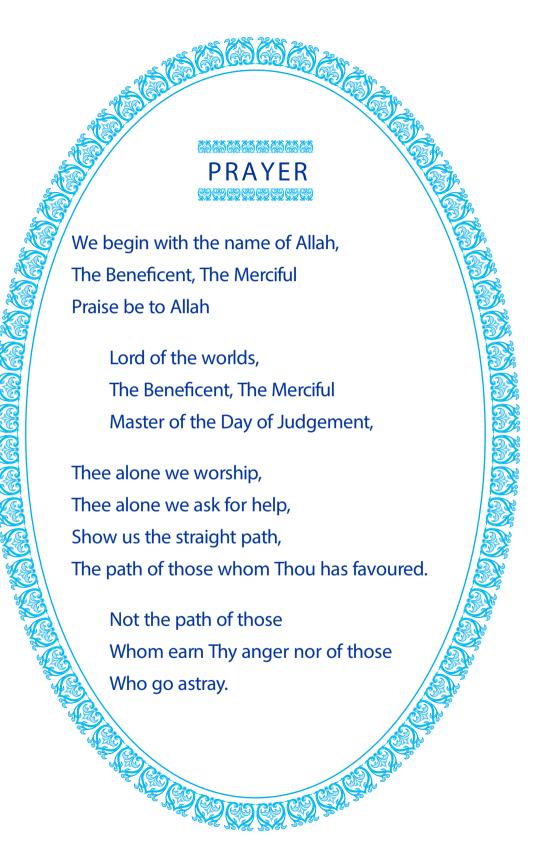
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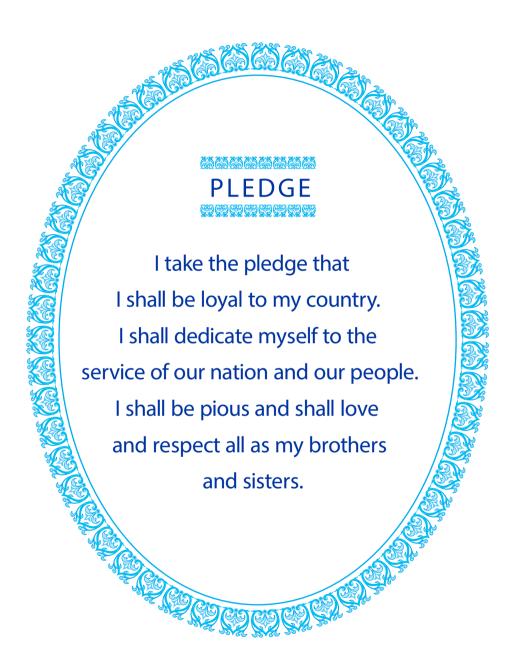
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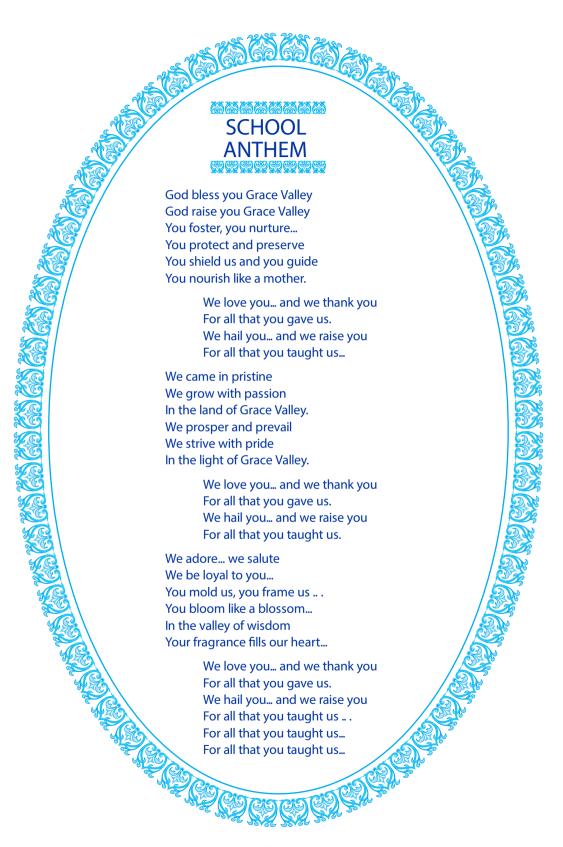
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STUDENT'S PARTICULARS

(To be filled in by parent)

1. Full Name (BLOCK Lette	ers)	
2. Date of Birth	3. Nationalit	y
4. Religion		
5. Grade Div.	6. House	7. Admn. No
8. Name of siblings studyin	g in the school	
İ	Name	Grade
(i)		
(ii)		
(iii)		
9. Name of parent		
Address		
E-mail		
Tel. (Res.)	(Off)	(Mob)
10. Location of residence		
11. Transport: Own/School		
12. Specimen Signature		
13. Parent Code		
Father		Mother
Declaration by the pa	rent:	
I declare the particulars give I agree to abide by the rules		
Date	Signature of the parent	

SCHOOL TIMING

KG - Grade I : 8:00 AM to 12:30 PM

Grade Classes : 8:00 AM to 2:30 PM

Office Hours : 7:50 AM to 3:15 PM

THE SCHOOL REMAINS CLOSED ON SATURDAYS & SUNDAYS

- Principal will be available to the parents for consultation on all working days between 8.00 AM and 2.30 PM.
- To avoid mutual inconvenience, we request our parents to make prior appointment if they require to meet the principal during school hours.
- This student's dairy is given to every students. It should be brought to the school daily. It serves as a medium of communication between parents and teachers. Hence, parents are requested to make it a habit to go through the handbook daily.

INTRODUCTION

Grace Valley Indian School -a CBSE School, offers a singular opportunity to students of Asian Diaspora in Al-Ain. The school is located in Falaj Hazza, Manasir with all the built in facilities envisaged for a premier school. It is a pleasant area served by excellent local amenities. The school is committed to the task moulding its students to be global citizens of the 21 st Century.

Our aim is to remain at the forefront of centers of learning, teaching and research. We believe that education is not just about imparting knowledge, but a lofty mission of making better human beings. We are determined to create a learning atmosphere where children grow and develop to their full potential in cognitive, affectionate and psychomotor domains of human development.

The heart of our school lies in tile dynamic relationship between student and teacher. GVIS provides a rigorous program that engages students through inquiry and collaboration. Our dedicated faculty encourages students to think critically, to take risks and to be creative. We challenge students to strive for personal and academic excellence and we treasure the intellectual, social, artistic and physical development of each student. GVIS has a distinctive tutorial system with personal support, thus creating a vibrant generation, ready to surge into the new millennium.

SCHOOL UNIFORM

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GRADE 1 TO 4

Boys: Full sleeved white shirt with stripes and school logo

Dark blue pants with off white stripes Dark blue blazer with off white stripes Dark blue and red diagonal striped tie

White socks and black shoes

Black leather belt with school logo

Girls: Dark blue check frock with white striped sleeve

White striped pants

Dark bi ue blazer with off white stripes

Dark blue and red diagonal striped cross tie

White socks and black shoes

Grade 5 To 12

Boys: Full sleeved white shirt with stripes and school logo

Dark bi ue pants with off white stripes
Dark blue blazer with off white stripes
Dark blue and red diagonal striped tie

White socks and black shoes

Black leather belt with school logo

Girls: - Dark blue check full skirt

Full sleeved white shirt with stripes and school logo

Dark Blue check vest coat

Dark blue and red diagonal striped cross tie

Dark blue blazer with off white stripes

White socks and black shoes

Plain white leggings

ADMISSION AND REGISTRATION POLICY

Normally admissions are open to KG1 only, while admission to other grades depends on existing vacancies. There is no admission test for KG1 and KG2. For Grade 1 and above, admission to class is granted on the basis of student base line interaction, written test and an admission interview. The base line interaction test will be deemed to SEN team if required to ensure the start off plan of newly admitted students. Parents shall receive school prospectus and accelerate a step up to the school prior to the registration to get familiarize with themselves with school. Candidates applying for admission must be on Residence Visa.

Age Guidelines

KG1

KG2

Grade 1

4 years as on 15t April 5 years as on 15t April 6 years as on 15t April At the time of admission, the following documents will be required:

- 1. Admission form duly completed, which needs to be purchased from the school.
- 2. 3 copies of the child's birth certificate. If the birth certificate is not in English then one should be obtained from the Consulate General of India, Dubai, on their letterhead stating that the child's date of birth is correct as per his / her passport. A Sworn-in-Affidavit issued by the Consulate General of India is not accepted.
- 3. 3 copies of the child's passport with valid residence visa.
- 4. 5-passport size photographs.
- 5. Copy of Emirates ID and insurance card
- 6. Photocopy of the original mark sheet of the last examination passed in the previous school for Grades 1 and above.
- 7. Transfer Certificate OR School Leaving Certificate of the last school attended.
- 8. Copy of Vaccination Record for KG1 & 2 and Original Vaccination Record for Grades 1 and above.

Important Note

- 1. For students coming from Emirates other than Abu Dubai, the Transfer/Leaving Certificate should be: Attested by the Ministry of Education of that Emirate.
- N. B.: The gap between the date of leaving and the date of joining, should not be more than TWO WEEKS (for1)

- - 2. For students coming from OMAN, the Transfer/School Leaving certificate should be attested by the Indian Embassy/Foreign Affairs Ministry and the UAE Embassy located in that country.
 - 3. For students coming from Gulf countries other than OMAN, the T ransfer/School Leaving Certificate should be attested by the Ministry of Education, the Ministry of Foreign

Affairs and by the UAE Embassy located in that country.

4. For students coming from INDIA the Transfer Certificate/School Leaving Certificate has to be attested by the Education Officer of the Zone/District/Area, from where the Transfer Certificate/School Leaving Certificate has been obtained. The seal and signature of the Education Officer has to be verified by the Indian Consulate and the Foreign Affairs Ministry, UAE.

N.B.: The gap between the date of leaving and the date of joining, should not be more than ONE MONTH for [2, 3, 4]

- 5. School will apply admission priorities if there are more requests for places than available places as follows:
- * Students who attended the school in the previous year or period
- * Children of staff in the school
- * Students with siblings already in the school
- * Students who live near the school
- * Students who registered and appeared for the admission procedures first
- * Students who transferred from similar curriculum
- * Emirati Student.
- 6. School will admit students with mild to moderate special education needs offering additional and appropriate learning support as per the facility available in the school. School will not refuse or withhold admission of students with chronic health conditions (Diabetes, asthma, congenital heart diseases, epilepsy and obesity). However, parent have to produce valid medical document so as to help us to follow any concerns.
- 7. The school has started operation in 2010 and so the school shall follow the a dec seating capacity of 2.16sqmtr /student in KG and 1.67 SqMtr/Student in Grade 1 and above.

eSis Registration

- * All the students will be registered with e SIS system in accordance with the dates determined by the council each year.
 - 1. Financial clearance letter from the school of transfer, if student from within UAE
 - 2. Statement of marks/report card from grade 2 and above.
 - 5. School will maintain student tracking record of each student this consist of Student's
 - factual, objective and professional information regarding a student's academic progress, individual education plans with focus, mid-term and final marks, adaptations & achievements, medical reports and attendance & leave history.
 - 6. Students who require admission during the year after the specified registration time of the council has to undergo the procedures as same as the general admission policy of the school. In this case, records

STUDENTS' CODE OF CONDUCT:

A) Obligation of students to themselves and other members of the school community:

The student is responsible for:

- Supporting the teaching/learning process without interfering with the educational efforts of others.
- · Attending classes and assigned meetings regularly and punctually.
- Meeting established deadlines for all assignments.
- Ensuring that the work presented is the outcome of their own endeavor.
- · Seeking help from others when needed.
- Respecting confidentiality when necessary.
- Abiding by school rules and regulations.
- · Respecting the property of others.
- Promoting a safe and clean learning environment.

B) We expect the students to:

- 1 Take criticism willingly and accept recommendation graciously.
- 2 Consistently exemplify desirable qualities of behavior: cheerfulness, poise, friendliness and stability.
- 3 Cooperate by complying with school regulation, policies and programs.
- 4 Show courtesy, concern and respect for others.
- 5 Observe instructions and rules, punctuality and faithfulness both inside and outside the classroom.
- 6 Actively help to rid the school of negative influences.
- 7 Help to give a positive image of the school.

Penalties

a) The student is responsible for the intentional damage of any of the school property (Furniture - building - equipment, etc...)

The school will fine the culprit depending the damage made.

- b) In case of absence, the school will call the parents and deduct a few marks, put the student on probation, suspend the student from school, or expel him / her.
- c) In case of an immoral behavior or breach by the students, he / she will be warned verbally then in writing and finally expelled if needed.

Homework

Homework is an

opportunity to extend the learning experience; it is deemed as an important aspect of quality education. Homework is monitored and evaluated by the teacher who assigns it. Homework is an individual task and is of a little or no value to the student if it is not done by the student.

In addition to homework, special projects are required in many classes to familiarize students with multitudes of educational resources.

You will not achieve the goals behind the assignments unless you do them on your own.

TRANSPORT

The school provides wide transport facilities. Our buses ply not only within the vicinity of Al Ain but the areas adjoining the city also. The transport charge, if applicable, will be collected along with the tuition fee. No concession will be allowed for one-way transportation.

Responsibilities of Parents and Guardians

Parents shall undertake, in the following:

- 1 The person designated by the parent should receive a student under 11 years of age from the bus at the scheduled time and place.
- 2 To provide the school with necessary contact information and update the same as necessary.
- 3 To pick up students from school if they are returned there due to unavailability of person to receive them at the designated bus stop.
- 4 To pay the cost of any damage to buses caused by their children.
- 5 To report to the school any violation related to school bus cleanliness or any misbehavior of drivers, escorts or students.
- 6 To educate their children regarding safety during the school bus journey, especially while waiting for the bus, boarding and disembarking, and instruct them to do the following:
 - 6.1 Reach the assigned bus stop on or before the specified time
 - 6.2 Behave in a way that avoids endangering themselves or others during the journey;
 - 6.3 Remain on the bus until reaching the school or other designated destination;
 - 6.4 Remain seated during the journey and use seat belts when provided;
 - 6.5 Refrain from misbehavior, causing noise or trouble; and

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- 6.6 Report to the school administration any violation related to school bus cleanliness or any misbehavior of drives, escorts or students.
- 7 Once students are unenrolled from the transport in the middle of an academic year, re-enrolling will not be possible.

FEE RULES

The total amount of tuition fee and transport fee may be paid term wise or in ten installments. It can also be paid half yearly or one time in the month of April. Those who pay fees in ten monthly installments may pay on or before 10 th of each month in advance.

A Fine of Dh. 5/- Will levied per day after 10th till the day of payment of complete dues.

The defaulters will not be permitted to attend the class or sit for the examination.

Fees once paid will not be refunded.

Fee concession cannot be granted for a period of absence. Payment of fees by cheque should be drawn in favour of "Grace Valley Indian School, Al Ain" and crossed as A/C Payee only.

ATTENDANCE

Students should attend the school regularly and punctually. A student is eligible to appear for the final examination if he/she has at least 75% of the attendance of the total working days.

Condonation in deserving case, with the approval of the ADEK, is granted when the parent applies for the leave of his child on any of the following grounds:

- Sickness of the child.
- 2 Medical treatment of the child. (to be supported by the Medical Certificate)
- 3 Any other reasons acceptable to the principal.

CURRICULUM

Our curriculum is designed to nurture the intellectual, ethical, social emotional and physical development of students. It offers the students to challenge with high expectation, the excitement of engaging learning experience, and the support of a caring community. The school adopts Continuous and Comprehensive Evaluation (C.C.E) system right from Grade 1. Apart from written tests, different tools and techniques of evaluation are employed to assess the progress and standard of tBe child. Promotion of pupil to the next higher class shall be made on the basis of the C.C.E norms prescribed by the C.B.S.E., Delhi, and Abu Dhabi Education & Knowledge.

Attendance in all the assessments is compulsory. Pupils absence from the assessment without genuine reason will be considered ineligible for promotion to higher classes. Promotion rules are shown in detail in Achievement Record. (Progress Report)

CO- SCHOLASTIC ACTIVITIES

Having a wide range of experience prepares people better for the future, especially in today's challenging world. The broad education that the curriculum can provide is better preparation for life in a society where an individual may change career several times in his/her life.

As part of co-curricular activities, school conducts sports and games, science exhibitions, social services, quiz programmes, inter school competitions, annual athletic meet, parents' day, educational tours, picnic and cultural activities such as art and literary competitions etc.

APPLICATION FOR LEAVE

Leave for absence from the school must be applied, by the parent /guardian in writing, stating specific reason for leave. Application for such leave should be addressed to the Principal and submitted through class teachers. Long period of absence on medical ground should be supported by medical certificate.

WITHDRAWAI S

To withdraw children from the school, parents may submit a request to the principal one month before. Failure to do so entails the liability of paying the next month's fee also. Transfer Certificate is obtainable on application (Dhs. 30/-) Transfer Certificate (School Leaving Certificate) is issued only if all the school dues have been paid.

CHILD PROTECTION POLICY

Our school will ensure that high quality interpersonal relations of care and support are experienced by all through respect, honesty, forgiveness and reconciliation.

This will be done by:-

- Providing an environment where staff and students work in harmony, respecting the right of each to teach and learn.
- Helping students to make choices and building positive relationship to resolve issues building belongingness and freedom.
- Ensuring safe and protective atmosphere in the school by promoting care, respect and co-operation and also to see that all the school property is safe and dealt with respect.
- Implementing programs that engage all the school community.
- Providing professional development classes to build supporting environment.
- Regular evaluation and refinement dealing with harassment and abuses.

Participating in activities that would promote skills and values.

NOTE:

If a student experiences harassment or witnesses the harassment of another person, they are encouraged to inform.

- 1 Class teacher
- 2 The School Counselor
- 3 The supervisors or coordinators
- 4 Principal or Vice Principal
- 5 Any member of staff with whom they feel comfortable
- 6 Senior students
- 7 Parent
- 8 Email: info@gvisalain.com

Counseling and guidance in school shall be for the developmental needs of students by providing developmental, preventive and remedial service to students and will be to cultivate a positive and caring school culture; to promote homeschool co-operation and develop parent education; to develop and maximize potentials of students and to help them acquire basic knowledge, skills and attitude in the four areas of personal, social, academic and career development. School shall encourage adopting systematic and comprehensive support for students with Special Educational Needs (SEN) to develop their potential through inclusive policy, culture and practices.

CORPORAL PUNISHMENT

Corporal punishment can have serious negative effects on the growth and development of the child. It causes stress and activates threat response in the child's brain. Corporal punishment can be psychologically damaging and may induce a sense of low self worth, sadness, fear, shame, anger, an inability to trust, anxiety, despair, depression or withdrawal. Taking all these into account corporal punishment is BANNED and teachers, staff are warned against it. Parents, students and Staff are made aware of the same and it is regarded as a criminal offence as per the law.

Rights and responsibilities

We provide all the freedom for our staff, students and parents to promote all the best for the betterment to promote educational values and discipline.

Students have the right to:

- Learn and study in a positive atmosphere of learning that is unbiased, nonjudgmental and free from prejudice, discrimination, verbal or physical threats and abuse.
- Expect that school rules will be enforced in a consistent, fair and reasonable manner.
- Discuss and receive assistance with educational concerns from the school staff.

- Receive fair discipline without discrimination.
- Have access to their own student-records.
- Use computers and other equipment for learning

Parents and guardians have a right to:

• Receive official reports of the student's academic progress and attendance.

- Request and be granted conferences with teachers, counselors or the principal.
- Receive explanations from teachers about the children's grades and disciplinary procedures.
- Read all school records pertaining to their children.

School Personnel have a right to:

- Work in a positive atmosphere for learning and teaching.
- Receive support when enforcing student discipline as outlined by the school.
- Teach and work in an atmosphere free from verbal or physical threats and
- abuse.
- Expect compliance with rules by staff and students.
- Be present, when appropriate, at conferences and hearings concerning
- classroom and school disruption.

PARENTS AND SCHOOL

Parents are requested to co-operate with the school working together towards the growth of the children. In order to exchange views and entertain useful suggestions and proposals, parent-teachers meetings (Open Houses) are held after each formative and summative assessment. Parents are requested to follow the instruction given below.

- Send the children in proper school uniform; be punctual at school and see that children come to school with necessary books and stationeries, follow the discipline of the school and help their wards participate in the school activities
- The parents should go through the circulars, reports, notices etc. sent at regular intervals. Failure to do so may cause inconvenience to the teachers as well as the children.
- Parents are not allowed to see their children or meet the teachers during the school hours without the permission of the Principal. No Parent should contact the teachers directly. However, the parents can contact the teachers through the principal.
- 4. Parents are requested not to send their children to the school if they are medically unfit.
- 5. First Aid facilities are made available in the school with a visiting doctor and a permanent nurse.

6. Students suffering from contagious or infectious disease should not attend the school till the required quarantine period is completed.

- 7. Parents and guardians are expected to be vigilant about their children reaching home immediately after the school hours except on those days when they stay on for co-curricular activities or extra classes. It may be noted that the responsibilities of the authorities cease immediately after the school hours.
- 8. The School does not accept any responsibility or liability, whatsoever, for any accident that may happen to, or any disease that may be contracted by any child or person either traveling to or from the school or at the school either during or after school hours or any other occasions. Parents, sending their children to the school, do so, at their own risk. In case of any accidents, minor or serious, the school authorities will act immediately and do the needful.

RULES OF DISCIPLINE

- 1. Late coming is not tolerated and those who come late will have to get permission from the Principal before they proceed to their classes.
- 2. Students, who remain absent for one month or more without permission, are liable to have their names struck off the rolls.
- 3. Every pupil shall respectfully greet the teachers of the institution on the occasion of her/his first meeting on the day.
- 4. During school hours, students are not allowed to receive visitors.
- 5. The parent should not go to the class room during school hours. They are requested to contact the Principal.
- The Achievement Record Card / Progress Card should be signed by the parents within three days of receipt and return to the respective class teachers.
- 7. Students should wear neat, clean and ironed uniform daily. Those who violate this rule will not be allowed to sit in the class. Irregular attention, insubordination to teachers, habitual inattention to school work, obscenity in word or act, bullying and cheating in the examination are sufficient reasons for the suspension or even dismissal of the students.
- 8. Speaking English is enforced in the school, within the campus and school bus.
- 9. Pupils have the responsibility to keep the school premises neat & clean. Litter must be put in the dustbins provided.
- 10. It is forbidden to write or scribble on the walls, buses and other properties of the school. Scratching / spoiling the desk / chairs / bus seats / curtains or any damage done accidentally should be reported, at once, to the class teacher or the supervisor.

11. Pupils are responsible for the custody of their books and belongings; they are advised not to bring any valuable articles to school. Students are prohibited strictly from bringing or using electronic items of communication, games and music etc. Articles such as pendrives, CDs, DVDs, cameras, mobile phones should not be brought to school.

- 12. No pupil should leave the school premises during working hours except with special permission of the principal.
- 13. Children are strictly forbidden to wear gold ornaments.
- 14. Every student is responsible for the safe keeping of his/her belonging, money, books or anything else and school does not take any responsibility for their loss.
- 15. No present / gifts may be given to staff members.
- 16. At all times students are expected to be polite and courteous towards other students, staff and elders. Parents of own transport children and those who come on foot from the vicinity, are requested to make sure that their children always reach the school safely and on time also.

TIPS FOR EFFECTIVE STUDY

- Making association with student who are earnest in their studies is of great help.
- No amount of private study or tuition can substitute for active attention in the class
- Remember the saying, "Early to bed and early to rise makes man healthy, wealthy and wise."
- Note down the work assigned for the next day and never omit a lesson or any assignments given.
- Assignment should be dated and done neatly.
- Revise the work done in class. Set aside a fixed time daily for study at home.
- Remember that asking question is the key of effective learning.
- Never hesitate to ask questions about the subject matter both inside and outside the class.
- While studying, imagine always that you will have to explain the lesson to another the next day.
- Take down notes as you read.

Dear Parent.

Parent Undertaking:

Objective:

The objective of this policy is to inform parents about the philosophy / terms & conditions of admission/school policies and take acknowledgement from them.

- Be clear and firm about approach and offerings while representing school to any parent.
- · Providing prior information to parents avoid any misunderstanding in future.

Applicable to:

This policy applies to all parents.

Policy Undertaking Guidelines:

General:

- I have read and understood the admission procedure of School, and I agree to follow it.
- I undertake that admission of my child to School is subject to ADEK and CBSE approval.
- The parent shall provide all contact details and email id.
- I undertake that school fee will be paid on time and understand that late payment
 of school fee will result in fee warning.
- I understand that student will be removed from rolls at the ends of the academic year if fee is not cleared and admission to next grade will be subject to admission procedures.
- I undertake to respect the school's philosophy and what it stands for. I will also abide by the rules of the school.
- I agree to my child's name and/or photograph/video appearing in any of School brochures, publications, media such as internet, TV, newspaper etc. without the need for any prior approval.
- I will follow the school timing and will be punctual at school and also will bear any consequences due to student absence (Student policy)
- I understand that student books and Uniform are to be availed only from the school store each academic year.
- I understand that School transport registration will be done with school transport section in case my child needs school transport and the transport fee will be paid as per the school transportation fee policy.
- I understand the school transport will be stopped in case transport fee is not paid and if any behavioral issues occur in school transport.
- I understand that once school transportation is cancelled during an Academic Year the same cannot be resumed.
- I understand the school communication procedure as in the link given https://gvisalain.com/communication.html
- I understand the school assessment policy and ensure my child will take part in all internal and external assessments and bear the approved costs of the assessments.

I understand that co-curricular activities are integral part of students learning process and my child will be a part of all such activities and will exhibit good behavior as per the school behavioral policy. I understand that attendance for School open house by parents is mandatory so as to ensure the level of learning and progress of my child and ensure necessary accommodation and support are provided for improvement. I understand school resources including technological resources are integral part for student learning and so my child will respect and use resources in a safe and judicious manner without damaging or over using the same. I understand Mobile phone is not a learning resources and will not be allowed to school without prior permission. In case of my child use mobile phones without permission school can take appropriate action. I understand Student health is an important part of wellbeing and so I will provide all needed document /medical report as applicable and requested by the school. I also understand student Vaccination procedure and will be taken as per HAAD quidelines. I understand healthy food style is important for the health of my child and so I will only send healthy food I understand that early leaving of my child will result in their learning culture. So, I will not request for early leaving. (If medical issue or appointment parent can request for excused absence.) I understand if my child is attending school with own transport, I will be taking all the responsibility during arrival and dispersal of school. I will ensure my child reach school and taken back from the school safely under my supervision. I also understand to follow the traffic guidelines for the proper safety. I understand and agree with all the terms and conditions and behavioral sanctions and rewards. And also, will be a part of IEP provided by the school. I understand that all Policies are subject to change as per the schools' requirements. For details visit

www.gvisalain.com

I undertake to read, understand, clarify and abide to all the policies.

Name of Parent Parent Code: Name of Student 1 Siblings if any:

Mobile No:

Sign:

Date:

Curriculum Evaluation/ Assessment Policy

In view of getting a complete picture of the child's learning, assessment we focus on the learner's ability to -

- learn and acquire desired skills related to different subject areas.
- acquire a level of achievement in different subject areas in the requisite measure
- develop child's individual skills, interests, attitudes and motivation
- understand and lead a healthy and a productive life.
- monitor the changes taking place in a child's learning, behaviour and progress over time.
- respond to different situations and opportunities both in and out of school.
- apply what is learned in a variety of environments, circumstances and situations
- work independently, collaboratively and harmoniously.
- analyze and evaluate.
- be aware of social and environmental issues
- participate in social and environmental projects and causes.
- retain what is learned over a period of time.

In CCE (Continuous and Comprehensive evaluation) the learners are assessed on the following developments.

- Knowledge
- Understanding/Comprehension
- Application
- Analysis
- Evaluation
- Creativity

Scholastic Assessment

The desirable behaviour related to the learner's knowledge, understanding, application, evaluation, analysis, and creativity in subjects and the ability to apply it in an unfamiliar situation are some of the objectives in scholastic domain and is divided into Formative and summative assessments.

<u>Formative Assessment (Student competency evaluation)</u> is a tool used by the teacher to continuously monitor student progress in a non-threatening, supportive environment. It involves regular descriptive feedback, a chance for the students to reflect on their performance, take advice and improve upon it. It involves students' being an essential part of assessment from designing criteria to assessing self or peers. If used effectively it can improve student performance tremendously while raising the self esteem of the child and reducing the work load of the teacher.

Features of Formative Assessment

- is diagnostic and remedial
- makes the provision for effective feedback
- provides the platform for the active involvement of students in their own learning.

- - enables teachers to adjust teaching to take into account the results of assessment
 - recognizes the profound influence assessment has on the motivation and self-esteem of students, both of which are cruicial influences on learning
 - recognizes the need for students to be able to assess themselves and understand how to improve
 - builds on students' prior knowledge and experience in designing what is taught.
 - incorporates varied learning styles into deciding how and what to teach.
 - encourages students to understand the criteria that will be used to judge their work
 - offers an opportunity to students to improve their work after feedback,
 - helps students to support their peers, and expect to be supported by them.

Formative Assessment is thus carried out during a course of instruction for providing continuous feedback to both the teachers and the learners for taking decisions regarding appropriate modifications in the transactional procedures and learning activities

Summative Assessment

Summative Assessment is carried out at the end of a course of learning. It measures or 'sumsup' how much a student has learned from the course. It is usually a graded test, i.e., it is marked according to a scale or set of grades. Assessment that is predominantly of summative nature will not by itself be able to yield a valid measure of the growth and development of the child. It, at best, certifies the level of achievement only at a given point of time. The paper pencil tests are basically a one-time mode of assessment and to exclusively rely on them to decide about the development of a child is not only unfair but also unscientific. Over emphasis on examination marks focusing on only scholastic aspects makes children assume that assessment is different from learning, resulting in the 'learn and forget' syndrome. Besides encouraging unhealthy competition, the overemphasis on Summative Assessment system also produces enormous stress and anxiety among the learners.

Scholastic Assessment		
Formative Assessment		Summative Assessment
Tools	Techniques	

	Objective type	Test	Objective type
	Short Answer /long Answers	Assignments	Short Answer
	Observation schedule	Quizzes and Competitions	Long Answers
	Interview schedule	Projects	
	Checklist	Debates	
	Rating scale	Elocution	
	Anecdotal records	Group discussions	
	Document Analysis	Club activities	
	Tests and inventories		
	Portfolio analysis		
4			

The above assessment techniques will be of the aim that

reduce stress on children
make evaluation comprehensive and regular
provide space for the teacher for creative teaching
provide a tool of diagnosis and remediation
produce learners with greater skills

		20 Marks			
	80 Marks (Board Examination)		essment) secure 33% marks earmarked in		
Student has to secure 33% marks out of 80 marks in each subject	Periodic Test (10 Marks)	Notebook Submission (5 Marks)	Subject Enrichment Activity (5 Marks)		
		(i)	(ii)	(iii)	

Language 1 Language 2 Science Mathematics SocialScience	Board will conduct Class-X Examination for 80 marks in each subject covering 100% syllabus of the subject of Class-X only.Marks and Grades both will be awarded for Individual subjects.9-point grading will be same as followed by the Board in Class XII.	Periodic written Test, restricted to three in each subject in an Academic Year.Average of the best two tests to be taken for final marks submission	This will cover:Regularity Assignment Completion Neatness & upkeep of notebook	Speaking and listening skills Speaking and listening skills Practical Lab work Maths Lab Practical Map Work and Project Work
6 th Additional Subject	Scheme of studies for 6th additional sub I.Note: In case student opts a language a modalities defined for Languages 1 and	as 6 th additional s	ubject the	

Periodic Test (10 marks):

The school should conduct three periodic written tests in the entire academic year and the average of the best two will be taken. The schools have the autonomy to make its own schedule. However, for the purpose of gradient learning, three tests may be held as one being the mid-term test and other the two being pre mid and post mid-term with portion of syllabus cumulatively covered. The gradually increasing portion of contents would prepare students acquire confidence for appearing in the Board examination with 100% syllabus. The school will take the average of the best two tests for final marks submission.

Notebook Submission (5 marks):

Notebook submission as a part of internal assessment is aimed at enhancing seriousness of students towards preparing notes for the topics being taught in the classroom as well as assignments. This also addresses the critical aspect of regularity, punctuality, neatness and notebook upkeep.

Subject Enrichment Activities (5 marks):

These are subject specific application activities aimed at enrichment of the understanding and skill development. These activities are to be recorded internally by respective subject teachers.

<u>For Languages</u>: Activities conducted for subject enrichment in languages should aim at equipping the learner to develop effective speaking and listening skills.

<u>For Mathematics</u>: The listed laboratory activities and projects as given in the prescribed publication of CBSE/NCERT may be followed.

For Science: The listed practical works / activities may be carried out as prescribed by the CBSE in the curriculum.

<u>For Social Science and other subjects</u>: Map and project work may be undertaken as prescribed by the CBSE in the curriculum.

Co- Scholastic Activities: CBSE New Assessment Scheme

Schools should promote co-curricular activities for the holistic development of the student. These activities will be graded on a 5-point grading scale (A to E) and will have no descriptive indicators. No upscaling of grades will be done.

Activity	To be graded on a 5-point scale (A-E) in school	Areas and Objectives(as prescribed in the Scheme of Studies for Subjects of Internal Assessment)
Work Education or Pre-Vocational Education	By the concerned Teacher	Work education is a distinct curricular area for students for participation in social, economic and welfare activities. Student gets a sense of community service and develops self-reliance.(for Pre-Vocational Education as per Scheme of Studies)
Art Education	By the VA/PA or the concerned teacher	Art Education constitutes an important area of curricular activity for development of wholesome personality of the students. Students will select one or more forms of creative arts.
Health & Physical Education	By the PE Teacher	Health & Physical Activity preferably sports must be given a regular period. Students should be provided opportunities to get

(Sports / Martial Arts / Yoga / NCC	professionally trained in the area of their interest. Indigenous sports, yoga and
etc.)	NCC must be encouraged in the schools creating a sense of physical fitness, discipline, sportsmanship, patriotism, self-sacrifice and health care.

Discipline (Attendance. Sincerity. Behaviour. Values):

Discipline significantly impacts career shaping and it helps build character. Sincerity, good behavior and values develop strength and foster unity and co-operation. Therefore, the element of discipline has been introduced. Class teacher will be responsible for grading the students on a Five-point scale (A to E).

The internal assessment comprising 20 marks (10+5+5) entails objectivity and a structured approach. For a holistic assessment, the teachers are expected to make it an effective tool.

Documentation:

Records pertaining to the internal assessment of the students done by the schools will be maintained for a period of three months from the date of declaration of result for verification at the discretion of the Board. Subjudiced cases, if any or those involving RTI/ Grievances may however be retained beyond three months.

CBSE New Assessment Scheme for Class-VI to IX in the CBSE affiliated schools:

The CBSE affiliated schools, for the purpose of uniformity in classes VI to IX may, replicate the same assessment model as described above for Class-X for Academic Year 2017-18.

Promotion & Retention Policy Grade 1 to 9

Our promotion & retention policy follow the recommendations od MOE, ADEC and CBSE.Indirect grading in absolute scale having nine points is used in subjects other than Arabic, Islamic Studies and U.A.E. Social Studies

Pass criteria

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Arabic and Islamic 50%

UAE Civics 50%

Other Subjects 33%

(Child has to secure a minimum of 33% in Board examination and a minimum of 33% in Internal Assessment separately to pass)

A student will be promoted to the next higher class based on the following

- 20 marks in any one of the subjects other than Islamic, Arabic and UAE civics and pass in all other subjects .(one twenty rule)
- 25 marks in any two subjects other than Islamic, Arabic and UAE civics and pass in all other subjects (Two- 25 rule)
- 30 marks in three subjects other than Islamic, Arabic and UAE civics and pass in all other subjects (three -30 rule)

A student who scoreless pass minimum in UAE, Islamic and Arabic will have to write a retest to be declared as pass.

Pass Criteria CBSE BOARD Exam

The child shall pass the CBSE board Examination. Based on the following criteria outlined below

- 1. Board will conduct Class-X Examination for 80 marks in each subject covering 100% syllabus of the subject of Class-X. A child shall secure 33% mark in board examination.
- 2. 20 Marks (Internal Assessment) will be awarded by the school for each subject. Student has to secure 33% marks out of overall 20 marks in each subject

(Child has to secure a minimum of 33% in Board examination and a minimum of 33% in Internal Assessment separately to pass the Grade 10 CBSE)

SCHEME OF EXAMINATIONS AND PASS CRITERIA

37. General Conditions

- (i) The Scheme of Examinations and Pass Criteria for All India/Delhi Senior School Certificate and All India/Deihl Secondary Examinations conducted by the Board, shall be as laid down from time to time.
- (ii) Class XI/IX examinations shall be conducted internally by the schools themselves.
- (iii) The Board will conduct the external examinations at the end of Class XII/Class X.
- (iv) Class XII/Class X examinations will be based on the syllabi as prescribed by the Board for class XII/X respectively from time to time.
- (v) Number of papers, duration of examination and marks for each subject/paper will be as specified in the curriculum for the year.
- (vi) The Examination would be conducted in theory as well as in practicals, depending upon the nature of the subject(s) and the marks/grades allotted shall be as prescribed in the curriculum.
- (vii) Marks/grades shall be awarded for individual subjects and the aggregate marks shall not be given.

38. Grading

- (i) Assessment of theory/practical papers in external subjects shall be in numerical scores. In addition to numerical scores, the Board shall indicate grades in the marks sheets issued to the candidates in case of subjects of external examinations. In case of internal assessment subjects, only grades shall be shown.
- *(ii) Letter grades on a nine-point scale shall be used for subjects of external examinations. However, for subjects of internal examination in Class X the assessment shall be made on a five point scale I.e. A,B,C,D & E.
- (iii) The grades shall be derived from scores in case of subjects of external examination. In case of subjects of internal assessment, they shall be awarded by the schools.
- (iv) The qualifying marks in each subject of external examination shall be 33% at Secondary/Senior School Certificate Examinations. However at Senior School Certificate Examination, in a subject involving practical work, a candidate must obtain 33% marks in the theory

and 33% marks in the practical separately in addition to 33% marks in aggregate, in order toqualify in that subject.

- (v) For awarding the grades, the Board shall put all the passed students in a rank order and will award grades as follows :
- A-1 Top 1/8th of the passed candidates
- A-2 Next 1/8th of the passed candidates
- B-1 Next 1/8th of the passed candidates
- B-2 Next 1/8th of the passed candidates
- C-1 Next 1/8th of the passed candidates
- C-2 Next 1/8th of the passed candidates
- D-1 Next 1/8th of the passed candidates
- D-2 Next 1/8th of the passed candidates

F Failed candidates

Notes:

- (a) Minor variations in proportion of candidates to adjust ties will be made.
- (b) In case of a tie, all the students getting the same score, will get the same grade. If the number of students at a score point need to be divided into two segments, the smaller segment will go with the larger.
- (c) Method of grading will be used in subjects where the number of candidates who have passed is more than 500.
- (d) In respect of subjects where total number of candidates passing in a subject is less than 500, the grading would be adopted on the pattern of grading and distribution in other similar subjects.

39. Merit Certificates

(i) The Board will award Merit Certificates in each subject to the top 0.1 % of candidates passing that subject, provided that they have passed the examination as per the pass criteria of the Board.

(ii) The number of Merit Certificates in a subject, will be determined by rounding of the number of candidates passing the subject to the nearest multiple of thousand. If the number of candidates passing a subject is less than 500, no merit certificate will be issued.

(iii) In the matter of a tie, if one student gets a Merit Certificate, all candidates getting that score will get the Merit Certificate.

40. Scheme of Examinations (Senior School Certificate Examinations)

- (i) The Board shall conduct examination in all subjects except General Studies, Work Experience, Physical and Health Education, which will be assessed internally by the Schools.
- (ii) In all subjects examined by the Board, a student will be given one paper each carrying 100 marks for 3 hours. However, in subjects requiring practical examination, there will be a theory paper and a practical examination as required in the syllabi and courses.
- (iii) In Work Experience, General Studies and Physical and Health Education, the schools will maintain cumulative records of students periodical achievements and progress during the year. These records are subject to the scrutiny of the Board as and when deemed fit.
- (iv) A candidate from a recognised school who has some physical deformity or is otherwise unable to take part in Work Experience and Physical and Health Education, may be granted exemption by the Chairman on the recommendations of the Head of the Institution, supported by medical certificate from a Medical Officer of the rank not below an Assistant Surgeon.
- (v) Private/Patrachar Vidyalaya and candidates sponsored by Adult Schools shall be exempted from Work Experience, General Studies and Physical and Health Education.
- (vi) A candidate may offer an additional subject which can be either a language at elective level or another elective subject as prescribed in the Scheme of Studies, subject to the conditions laid down in the Pass Criteria.

40.1 Pass Criteria (Senior School Certificate Examination)

(i) A candidate will be eligible to get the Pass Certificate of the Board, if he/she gets a grade higher than E in all subjects of internal assessment unless he/she is exempted. Failing this, result of the external examination will be withheld but not for a period of more than one year.

(ii) In order to be declared as having passed the examination, a candidate shall obtain a grade higher than E (i.e. atleast 33% marks) in all the five subjects of external examination in the main or at the compartmental examinations. The pass marks in each subject of external examination shall be 33%. In case of a subject involving practical work a candidate must obtain 33% marks in theory and 33% marks in practical separately in addition to 33% marks in aggregate in order to qualify in that subject.

- (iii) No overall division/distinction/aggregate shall be awarded.
- (iv) In respect of a candidate offering an additional subject, the following norms shall be applied:
- (a) A language offered as an additional subject may replace a language in the event of a candidate failing in the same provided after replacement the candidate has English/Hindi as one of the languages.
- (b) An elective subject offered as an additional subject may replace one of the elective subjects offered by the candidate. It may also replace a language provided after replacement the candidate has English/Hindi as one of the languages.
 - (c) Additional language offered at elective level may replace an elective subject provided after replacement, the number of languages offered shall not exceed two.
- (v) Candidates exempted from one or more subjects of internal examination shall be eligible for appearing in external examination and result shall be declared subject to fulfilment of other conditions laid down in the Pass Criteria.

40.2 Eligibility for Compartment in Senior School Certificate Examination

A candidate failing in one of the five subjects of external examination shall be placed in compartment in that subject provided he/she qualifies in all the subjects of internal assessment.

41. Scheme of Examinations (Secondary School Examinations)

- (i) Assessment in the following subjects will be undertaken by the schools themselves in terms of grades on a five point scale (i.e. A,B,C,D & E)
- Work Experience
- Art Education
- Physical and Health Education

- (ii) The evaluation for subjects of internal assessment shall be based on cumulative record of the candidate during his/her continuous assessment in the school.
- (iii) Schools are expected to maintain regular records of student's achievement and progress. These records are subject to scrutiny by the Board when it deems fit.
- (iv) Rest of the subjects of study not mentioned under subclause (i) shall be externally examined by the Board. Details of question papers, marks and duration will be as per the Scheme of Examinations.
- (v) Heads of all affiliated institutions shall be required to issue "Certificate of School-Based Evaluation" covering co-cognitive and other related areas of learning based on continuous and comprehensive evaluation of students who will be completing a course of study of ten years.

41.1 Pass Criteria (Secondary School Examinations)

- (i) A candidate will be eligible to get the Pass Certificate of the Board, if he/she gets a gradehigher than E in all subjects of internal assessment unless he/she is exempted. Failing this, the result of the external examination will be withheld but not for a period of more than one year.
- (ii) In order to be declared as having passed the examination, a candidate shall obtain a grade higher than E (i.e. at least 33% marks) in all the five subjects of external examination in the main or at the compartmental examinations. The pass marks in each subject of external examination shall be 33%.
- (iii) No overall division/distinction/aggregate shall be awarded.
- (iv) In respect of a candidate offering an additional subject, the following norms shall be applied:
- (a) A language offered as an additional subject may replace a language in the event of a candidate failing in the same provided after replacement the candidate has English/Hindi as one of the languages; and
- (b) The replacement shall satisfy the conditions as laid down in the Scheme of Studies.for appearing in external examination and result shall be declared subject to fulfilment of other conditions laid down in the Pass Criteria.

41.2 Eligibility for Compartment in Secondary Examination

A candidate failing in two of the five subjects of external examination shall be placed in compartment in those subjects provided he/she qualifies in all the subjects of internal assessment.

42. Compartment Examination for Secondary/Senior School Certificate Examination

- (i) A candidate placed in compartment may reappear at the compartmental examination to be held in July/August and may avail himself/herself of the second chance in March/April next year and may further avail himself/herself of the third chance at the compartmental
- examinations to be held in July/August of that year. The candidate will be declared 'Pass' provided he/she qualifies the compartmental subject/subjects in which he/she had failed
- (ii) A candidate who does not appear or fails at one or all the chances of compartment shall be treated to have failed in the examination and shall be required to reappear in all the subjects at the subsequent annual examination of the Board as per syllabi and courses laid down for the examination concerned in order to pass the examination. The candidate shall have the option to appear at the practical examination in the subjects involving practical or retain their previous marks in one more annual examination after the Third Chance Compartment.
- (iii) Syllabi and Courses tor the Compartmental candidates in March Examination shall be the same as applicable to the candidates of full subjects appearing at the examination,
- (iv) A candidate placed in compartment shall be allowed to appear only in those subjects in which he/she has been placed in compartment at the Second Chance Compartmental Examination to be held in March/April next year.
- (v) For subjects involving practical work, in case the candidate has passed in practical at the main examination he/she shall appear only in theory part and previous practical marks will be carried forward and accounted for. In case a candidate has failed in practical he/she shall
- have to appear in theory and practical both irrespective of the fact that he/she has already cleared the theory examination.
- (vi) The candidate who is placed in Compartment in the Secondary School Examination (Class-X) shall be admitted provisionally to class XI till he takes in first chance Compartmental Examination to be held in July/August of that year. His/her admission shall be treated as
- cancelled if he/she fails to pass at the first chance Compartmental Examination,

42A. RETENTION OF PRACTICAL MARKS IN RESPECT OF FAILURE CANDIDATES FOR SECONDARY/SENIOR SCHOOL CERTIFICATE EXAMINATIONS

A candidate who has failed In the examination in the first attempt shall be required, to re-appear in all the subjects at the subsequent annual examination of the Board. He/she shall appear only in theory part and his/her previous practical marks will be carried forward and accounted for if he/she has passed in practical. In case a candidate has failed in practical he/she shall have to appear in theory and practical both. If he/she fails to pass the examination in two consecutive years, after the first attempt he/she shall have to reappear in all the subjects including practical.

43. Additional Subject(s)

A candidate who has passed the Secondary/Senior School Certificate Examination of the Board may offer an additional subject as a private candidate provided the additional subject is provided in the Scheme of Studies and is offered within SIX YEARS of passing the examination of the Board. **No exemption from time limit will be given after six years.** Facility to appear in additional subject will be available at the annual examination only.

44. Improvement of Performance

44.1 Senior School Certificate Examination

- (i) A candidate who has passed an examination of the Board may reappear for improvement of performance in one or more subject(s) in the main examination in the succeeding year only; however, a candidate who has passed an examination of the Board under Vocational Scheme may reappear for improvement of performance in one or more subject(s) in the main examination in the succeeding year or in the following year provided he/she has not pursued higher studies in the mean time. He /she will appear as private candidate. Those appearing for the whole examination may however appear as regular school candidates also if admitted by the school as regular students. In no case, a candidate shall be allowed more than one chance for improvement of his performance.
- (ii) For subjects involving practical work, in case the candidate has passsed in practical at the main examination, he/she shall be allowed to appear in the theory part only and marks in practical obtained at the main examination shall be carried forward and accounted for. In case
- a candidate has failed in practical he/she shall have to appear in theory and practical both irrespective of the fact that he/she has already cleared the theory examination.

(iii) Candidates who appear for improvement of performance will be issued only Statement of Marks reflecting the marks of the main examination as well as those of the improvement examination.

(iv) A candidate appearing fo r improvement of performance in one or more subjects cannot appear for additional subject simultaneously.

44.2 Secondary Examination

- (i) A candidate who has passed Secondary School Examination of the Board may appear at the examination for Improvement of performance in one or more subjects in the main examination in succeeding year only, provided he/she has not pursued higher studies in the meantime. He/ she shall appear as a private candidate. Those reappearing in the whole examination, may appear as regular school candidates also.
- (ii) A candidate appearing for improvement in subject(s) involving practical shall appear only in theory and previous practical marks shall be carried forward and accounted for.
- (iii) Candidates who appear for improvement of performance will be issued only Statement of Marks reflecting the marks of the main examination as well as those of the improvement examination.
- (iv) A candidate appearing for improvement of performance in one or more subjects cannot appear for additional subject simultaneously.

For Secondary Examination

- (i) Candidates for Secondary School Examination will be required to offer two languages as laid down in the Scheme of Examination but will be allowed to offer Home Science, Commerce in place of Mathematics and Science & Technology.
- (ii) Candidates for Secondary School Examinations from outside Delhi shall not be allowed to offer subjects involving practical work.

46. Exemption to Spastic, Blind, Physically Handicapped and Dyslexic Candidates

Dyslexic, Spastic candidates and candidates with visual and hearing impairment have the option of studying one compulsory language as against two. This language should be in consonance with the overall spirit of the Three Language Formula prescribed by the Board. Besides one language, any four of the following subjects be offered:

Mathematics, Science and Technology, Social Science, another language, Music, Painting, Home Science and Introductory Information Technology.

TEACHING STRATEGIS AND ASSESSMENT PLANNING

- School's curriculum plans (Schemes of Work) are used to guide teaching. In this
 plan, details of what is to be taught to each year group and opportunities for
 assessment within each broad unit of work are identified.
- Lessons are planned with clear learning objectives and based upon detailed knowledge of each child by the teacher. All tasks are set appropriate to each child's ability. The lesson plans indicate clear expected outcomes for each lesson for different ability groups. These are personalized after rigorous evaluation of data.
- Teachers always share the learning objectives with the children, the lesson's
 learning objective at the start of the lesson and reviewed during and end of the
 lesson. They also indicate the way in which the activity is linked to the learning
 objective and the criteria against which the work will be judged. Students have a
 clear understanding of the aims of their work and what steps they need to take to
 complete it successfully.
- Teacher student interaction is effectively implemented through thought provoking and critical thinking-based questions in the lessons.
- Teachers share the rubrics/checklist/success criteria with students for either a
 unit of work/specific task. Self and peer assessments and reflection on their own
 learning are encouraged.

MONITORING STUDENT PROGRESS IN THE CLASSROOM

- Formative assessment is part of the dynamic of the classroom. During questioning or supporting pupils in groups, the teacher constantly assesses understanding.
- It is used to fine-tune the lesson as the teacher calls the pupils to attention, to point out common errors or particular insights achieved by some pupils.
- This disseminates knowledge and understanding across the classroom. This type
 of assessment can be the most powerful as it is immediate and results in action
 by the pupil. Among the strategies that can be used in the classroom are:
- sharing and talking about learning objectives, learning outcomes and success criteria with pupils
- clarifying progression

 recognizing that learning is often demonstrated through oral and written language, and that the academic language required to show understanding has to be explicit and part of the sharing of learning objectives and success criteria

- observing and listening to gather intelligence
- using questioning and whole-class dialogue to check, probe and develop understanding
- explaining and modeling to clarify progression in key concepts and skills, demonstrate thinking processes and exemplify quality
- giving oral and written feedback to support the evaluation of progress, clarify standards and help identify next steps in learning
- planning for group talk, peer assessment and self-assessment to help children develop as independent learners
- planning specific activities that give teachers an insight into the progress children are making, the standard they have achieved and the obstacles to their progress.

Implementation Process and Procedures for Student Data Analysis

ASSESSMENT DATA ANALYSIS:

- After the conduct of assessment, teachers record the student marks secured in each type of assessment in mark entry table in teachers' portal
- Once the mark entry is completed and verified, results are being generated
- Once result generated, student performance analysis is done in general as a
 whole class, section wise class average comparison with overall grade average
 comparison, gender wise data comparison, progress over time, ability group data
 analysis etc.
- The analyzed data is used to modify curriculum, adapt remedial strategies and plan and execute intervention strategies for further improvement.

USE OF ASSESSMENT DATA

1. Differentiate instruction by student readiness

Sound interim assessment data lets teachers know exactly where each student is compared to their classmates and peers nationwide. It allows a teacher to meet students within their zone of proximal development (ZPD), the optimal spot where instruction is most beneficial for each student and just beyond their current level of independent capability.

2. Evaluate programs and target professional development

School and district leaders can use data to evaluate curricula and intervention programs, inform changes in instructional practice, and target professional development.

3. Setting Learning Targets

 Target-setting is the means by which the specific and measurable goals are identified that help to improve the standards of all children.

- Targets may relate to individual children, groups of children within classes, or whole cohorts of children.
- Target Setting also enables the school to ask some key questions about students' performance and the next steps to be taken by the school.
- The targets are identified and prioritized to have a positive impact on the student's learning. These help us to monitor and improve children's attainment and progress as well as school development targets which are detailed in the school development plan.
- The teachers shall also encourage the students to set their own targets and review them periodically.
- Regular feedback from teachers makes children aware of how they can improve their work and achieve their targets.
- Recognition of targets achieved and next steps planned is evident in children's notebooks.
- Target-setting means that they make decisions about their own learning. This helps them learn more effectively and informs them of the next steps to be taken to improve.
- Parents are informed about the target-setting process and targets for their children.
- Parent teacher interactions (OPEN HOUSE MEETINGS) are conducted after each
 assessment enables parents to know the attainment levels of their children and
 strategies for their further development. This helps parents identify the ways in which
 they can support and encourage their child with their learning at home.

4. School adaptation on remedial instructional strategies

- Individualized Education Program
- Geared to the learning needs of individual pupils, the Individualized Educational
 Program aims to reinforce the foundation of learning, help pupils overcome their learning
 difficulties and develop their potentials. Individualized Educational Program should
 include short-term and long-term teaching objectives, learning steps, activities and
 reviews to ensure that the program is implemented effectively. Teaching can be done in
 small groups or for individual. If necessary, remedial teachers, other teachers, student
 guidance officers/teachers, parents and pupils alike are to participate in designing the
 program. Remedial teachers hold meetings regularly to evaluate the effectiveness of
 work and gather opinions for refinement.

Peer Support Program

Remedial teachers may train up pupils who perform better in a certain subject to become 'little teachers' and who will be responsible for helping schoolmates with learning difficulties in group

teaching and self-study sessions as well as outside class. Peer support program helps pupils reinforce their knowledge, and develop their communication and cooperation skills as well as good interpersonal relationship. To enhance the effectiveness of the program, remedial teachers must provide training to the pupils concerned beforehand and make regular reviews on its effectiveness. Generally speaking, this program is more suitable for pupils of higher grades.

5. Reward Scheme

The reward scheme has positive effect in enhancing pupils' motivation. It aims at guiding pupils to set their own objectives and plans, and positively reinforcing their good performance. No matter what reward is provided, the most important thing is to help pupils cultivate an interest in learning and gain a sense of satisfaction and achievement during the learning process.

Attendance Policy

Policy Statement

GVIS is committed to the implementation of the requirements for attendance according to ADEK Policy. GVIS believes school attendance is a shared responsibility between students, parents and the school. There is a direct relationship between attendance and student success, thus GVIS recognizes that students enhance their learning and achieve higher degrees of success when they attend school regularly. GVIS supports the principle that regular and punctual attendance contributes to the general welfare of the entire student body.

Duties and responsibilities according to ADEK

By the authority of ADEK:

- Students are expected to attend school on a regular basis
- Students shall arrive at school punctually every day, attend morning assembly, and attend classes on time
- Schools will maintain accurate daily attendance data for each student, including timely or late arrival at school
- Parents/Guardians will make every effort to ensure that their children attend school every day and arrive on time
- If a student is absent from school the parents/guardians must inform the school that morning or send a note the following day
- A doctor's note must be provided if an assessment is missed in order to have the opportunity to participate it in upon their return
- Students are responsible for completing all assignments missed during their absence
- Parents/Guardians should ensure that family vacations take place during scheduled holidays

Guidelines for Managing Attendance

- 1. Students are to be present and on time for all classes during the school day.
- 2. Parents/guardians must contact the school on the day of the student's absence. If unforeseen circumstances prevent this from happening, the reason for the absence should be communicated to the administration in

a timely manner.

- 3. Teachers are to submit attendance records to the office on a daily basis. All absences are recorded in eSIS.
- 4. (a) School administrators are responsible for determining the validity of explanations presented to account for a student's absence.

(b) Excused Absences

Absences which may be excused for necessary and important reasons and may include but not be limited to:

- i. Personal illness (medical note may be required)
- ii. Bereavement
- iii. Ouarantine
- iv. Family emergencies
- v. Observance of religious holidays
- vi. Appointments for medical and or health
- vii. Court appearances
- viii. Others as approved by the administration

GVIS Attendance Procedure

- All students are to attend the assembly at 8:00 am. Students not inside the gate
 of the school for the National Anthem at 8:05 am will be regarded as late and the
 gate will be closed.
- Before the first class begins teachers will take attendance and submit it to the
 office.
- The section head will attempt to contact the parents of any student who is absent and record the reason. The attempt or call will be recorded.
- Students who arrive after the first period must have a note from home or send a
 text to the section head.

Late Arrivals

Students who arrive at school after 8:05 am are considered late. In order to attend school for the day they must meet with and be approved by the administration and receive a late slip before attending any classes. If a student is late on three or more occasions the office may contact the parent/guardian to have them explain the tardiness. Should frequent lateness be an issue, without valid excuses, it may result in a level two written student behaviour warning being issued. It may also result in a

meeting with the student, parent/guardian and administration. If a student reaches five or more late arrivals in an academic year they may face a two-day suspension.

Early Departures

When a student must leave school during the school day he/she must have a written request from home or a phone call should be made by the parent to the section head for legitimate requests. These requests must be received in the morning of the day of early departure. Parents must report to the office to sign out and pick up their child. Students are not permitted to leave school without permission from parents and administration and must have an exit slip in order to leave.

Tardiness during the day

In cases of persistent tardiness, the school may notify the family of the student's unsatisfactory attendance and ask for cooperation in ensuring that the student attends class on time. The school will keep track of all cases of tardiness and after three occasions' administration may issue the student a level two written student behaviour letter. This will stay on the student's record. If the behaviour does not change and the student accumulates five cases in a reporting period the student may be suspended.

Samples of these programs and activities are as follows:

- 1. School Radio Program.
- 2. Recognition of achievements and positive student behaviour.
- 3. Opportunity to participate in sports' activities: football, coco, volleyball and co-curricular activities.
- 4. Special weeks centred around a theme.
- 5. Special occasion celebrations (National Days, Eid Al Adha, Eid Al Fitr, Al-Hijra New Year, Flag Day, Commemoration Day, Isra Wal Miraj, Ramadan, etc.)
- Involvement of students in concerts, talent shows and after-school activities.
- 7. Student work displayed within the class, Corridor and office.
- 8. Special Events (Entrepreneurship, Public Speaking Event, Musicals, Science Fair, etc.)
- 9. The singing and assembly of students for the National Anthem each morning.
- 10. Explicit teaching of Prosocial Behaviour.
- 11. Star of the month award in school assembly.

1. CO-OPERATION AND RESPONSIBILITY

The school expects each student to co-operate fully by taking the responsibility for their own progress through diligent preparation for, and participation in, all the classes they attend.

This requires showing concern for the needs of others so they may pursue their studies without interference, behaving appropriately at school, both in and outside the classroom, and respecting the authority of all staff.

2. SCHOOL UNIFORMS

The school requires school uniforms to be worn to all school functions and sporting events unless the students are otherwise directed. The uniform must be clean and in good repair at all times. Students are expected to wear the appropriate uniform to and from school. Students who arrive at school with an inappropriate uniform may receive a student behaviour verbal and written warnings.

The school uniform is as follows:

GRADE 1 TO 4

Boys: - Full sleeved shirt with stripes and school logo, dark blue pants with off white stripes, dark blue blazer with off white stripes, dark blue and red diagonal striped tie, white socks and black shoes and black belt with school logo.

Girls: - dark blue check frock with white striped sleeve, white striped pants, dark blue blazer with off white stripes, dark blue and red diagonal striped cross tie and white socks and black shoes.

GRADE 5 TO 12

Boys: - Full sleeved shirt with stripes and school logo, dark blue pants with off white stripes, dark blue blazer with off white stripes, dark blue and red diagonal striped tie, white socks and black shoes and black belt with school logo.

Girls: - Dark blue check full skirt, full sleeved white shirt with stripes and school logo, dark blue check vest coat, dark blue and red diagonal striped tie, dark blue blazer with off white stripes, white socks and black shoes and plain white leggings

House uniform consist of four different sets. On days of PE periods and sports related activities or designated house assembly days, students may wear their GVIS house uniform. For boys: half sleeve colour T-shirt with school logo on the right chest and house name on back died of the T-shirt of green, yellow, pink and red for Emerald, Diamond, Sapphire and Ruby house respectively with navy blue colour track suit pant with school name for common to all houses and white shoes.

For girls: full sleeve long top with school logo on right side of chest and house name on back died of the top of green, yellow, pink and red for Emerald, Diamond, Sapphire and Ruby house respectively with navy blue colour track suit pant with school name for common to all houses and white shoes.

3. PERSONAL CONDUCT

It is essential that students develop respect for themselves as individuals and as students of the school. The school, therefore, requires students to conduct themselves at all times in a manner which will enhance their reputation and that of others at Grace Valley Indian School. Offensive behaviour including

bullying, the use of bad language, theft or causing injury to another, will not be tolerated.

4. RESPECT FOR PROPERTY

Out of respect for others, students are expected to gain permission to use another person's property. This applies regardless of whether the property belongs to an individual, the school or the community.

Students should not bring valuable items to school, other than those required for academic and co-curricular activities.

5. TECHNOLOGY

Grace Valley Indian School (GVIS) provides online systems and resources for use by students and staff. This includes individual Google accounts with access to Google Apps for Education including unlimited cloud storage within the GVIS network, as well as laptops.

All policies, procedures, codes of behaviour, and rules of GVIS apply to those using online systems and resources provided by or on behalf of GVIS. The "Technology Code of Conduct" pertains to the use of online systems and resources and has been prepared to protect the rights and safety of all.

GVIS takes appropriate measures to ensure the security of the facilities and information that may be contained in them. GVIS reserves the right to monitor the use of online resources by all that access the systems.

Refer to Appendix I for detailed "Technology Code of Conduct" information.

6. PARTICIPATION

Grace Valley Indian School will be offering a range of extracurricular and afterschool activities as the year progresses. Students are encouraged to be involved in school activities and they should encourage the involvement of their peers.

7. COMMITMENT

When a student joins a school team, they must accept all the expectations involved in that membership. If a student does not respect the commitment they may be removed from the team or activity.

8. ATTENDANCE

- 1. Students are to be present and on time for all classes during the school day.
- 2. Parents/guardians must contact the school on the day of the student's absence. If unforeseen circumstances prevent this from happening, the reason for the absence should be communicated to the administration in a timely manner.

3. Teachers are to submit attendance records to the office on a daily basis. All absences are recorded in eSIS.

- 4. (a) School administrators are responsible for determining the validity of explanations presented to account for a student's absence.
 - (b) Excused Absences

Absences which may be excused for necessary and important reasons and may include but not be limited to:

- i. Personal illness (medical note may be required)
- ii. Bereavement
- iii. Ouarantine
- iv. Family emergencies
- v. Observance of religious holidays
- vi. Appointments for medical and or health
- vii. Court appearances
- viii. Others as approved by the administration

GVIS Attendance Procedure

- All students are to attend the assembly at 8:00 am. Students not inside the gate of the school for the National Anthem at 8:05 am will be regarded as late and the gate will be closed.
- Before the first class begins teachers will take attendance and submit it to the office.
- The section head will attempt to contact the parents of any student who is absent and record the reason. The attempt or call will be recorded.
- Students who arrive after the first period must have a note from home or send a text to the section head.

(Refer School Attendance Policy for the procedure of Late arrivals, Early departures and Tardiness during the day)

9. SCHOOL BUS BEHAVIOUR

The driver and bus supervisor are in charge of the school bus.

- 1. Respect the bus supervisor and bus driver instructions.
- 2. Keep the seat assigned to you by the bus supervisor.
- 3. Use appropriate language while on the bus without yelling or making loud noises.
- 4. Stay seated with the seat belt fastened properly when the bus is in motion.
- 5. Keep windows closed unless the bus driver permits otherwise.
- 6. Keep your entire body within the bus (arms, head, etc.)

- 7. Nothing is to be thrown inside the bus or out of the windows.
- 8. When the bus is in motion, keep the aisle of the bus clear at all times.

- 9. Be on time and never stand or play on the road while waiting for the bus.
- 10. The aisle of the school bus should be neither wholly nor partially obstructed by any person sitting in such a manner that the person's body, or any part thereof, extends beyond a seat into the aisle.
- 11. Eating and drinking refreshments in the bus are prohibited
- 12. Girls are to be seated in the front portion of the bus and boys in the back unless students are informed to sit in a designated seat by the bus supervisor.

NOTE: As per school code of conduct policy, students may lose busing privileges for a short-term or long-term basis, depending on inappropriate behaviour.

LEVELS FOR DISCIPLINARY ACTIONS

Grace Valley Indian School categorizes student misconduct into three levels:

Each level of behaviour requires a different disciplinary approach for modifying and correcting the student behaviour. The strategy or consequences applied for the level of behaviour will be appropriate for the grade, student age and gender.

LEVELS OF MISCONDUCT

Level One - Behaviour that causes the disruption of teaching and learning

Behaviours in Level One may include but are not limited to:

- Tardiness
- Unexplained Absences
- Not bringing necessary books and equipment
- Bringing toys and house belonging to class
- Inappropriate school, including PE, uniforms
- Rough play, Shouting
- Disruptive classroom and school behaviour
- Not following the school code of conduct within classrooms, corridor, playgrounds and buses
- Defying school authority and staff members
- Abusive or inappropriate language
- Speaking other than English in class

Level Two - Behaviour that causes greater disruption of teaching and learning that may include but not limited to the level one behaviour. It also covers property damage or student behaviours that may lead to physical or emotional harm to themselves or another person.

Behaviours in Level Two may include but are not limited to:

- Habitual Level One offences
- · Defying school authority and staff members
- Trespassing
- Skipping or ditching class
- Use of excessive force when playing
- · Mocking others
- Bullying physical or cyber bullying
- Vandalism of school property or the property of others
- Leaving school without permission
- In possession of or assignments
- Providing false documents (e.g.: signing letters without the knowledge of parents)
- · Disruptive on school buses- refer to school bus behaviour
- Significant disruptive behaviour

For Level Two offences that involve vandalism, parents may be held responsible for paying all or part of the costs of rectifying any defacing, damage or destruction of school property caused by their child or children's acts of vandalism. (Refer to procedures for reporting the willful damage and/or destruction of school property, as below)

Level Three - Behaviour that may cause the physical endangerment of fellow students, school staff and others.

Behaviours in Level Three may include but are not limited to:

- · Habitual Level Two offences
- · Willful damage to, or destruction of, school and personal property
- · Using cell phones during school time
- Fighting
- Abusive or inappropriate language directed towards students or staff
- Theft

For Level Three offences that involve willful damage or destruction to school property, parents may be held responsible for paying all or part of the costs of rectifying

any defacing, damage or destruction of school property caused by their son/daughter or son/daughter's acts of vandalism.

Level Four: Behaviours in Level 4 are violating UAE Laws.

Behaviours in Level Four may include but are not limited to:

- Sharing or distributing pornographic material
- Attending school under the influence of illegal substances
- Possessing, selling, weapons and/or explosives
- Using possession of any illegal and inappropriate materials, photos etc.
- Committing major actions contradictory to the laws of the UAE inappropriate touching, vulgar verbal abuse using technology etc.

Discipline intervention may include but are not limited to:

Level 1 Interventions:

- 1. <u>Verbal Warning</u>: Discuss the expected change in behavior with the student.
- 2. <u>Written Warning</u>: Notify the parent in writing about the student's misconduct.
- 3. <u>Written Warning</u>: Notify the parent in writing and hold meeting(s) with them to agree on a reasonable joint home-and-school strategy.
 - -The parent is required to sign an undertaking to support the agreed strategy.
- 4. <u>Written Warning</u>: Notify the parent in writing and summon the parent together with the Behavioral Management Committee to agree on how to implement a set of strategies aiming at reducing the negative behavior.

*Three verbal warnings are issued before a written warning is sent home.

Level 2 Interventions:

1. <u>Written Warning:</u> Instruct the student to sign an undertaking not to repeat the offense. Summon the parent, who is required to sign an agreement to support their child in reforming their behavior.

- 2. <u>Onsite Suspension</u>: Temporarily suspend the student up to 2 days and assign the student supervised study assignments inside the school with a notification to the parent. -Notify both the student and the parent of a second written warning.
 - -Notify the Behavioral Management Committee to agree to a set of strategies for reforming the student's behavior.
 - -The parent is required to sign an undertaking to support the agreed strategy.
- 3. <u>Onsite Suspension</u>: Temporarily suspend the student up to 3 days and assign the student supervised study assignments inside the school.
 - -Issue a final warning in writing to the student and the parent.
 - -Notify the Behavioral Management Committee to agree to a final set of actions for reforming the student's behavior.
- 4. <u>Expulsion:</u> Immediately suspend the student offsite until the end of the investigation, with a notification to the parent.
 - -The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion.
 - -After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient support and counselling as per their behavior strategy.

Level 3 Intervention:

- 1. <u>Onsite Suspension:</u> Immediately suspend the student inside the school.
 - -The Behavioral Management Committee shall evaluate the evidence and determine disciplinary actions.

-The school shall summon the parent immediately to inform of the disciplinary action and the requirement to sign an undertaking to support the agreed strategy.

- 2. <u>Offsite Suspension:</u> Immediately suspend the student offsite until the end of the investigation with a notification to the parent.
 - -The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions.

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- -Provide the student and the parent with a final written warning. Summon the student and the parent to the school to present the Committee's decision.
- 3. <u>Expulsion:</u> Immediately suspend the student offsite until the end of the investigation with a notification to the parent.
 - -The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion. After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient counselling as per their behavior strategy.
 - -The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion. -After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient support and counselling as per their behavior strategy.

Level 4 Interventions:

- 1. <u>Offsite Suspension:</u> Immediatly suspend the student offsite until the end of the investigation with a notification to the parent.
 - -The Behavioral Management Committee shall evaluate the evidence and agree on a set of disciplinary actions and a corrective plan.
- 2. <u>Expulsion</u>: Immediately suspend the student offsite until the end of the investigation with a notification to the parent.
 - -The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion.

-After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient counselling as per their behavior strategy.

Students with Special Education Needs

Students with special education needs are required to follow the same school rules as their peers. Students with special educational needs may need greater assistance in learning and following the school rules. Students with special education needs must not have greater consequences imposed for misbehaviour. If disciplinary action is necessary, it will be carried out in accordance with the Grace Valley Indian School Disciplinary Actions.

The School Leadership Team (SLT) will determine whether the behaviour is a manifestation of the student's special needs. The SLT, with the support of the Regional Special Education Supervisor (ADEK), will:

- Perhaps conduct a Functional Behaviour Assessment (FBA) to determine whether to develop and implement an intervention plan
- **If developed, review** the intervention plan, if one has been developed, and modify it as deemed necessary to address the behaviour in question.
- Support the student's return to school, unless the parent and the Head of Special Education in the region agree that a transfer to a different school or alternative educational setting is necessary

Reference - ADEK Transition Procedures Handbook

PROCEDURE FOR SUSPENSION AND EXPULSION

Suspension:

Before a suspension is considered, the behaviour must be considered a level three/four or the school must have a documented history of incidents of misconduct and details of behavioural interventions that have been implemented. This documented record shall be transferred with the student to any new school, and the school shall keep a copy of the record.

Before a suspension can be considered the school must have conducted a fair and documented investigation into the behaviour incident.

Steps for suspension

1. A student may only be suspended from school by the Principal or designate.

2. The school shall have documented evidence of the student's behaviour to support a suspension.

- 3. The Principal or designate shall notify the parents or guardian directly (by phone or in person) of the student's conduct prior to a suspension.
- 4. The Principal or designate shall complete the Notice to Suspend letter and forward directly to the parent or have the parent collect it from the school.
- 5. A copy of the Notice to Suspend is forwarded to the school social worker.
- 6. A copy of the Notice to Suspend is kept in the student's file.
- 7. The suspension commences on the following school day on which the decision to suspend was made. The student may remain at school on the day the decision to suspend was made.
- 8. According to ADEK regulations, the period for suspension must not exceed 5 days.
- 9. It is the responsibility of the student to continue their day to day classroom work and the student must communicate through email and with their teachers to enable a continuation of the work program during the suspension period.
- 10. A Return to School meeting may be conducted at the earliest convenience to the school (No later than 3 days after the suspension).
- 11. If required by the administration, the student, parent and/or guardian must attend the Return to School meeting before the suspension can be concluded.
- 12. In the event that the Return to School meeting is unsuccessful the Principal or Designate may extend the suspension by no more than 5 days.
- 13. In the event that the second Return to School meeting is also unsuccessful, The Principal may choose to apply other disciplinary actions consistent with the re-entry procedures.
- 14. When a student has been suspended on more than one occasion for serious misconduct, then the school may consider other options including expulsion on a case- by case basis.
- 15. In making an application for transfer or removal, the school shall ensure that all the stages have been followed.

Appeal process

All students have the right to an appeal process for disciplinary action applied to alleged misconduct.

Students are required to fulfil the disciplinary action imposed while the appeal process is underway.

A student can appeal the disciplinary action to The Principal of the

A written letter of appeal from parents is required within 2 school days of the disciplinary action being handed down to initiate the appeal process. The appeal letter should state clearly the disciplinary action applied to the student, reasons and explanations for why the discipline is unjustified, or why the student cannot fulfill the discipline. The letter should also include a summary

of outcomes from the previous appeals, reasons why the decisions were unsatisfactory and the reasons for the current appeal.

First level

school.

The First Level of Appeal is at the school and The Principal is responsible for overseeing the process. The Principal is required to hold a meeting with parents and students within two days of receiving the appeal letter to discuss the appeal. If necessary, additional meetings will be arranged as soon as possible. Principals may invite other parties such as teachers, social worker, school psychologist, and/or members of the school Leadership Team to be present at the meeting. Parents and students may also invite other advocates to be present in the meeting to provide support.

Second level

If the appeal is not resolved at the First Level within a period of one week from the date of appeal, then the appeal may be extended for an additional one week by the school principal. If the school fails to receive a written decision concerning the appeal within two weeks from the parent, the appeal is considered implicitly rejected and the decision issued in this regard shall be final. Students and parents have the option to escalate the appeal to the Regional Office.

The Director of the Regional Office or his/her delegate will oversee the appeal process. The Director or his delegate will convene appropriate committees to investigate and advise on process only.

Third level

If the appeal at the Second Level is not resolved or is not satisfactory, students and parents have a third option to escalate the appeal to ADEK Central. A Central Disciplinary Committee will be convened by the Director-General (or nominee) to hear the appeal and investigate claims and charges. Any decision regarding the disciplinary action issued by ADEK will be final.



The school schedules educational field trips during the academic year with an aim to enrich the curriculum taught. The school will see that the student's behavior prior to the trip is cooperative and friendly. Parents/Guardians will be informed in the event that their son/daughter is not showing acceptable behavior and will be restrained from the trip.

The school will take up the following procedures.

- 1. Define the objective of the trip
- 2. Schedule the date, time, capacity and location of the trip
- 3. Ensure parental consent is obtained for each student registered on the trip and they don't have any medical problems.
- 4. The parent will be given the contact number of the teacher in charge of their child (Group) and can be contacted if needed.
- 5. Younger siblings will not be allowed to participate in field trips
- 6. Maintain the attendance of the students participating in the trip.
- 7. A student can never ride with a parent in separate transportation and join a field trip.
- 8. Fees paid for field trips are non-refundable if the payment has already been made to the venue.
- 9. Refreshments and other requirements are distributed.
- 10. Instruction to be followed while on the trip will be distributed
- 11. Students will be advised not to carry expensive gadgets and school will not be responsible for the loss or damage of the same.
- 12. Bus procedures, rules, and policies apply during all field trips.
- 13. The principal shall nominate a teacher as Trip coordinator.
- 14. Ensures student to teacher ratio of 10:1 is maintained separately for girls and boys and the teacher for the specific group will always be with the group.
- 15. The discipline procedures are maintained by the Assistant teacher as per the directions of the trip coordinator.
- 16. The trip coordinator will update the school principal of the status of the trip.

GVIS TRANSPORT POLICY

Introduction

The School Transport Policy outlines the responsibilities and procedures governing the provision of school bus services to ensure the safety, efficiency, and reliability of transportation for all students. This policy encompasses various aspects, including the provision of school bus service, rider safety, journey duration, designated pick-up and drop-off points, exclusive use of school buses, fee regulations, maintenance of school-owned buses, sibling pick-up arrangements, and grievance handling procedures.

These obligations outline the responsibilities schools have regarding the provision of school bus services and ensuring the safety and well-being of students during their journeys.

Provision of School Bus Service

Schools shall provide school bus service to their students in line with Article No. (2) of the Executive Regulation Concerning the School Transport Service Regulation in the Emirate of AbuDhabi. In addition, schools shall provide any required support or related aids and services for students with additional learning needs to avail of school bus

services. In exceptional cases where it is not feasible to provide school bus service to individual students, the school shall request the ITC to grant an exemption.

SCHOOL BUS COORDINATOR:

Ensure only the approved and licensed School Transport operator is contracted for providing school transport services.

- 2. Comply with all roles and responsibilities as per School Transport Regulation for Abu Dhabi and ADEK Policy (School Transportation).
- 3. Nominate school staff for the coordination of the schools' transportation, ensuring to provide the nominated details to the service providers.
- 4. Ensure that the bus drivers and supervisors are following their roles and accomplishing their responsibilities.
- 5. Ensure school buses are checked in the morning and in the afternoon in the trips to and from the school.
- 6. Organize the pickup / drop off zones (bus assembly areas) for school buses in appropriate school locations.

- - 7. Create traffic management plan for the school. This is to ensure private cars, buses, pedestrian's routes are clearly marked.
 - 8. Traffic Management System for the school that is based on the Risk Assessment form.
 - 9. Conduct random bus inspections.
 - 10. Provide a sign in each bus that will clearly indicate the traffic route and the directions of travel, also the instructions that the drivers must follow.
 - 11. Ensure speed limits are displayed in and out of the school as per relevant authorities.
 - 12. Ensure Signage shall be checked regularly and maintained so that it can be easily read.
 - 13. Ensure all people who are involved in the school traffic management such as bus drivers & supervisors are trained and competent.
 - 14. Provide Bus Operator with all students contact information and update them with your new plans and students' enrolment.
 - 15. Provide students with Bus ID Card.
 - 16. Arrange students seating in the bus according to their age and gender.
 - 17. Ensure that bus operators & drivers have the required license from Department of Transport- Abu Dhabi.
 - 18. Ensure that bus operators are following their assigned roles in regards to provide safe bus transportation.
 - 19. Always match the classroom attendance sheet with the bus supervisor attendance sheet.
 - 20. This procedure certified through daily review by the school administration and the attendance sheet which submitted by the bus supervisor.
 - 21. Communicate with Transport Service Provider, to ensure the implementation of the Traffic Management Plan.
 - 22. Provide daily supervision to ensure a safe operation in buses pick up / drop off zones.
 - 23. Prevent other vehicles from using or blocking buses pick up / drop off zones.
 - 24. Ensure bus supervisors and drivers have the adequate information, supervision, & training required by accredited training centers in Abu Dhabi.

ROLES AND RESPONSIBILITIES OF BUS DRIVERS

- The bus driver should be trained by an ADEK and D.O.T. recognized agency for firefighting and first aid procedures.
- The bus driver should make sure the safety of the students onboard the buses from their homes to school and back, as well as during school field trips and our door activities.
- The bus driver should have a valid UAE school bus Driving License issued by the Emirate of Abu Dhabi. This should be parallel with all rules and responsibilities as per the school
- Transport Regulations of the Emirate of Abu Dhabi, and with daily procedures and duties in the bus trip.
- The bus driver never uses his mobile phone during the trip.
- The bus driver helps to evacuate the bus in case of emergencies.
- The bus driver should obey traffic laws at all times and drive safely.

• Only students are allowed to enter and exit the bus at their assigned pickup and drop off points, or as instructed in case of emergencies.

- The driver should pick up the students from a safe area.
- The driver should not drive until he makes sure the student sat down and fastened the seat belt.
- The bus driver ensures with the help of the bus conductor that no student is left behind onboard at the end of the trip.

THE RESPONSIBILITIES OF THE PARENTS:

- Report any unsafe condition observed, relevant to school bus transportation, the driver or bus conductor to the school senior management.
- Comply with all rules and responsibilities as per School Transport Regulation for Abu Dhabi Emirate, and with daily procedures and duties in the bus trip.
- Sign the Undertaking Form during student registration, provided by the school senior management.
- Parents should wait with their children before the arrival of the bus in the bus pickup area.
- Parents must reinforce the mandatory requirement of remaining in seats, fastening seat belts and maintaining the required behavioral standards throughout the journey.
- Parents are responsible for ensuring that pupils are available to board the bus at the designated time.
- Parents or their designated person are responsible for receiving the pupil from the
 designated bus stop. Pupils under the age of 11 will not be released from the bus unless the
 authorized person is present to collect them. Such students will be taken back to school, the
 parents can collect them from there.
- Pupil above the age 11 can be dropped off at the drop points unaccompanied provided the
 parents give an application for the same.

THE RESPONSIBILITIES OF THE BUS SUPERVISOR:

- Check to see if the bus is free of any dangerous equipment to ensure the safety of the students.
- Have the parents' contact numbers in case of emergency.
- Have the updated attendance roster to check the attendance.
- Check if the safety equipment is present and in good condition.
- Assist the students in getting up on the bus and help them seat in their allocated places and fasten their seatbelts.
- Arrange the bags in a way that they do not block the aisles.
- Take the attendance to ensure that everyone is present.
- Make sure that students are in their seats seating safely during their trip.
- Instruct students not to touch the safety equipment such as first aid kit, fire extinguisher, glass breaking hammers and emergency doors.
- Inform students to stay seated till the bus stops completely.

 Assist students in taking their bags out of the bus especially those who are below eleven years.

- Take the attendance when each student leaves the bus.
- Make sure that the bus is empty from students and all their belongings.
- Report to the senior management any form of deficiencies by the driver.

Arrival at the	 Ask students to be seated until the bus comes to a complete stop. 	
school	 Help students who are under age of 11 years to drop off their bags. 	
	 Mark the daily attendance sheet when each student exits the bus. 	
	 Ensure the bus is empty from students and their belongings. 	
Departure from	 Organize students waiting at the assembly point within the school. 	
the school	 Assist students in boarding the bus. 	
	 Organize the bags inside the bus to prevent any disturbance. 	
	 Fill-in the attendance sheet of each student in the bus. 	
	 Inform the school about any missing student. 	
	 Do not move the bus before signing the attendance sheet. 	
Home Drop off	 Ensure they are received by their parents hand to hand (students below 	
	11 years)	
	Help students get off the bus	
	 Cross the road from behind the bus in case student's home is on the other side of the road. 	
	 Mark the daily attendance sheet after you hand over each student. 	
	 Ensure that there is no student forgotten in the bus at the end of the trip. 	

TRAINING

- School Management shall verify that school transport operator trained drivers and supervisors approved and licensed by Department of Transport Regulations and authorized body endorsed by Abu Dhabi Quality and Conformity Council (QCC).
- School management shall conduct at least 1 bus evacuation drill during the school academic year.
- 3. Train students on how to deal in case forgotten in the bus. Through going to the driver seat and pressing the horn as much as they can until noticed by somebody.

THE RESPONSIBILITIES OF THE STUDENTS:

• In all circumstances, pupils are expected to behave courteously and respectfully towards drivers, bus attendants and other pupils.

- It is a pre-requisite that pupils travelling on our buses are familiar with the following Bus
 Safety Rules and that Pupils must walk quietly to their seats and fasten their seat belts before
 the bus departs.
- Pupils must use their identity cards when boarding or leaving the bus.
- Bags and equipment must be stored under seats and not obstruct the aisles.
- Drivers must never be distracted when the bus is in motion.
- No food is permitted in the bus.
- Only the bus driver or attendant is permitted to open the bus door.
- Fighting, loud, indecent or disruptive behavior, bullying and disregard for safety rules will not be tolerated. This will be immediately reported to teaching staff and parents.

ACTIONS TAKEN BY THE SCHOOL:

- In the event that there are 3 reports of misbehavior /pupil disregard for safety-parents will
 be informed in writing that the pupil may not continue to use the bus with no refunds issued.
 Notwithstanding the above, the Principal reserves the absolute discretion to immediately
 remove a pupil from the bus where it is felt that a pupil's behavior presents an unacceptable
 safety risk to other pupils using the bus service.
- Damage caused to the bus, through vandalism or malicious intent, will be chargeable to parents.
- School will not tolerate or permit alcoholic drinks, tobacco, illegal substances or potentially
 harmful devices (lighters, matches, pen knives etc.) to be carried on to the bus. Pupils found
 in possession of any of these items will be permanently denied access and face further school
 disciplinary measures. No refunds will be issued.
- Pupils must board their designated bus at the end of the school day. Should they fail to do
 this on time, parents will be informed and an appropriate course of action will be agreed.
- Parents will be required to collect pupils from school if they are returned there due to the
 unavailability of the person to receive them at their designated stop.
- We expect drivers and attendants to treat parents and pupils travelling on the buses with courtesy and for this to be reciprocated by return. Rude or aggressive behavior towards drivers or bus attendants is not tolerated.

TRANSPORT RULES AND REGULATIONS:

- 1. Transport Fees has to be paid in 3 instalments (April June as first instalment, Sep- Dec as second instalment, Jan March as third instalment)
- 2. A minimum of one week notification is required for the change of location. (Form attached here or to be collected and filled at the reception).
- 3. Discontinuation Policy: (Do not contact the Driver/ Bus Conductors for the same)

> A Minimum of one month notice is to be submitted at the school reception. (Form available at the reception)

- > The fee for the entire month will be charged even if the student uses the transport for 1 day of a month
- 4. At the end of each academic year, the students will be invalidated from the transport registration. Parent has to re-register at the school office for transportation at the beginning of every academic year.
- School transport facility will be withdrawn on failure of fee payment after 3 official fee memos.
- 6. The bus will only wait for 2- minutes for each student. The Bus Staff will not be allowed to ac cept a student's belonging on the bus if the student does not accompany it.

CONCLUSION

The School Transport Policy underscores the commitment of our school to prioritize the safety, well-being, and efficient transportation of all students. By adhering to the guidelines and obligations outlined within this policy, we aim to create a secure and conducive environment for students during their journey to and from school.

Through mandatory provision of school bus services, rigorous safety training, and enforcement of discipline policies, we strive to ensure that every student experiences a safe and comfortable journey. Designated pick-up and drop-off points, along with adherence to prescribed routes, enhance efficiency while minimizing potential risks.

Our commitment to exclusive use of school buses, compliance with fee regulations, and meticulous maintenance of school-owned buses reflect our dedication to upholding the highest standards of transportation service.

The provision for elder siblings to pick up younger siblings, under parental consent and responsibility, acknowledges the importance of family involvement while maintaining safety protocols.

Finally, our transparent grievance handling process underscores our accountability and commitment to addressing parent concerns promptly and effectively, with safety considerations as our primary focus.

In essence, this School Transport Policy serves as a blueprint for ensuring the safety, efficiency, and reliability of school bus services, thereby fostering a conducive learning environment for all students.

HEALTH AND SAFETY POLICY

DEFINITION:

The term Health and Safety refers to the requirement for the school to ensure that students and staff, contractors, subcontractors, relevant stakeholders, and visitors are kept safe and healthy in school and school-related activities.

PURPOSE:

To safeguard all students and staff, by detailing the school's health and safety policy and procedures, based on good and up-to-date practices, and setting high standards for health, safety, and environment to ensure that students and staff are not exposed to any danger or disease.

- To lay out how the school shall meet the council's clearly defined conditions regarding how the school shall meet the health, safety, and environmental requirements of the Council and all relevant government entities.
- To build a culture where everyone in the school's operations and activities accepts responsibility and accountability for protecting the environment and the health and safety of all individuals and the community.
- To ensure that the school provides access to high-quality school health services for all students through a school-based clinic, without any additional cost to students, while complying with all regulations and mandatory requirements set out by the Council and HAAD.

AIMS:

Grace Valley Indian School intends to provide a healthy and safe environment for learning and working, for the whole school community including students, employees, parents, and all other people who come onto the premises.

To ensure that all school community members understand and are aware of their responsibilities in maintaining a healthy and safe environment.

ROLES AND RESPONSIBILITIES

All members of the school community work towards the policy aims by

- Fully familiarizing themselves with the school's Health and Safety Policy and their responsibilities.
- Being familiar with and adhering to instructions and guidance of safety within the school.
- Using common sense at all times and taking responsible care for their safety and that of others.
- Reporting unidentified potential hazards without delay.
- Ensuring that access and egress routes are clear, emergency equipment is not tampered with and that clear signage exists giving instructions in the event of an evacuation.
- Taking an active role in promoting a positive Health and Safety culture throughout the school.
- Being vigilant and good role models

POLICY:

1.1 School Health and Safety policy:

Grace Valley Indian School developed and implemented a Health and Safety Policy that is aligned with ADEK's regulations and requirements.

The school also ensured the Health and Safety Policy is also available on the school website. This policy shall set out the following:

- The Principal and the Governing Board are primarily responsible for ensuring
 the health and safety of all school operations and related activities, both on
 and off-campus, overseeing the implementation and continuous review of
 health and safety measures, ensuring compliance with relevant regulations,
 and fostering a culture of safety throughout the school.
- The school ensures that all staff members understand and accept principles enshrined in the staff code of conduct and uphold ethical and professional behavior in their work and at all times.
- The school distributes an undertaking to all employees of a professional code of conduct which includes all mandatory principles
- All Employees are accountable to the Government of Abu Dhabi and the community at large for the effective education of students and the efficient use of school resources entrusted to the delivery of education.

• The school provides training to staff in first aid and fire safety based on the school's risk assessment and as per Abu Dhabi and UAE regulations.

- Schools shall educate all students on health and safety, including teaching road safety, fire safety, using PPE, emergency evacuation procedures, basic first aid training, and personal physical awareness.
- The school has developed proper procedures for preventing injury and ill health.
- School provides induction in risk assessments, maintenance of the risk register, implementation of control measures, and monitoring and review of systems.

1.2 Regulatory compliance:

- 1. Grace Valley Indian School meets all regulatory requirements and maintains valid contracts to conduct the school's daily operations from ADEK, ADPHC/DOH, Department of Municipalities Transport (DMT), Integrated Transport Centre (ITC), Monitoring & Control Centre (MCC) and/or any other relevant government or regulatory entity regulating areas related to health and safety. This includes:
 - a. Submission of Periodic Reports: Regular submission of periodic reports, audits, and action plans to the relevant authorities.
 - b. Incident Reporting: Submission of relevant forms, including incident reports and management systems, promptly.
 - c. Compliance with Deadlines: Adherence to the timeframes set by regulatory authorities for all required submissions.
 - d. Policy Accessibility: Displaying the Health and Safety Policy in prominent locations throughout the school and ensuring it is readily accessible to all stakeholders, including staff, students, and visitors.

2. Licensing and Permits:

The school meets all requirements for obtaining the necessary licenses and permits to conduct its operations. This includes maintaining valid contracts and compliance with regulations set by ADEK, ADPHC/DoH, Department of Municipalities and Transport (DMT), Integrated Transport Centre (ITC), Monitoring & Control Center (MCC), CDA, and any other relevant government or regulatory entities related to health and safety.

- - 3. Maintenance of Inspection Records:
 - The school maintains inspection records, observations, and notifications provided by relevant authorities. These records will be kept by the ADEK Records Policy, ensuring that all applicable compliance requirements are met.
 - 4. The school also developed a technology policy in line with ADEK Digital policy to ensure the safe and secure use of technology by students and staff across the school
 - 5. School Transportation and Traffic Management:
 - The school adheres to appropriate school transportation and traffic management practices in line with the ADEK Transportation Policy. At a minimum
 - a. Traffic Management Plan: Develop, maintain, and update a traffic management plan that details the internal and external traffic flow, ensuring the safety of the school community, particularly during peak hours (drop-off and pick-up times).
 - b. Task Force Deployment: Deploy a trained task force composed of sufficient numbers of current staff to manage traffic flow during pick-up and drop-off times, effectively overseeing daily traffic operations on or near school grounds.
 - c. Bus Inspection Records: Maintain detailed school bus inspection records and ensure that relevant licenses for school buses, bus drivers, and bus supervisors are acquired and up to date.
 - d. Emergency and Communication Plan: Develop and maintain an updated transport emergency and communication plan, ensuring it is appropriately communicated to all stakeholders.
 - 1.3 Health and Safety Officer Recruitment and Resources Policy
 - 1. Mandatory Appointment of a Health and Safety Officer:
 - The school has appointed a dedicated Health and Safety Officer to effectively implement, oversee, manage, and monitor the school's Health and Safety Policy.
 - a. Dedicated Full -Time Role: The Health and Safety Officer position is a full-time role. They may be assigned other relevant roles, such as facilities manager, provided that health and safety remain their primary responsibility. A deputy may be appointed by the members of the Health and Safety Committee to cover shorter leave periods.
 - b. On-Site Presence: The Health and Safety Officer is required to remain on the school premises at all times during the school day.

ADPHC/DoH and other relevant authorities, based on the school's risk classification.

b. Leadership Structure: Establish a clearly defined leadership structure for health and safety matters within the school, including delegation mechanisms and coordination with external stakeholder requirements.

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- c. Staff Training: Ensure that relevant staff receive appropriate training, including handover and induction training for new employees and contractors, to maintain a high standard of health and safety.
- d. Hazard Identification and Risk Assessment: Conduct hazard identification, and risk assessments, and implement control measures to mitigate risks in critical areas such as school bus services, parent pick-up and drop-off, and traffic flow management.
- e. Emergency Response and Occupational Injuries: Develop, maintain, and periodically update an Emergency Response Plan and an Occupational Injuries Register to ensure preparedness and proper documentation of incidents.
- f. School Health and Safety Committee: Establish a School Health and Safety Committee to address all related matters and ensure continuous improvement in health and safety practices.
- g. Incident Reporting and Record Keeping: Maintain records of incident investigations as part of an incident register, and report incidents promptly through the ADEK and ADPHC electronic OSH reporting systems.
- h. Safeguarding Collaboration: Collaborate with the school's Safeguarding Committee or Lead, in line with the ADEK Safeguarding Policy, to ensure sufficient supervision and monitoring of students, with full visual coverage, to prevent and respond to incidents effectively.
- 4. Compliance with Risk Classification Requirements:

For detailed responsibilities and requirements based on the school's risk classification, the Health and Safety Officer shall refer to the OSHAD-SF and its latest system framework updates.

5. Resource Allocation:

The school allocates adequate resources, including financial resources and necessary infrastructure, to effectively implement this policy and ensure the ongoing health and safety of the school community.

- 2. Education and Training:
- 2.1 Student Education : Grace Valley Indian School educates all students on health and safety, including teaching road safety, risk management, fire safety, , using personal protection equipment, emergency and evacuation procedures, basic first aid training, and personal physical awareness.

The school conducts a minimum of four mock emergency evacuations in a year to ensure that students, staff, and faculty know how to respond quickly and safely in case of an actual emergency, such as a fire, earthquake, or other hazardous situations.

2.2 Staff Training : The school also provides induction and training to all staff to equip them with foundational knowledge including reporting hazardous and health and safety-related incidents, first aid, firefighting, and practical skills to safeguard student health and safety, in line with the ADPHC/DOH and OSHAD-SF guidelines.

3. Health and Safety Requirements

- Secure Storage and Safe Use of Hazardous Materials:
 Our school has a clear procedure for the secure storage and safe use of hazardous
 substances like laboratory chemicals and cleaning substances as per ADEK, OSH,
 and DOH requirements
- Equipment Maintenance and Testing:
 All equipment used by the school is regularly tested and maintained to ensure it remains in safe working condition, following both regulatory requirements and manufacturer recommendations.
- 3. Regular Safety Assessments:
 The school conducts regular safety assessments, including fire safety systems/equipment, emergency evacuation plans, emergency lighting, and emergency response equipment, as required by ADEK, ADPHC/DoH, and all other relevant authorities.
- 4. Site Security and Surveillance:

 The school site is equipped with fully functioning and effective security systems to prevent and detect crime, vandalism, unlawful behavior, and inappropriate conduct. Surveillance provisions shall be in place per the ADEK Digital Policy and the Manual of Surveillance Devices (MCC, 2022).
- 5. Fire Prevention and Detection Systems:

 The school equips its premises with integrated and effective fixed and portable fire prevention and detection systems, including fire detection systems, fire suppression systems, and fire sprinkler systems, ensuring full compliance with the specifications set by the CDA. Necessary licenses for such systems shall be obtained and maintained.
- 6. School Bag Weight Limits:

 The school adheres to maximum weight limits for students' school bags and ensures that this policy is communicated to parents. The weight of a student's school bag shall not exceed 5-10% of the child's body weight when packed, considering individual factors such as the student's overall health, physical strength, and any existing health conditions. Specific weight limits per grade are as follows:

School Bag Policy

It is recommended that a child's school bag does not exceed 20% of their body weight to avoid adverse effects on their spine and body. Accordingly, we will weigh students' bags to take measures to ensure that students' school bags do not exceed the maximum weights listed in the table:

Table 1. Maximum Backpack Weight Limit per Grade

Grade/Year	Max. Backpack Weight*	
KG1 / FS2		
KG2 / Year 1	Not exceed 2 kgs	
Gr 1 / Year 2		
Gr 2 / Year 3	3	
Gr 3 / Year 4	Not exceed 3 to 4.5 kgs	
Gr4/ Year 5		
Gr 5 / Year 6]	
Gr 6 / Year 7	Not exceed 6 to 8 kgs	
Gr 7 / Year 8		
Gr 8 / Year 9		
Gr 9 / Year 10	Not exceed 10 kgs	
Gr 10 / Year 11		
Gr 11 / Year 12		
Gr 12 / Year 13		

^{*}Maximum school bag weight was calculated based on the American Chiropractic Association (ACA) recommendations.

- Our school homework will ensure flexibility, such as asking teachers to give handouts or workbooks that can be used for homework assignments.
- We encourage the use of ergonomic school bags with individualized compartments to efficiently hold books and equipment.
- We encourage students to wear both shoulder straps and not sling a school bag over one shoulder.
- Encourage the use of wide, padded, adjustable school bag straps that fit the student's body
 Provide students with adequate storage in line with health and safety standards.
- Raise student's awareness about school bags by using a hanging scale in the classrooms/supervisor room, allowing them to weigh their school bags to determine whether it is too heavy.

The school will provide mental health support to students and staff following any serious whole-school emergencies, in line with the ADEK Student Mental Health Policy and the ADEK Staff Wellbeing Policy.

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Health System

Provision of Medical Services:

- > The school provided a clinic for regular and emergency medical services within the school buildings.
- ➤ It is equipped with qualified and licensed School nurse, as well as the resources and equipment needed to work full time during School working hours, and in full compliance with the requirements and standards of HAAD.
 - > The school has a valid license and maintains all the necessary inspection records as required.
 - > The school also uses the AL ADAA system to report the incidents if any
 - ➤ Inclusion: our school provides in school specialist services for students with additional learning needs where appropriate, in line with the ADEK Inclusion Policy.
 - ➤ Health Screening: The school conduct regular health screening program to the targeted group as per the guidelines of DOH.
 - ➤ Immunization: School also allows access to DOH-appointed health providers and facilitate their task of conducting the school-based immunization program for students as per DoH's guidelines.

Student Records: The School is fully responsible to ensure that all medical care provided at school including health screening, immunization, and the outcomes of any medical interventions are recorded with confidentiality in line with the *ADEK Records Policy*.

INCLUSIVE EDUCATION POLICY

1. Introduction

Grace Valley Indian School is committed to providing equitable, inclusive, and quality education to all learners. In accordance with Federal Law No. 29 of 2006 and ADEK's Inclusion Policy, we foster a school culture that celebrates diversity, eliminates barriers, and ensures all students, including Students of Determination, reach their full potential.

2. Vision and Mission

Vision: To nurture a learning environment where diversity is respected, gand every student thrives. **Mission**: To provide inclusive education that empowers all learners, through equitable access to curriculum, resources, and opportunities.

3. Purpose

This policy ensures Grace Valley Indian School adheres to ADEK's mandate for full inclusion by:

- Guaranteeing access and opportunity for Students of Determination
- Implementing structured identification, planning, and support systems
- Outlining responsibilities and inclusive practices across all school stakeholders

4. Definitions

The updated ADEK policy introduces revised terminology and definitions to align with current inclusive education standards.

Term		Short Meaning	
	Additional Learning Needs (ALN)	Extra help some students need to learn, behave, or interact in school.	
	Students of Determination (SoD)	Students with physical, emotional, learning, or developmental challenges.	

Term	Short Meaning
Adaptive Teaching	Adjusting teaching methods to support all learners.
Documented Learning Plan (DLP/IEP)	A plan made for a student with targets and support strategies.
Assistive Technology	Tools like devices or software that help students lead better.
Accommodation (Teaching)	Changes in how teaching is done to help a student le
Accommodation (Assessment)	Changes in how a test is given (e.g., more time) with changing what's tested.
Inclusion Assistant	A support staff member who helps students with learning needs inside or outside the class.
Individual Assistant	A parent-funded helper who gives one-on-one care of safety support to a student.
Modified Curriculum	A different way of learning designed to match the student's ability level.
Universal Design for Learning (UDL)	Teaching that fits everyone by offering many ways to learn and show learning.

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Term	Short Meaning
Term	Short meaning
Multilingual Learners	Students learning the main school language while
Multillingual Learners	speaking other languages at home.
Gifted and Talented	Students with exceptional skills or talents needing extra
(G&T)	challenges.
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Pull-out Intervention	Support given outside the classroom in a small group or individually.
	muividuany.
	Extra support provided incide the classroom without
Push-in Intervention	Extra support provided inside the classroom without removing the student.
	removing the student.
Clinical Assessment	A report from a qualified doctor or psychologist about a
Report	student's needs.
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Tiered Model of	A 3-level support system: basic, targeted, and intensive
Support	help.
PEEP (Personal	
Emergency Evacuation	A special plan to safely evacuate students with physical
Plan)	or other needs during emergencies.
	School informs ADEK that it cannot give the right
Inability to	support a student needs to learn or do well in school.
Accommodate	The school must also clearly explain the reasons why it
	is unable to help the student.
Governing Board	A group that manages the school's big decisions and
<u> </u>	ensures rules are followed.

5. Admissions

 The school follows a non-discriminatory admission policy in line with ADEK mandates, ensuring all students are given equitable opportunities regardless of their abilities or backgrounds.

- Priority admission is given to students of determination (students with additional needs) and their siblings, promoting family unity and support.
- Upon admission, parents must submit clinical and educational assessment reports to help inform the school's planning and provision.
- During the admission process, the school provides appropriate
 accommodations to ensure fair access. This includes teacher
 assistance, active readers, visual aids, assistive technology such as
 calculators and educational videos, and other relevant support to
 remove barriers to assessment.
- Admissions assessments are used solely to inform educational provision, not to exclude or deny access to education.
- The school ensures **smooth transitions** for students with additional needs through targeted support strategies and collaboration with parents.
- All relevant student data, including needs and accommodations, are recorded and updated on **ADEK's eSIS platform**.
- In exceptional cases where the school is unable to provide appropriate support, an **Inability to Accommodate Notification** is submitted to ADEK **within 7 working days**, accompanied by clear documentation and evidence of all actions taken.

6. Standard Inclusive Provision

a. Staffing Requirements

To ensure high-quality inclusive practices at Grace Valley Indian School, the following staffing requirements are implemented in alignment with ADEK's Inclusion Policy:

- Head of Inclusion
 A qualified Head of Inclusion is appointed with a teaching load of less than 10% to allow focused leadership and coordination of inclusion strategies and support.
- Inclusion Teachers
 At least one Inclusion Teacher is assigned per school cycle (e.g.,

Kindergarten, Primary, Secondary) to provide targeted support and collaborate with class teachers and specialists.

- Inclusion Assistants
 Inclusion Assistants are deployed to support classrooms or specific students as per the Differentiated Learning Plan (DLP). Their role is to assist in implementing inclusive strategies and interventions under teacher supervision.
- Individual Assistants (Parent-Funded)
 In special cases, a parent-funded Individual Assistant may be arranged for students requiring personal care or non-instructional support that goes beyond the school's standard inclusive provision.

 a. The school will provide justification and documentation to the parents, confirming the need for support throughout most of the school day.
 - b. The Individual Assistant is primarily stationed outside the classroom and may enter only upon the teacher's request to support the student.
 - c. Provision of such assistants is recorded on ADEK's eSIS and PASS systems for transparency and compliance.
- Continuous Professional Development (CPD)
 To maintain quality inclusive practices:
 - Heads of Inclusion must complete a minimum of 60 hours of relevant CPD annually.
 - Inclusion Teachers are required to complete at least 40 hours of CPD annually.

b. Physical Accessibility

Grace Valley Indian School is committed to providing **equitable access to the physical environment** for all students, staff, and visitors, in line with **ADEK's School Buildings and Facilities Policy**. The school takes a proactive approach in ensuring that buildings and learning spaces are inclusive, safe, and supportive of the needs of students of determination.

• Universal Access Across the Campus

All parking areas, entrances, pathways, playgrounds, and buildings are designed or modified to be easily accessible for individuals with physical disabilities or mobility challenges.

- Ramp Access and Building Entry
 All entry points to school buildings are equipped with ramps built to regulatory standards for wheelchair accessibility, ensuring smooth, independent access.
- Evacuation Support Systems
- Flashing lights are used with fire alarms to assist individuals with hearing impairments.

 Evacuation chairs are available for students and staff who cannot use stairs during emergencies.

- Personal Emergency Evacuation Plans (PEEPs) are created for every student or staff member who may need additional evacuation support—whether for long- or short-term needs.
- Transportation Adjustments
 The school coordinates with transport providers to ensure students with additional needs can access school buses with necessary, approved adjustments in line with Integrated Transport Centre (ITC) regulations.
- Accessible Restrooms
 Bathrooms are accessible and adapted, with appropriate sanitary
 fittings to support people with physical disabilities, as per approved
 codes and standards.

c. Teaching and Learning Support

Grace Valley Indian School is committed to providing flexible, inclusive, and needs-based support for all students—particularly students of determination—through tailored instructional strategies, differentiated teaching, and a strong support system. The school adopts a holistic and proactive approach to inclusive learning in line with ADEK's Inclusion Policy.

- The school implements both pull-out and push-in models of support based on individual student needs as outlined in their Individual Education Plans (IEPs) or Differentiated Learning Plans (DLPs).
- Pull-out support involves withdrawing students from the mainstream classroom for short periods to receive targeted, smallgroup or one-on-one interventions in areas such as literacy, numeracy, behavior, or communication.
- The Head of Inclusion is responsible for coordinating specialist interventions provided by external professionals such as Speech and Language Therapists, Occupational Therapists, Psychologists, and Counselors.
- All such services are documented and uploaded through ADEK's In-School Specialist Services system, in line with the ADEK School In-School Specialist Services Policy.
- Push-in support ensures students are supported within the mainstream classroom by Inclusion Teachers or Assistants who collaborate with class teachers to promote inclusive practices and differentiated instruction without disrupting the learning environment
- Dedicated Resource Rooms are available on campus and serve as safe, supportive spaces for:
 - Remedial instruction
 - Individual sessions



- o Group Sessions
- o Hand own activities
- These rooms are equipped with a range of assistive tools, including both digital and non-digital materials, such as:
- Visual schedules
- Literacy/numeracy manipulatives
- Noise-reduction headphones
- Students access the Resource Room based on planned schedules and learning goals, with progress monitored regularly by the Inclusion Team.
- The school is committed to implementing the Universal Design for Learning (UDL) framework to make learning accessible and engaging for all students.
- Teachers plan lessons that offer:
 - o Multiple means of representation (visual, auditory)
 - o Multiple means of engagement (choice, collaboration, interest-based tasks)
 - Multiple means of expression (verbal, written, artistic, technological outputs)
- UDL is embedded in curriculum planning, lesson delivery, assessment design, and classroom environment modifications to ensure that every learner can access and succeed in the learning process.

7. School Action after Identification of Sod

Upon entry and through identification procedures, assessment data is used to determine the appropriate type and level of support for each student based on their development and learning needs. This initial level of intervention is

referred to as School

Action.

Teachers, along with support staff, provide interventions that are additional to or different from the school's usual

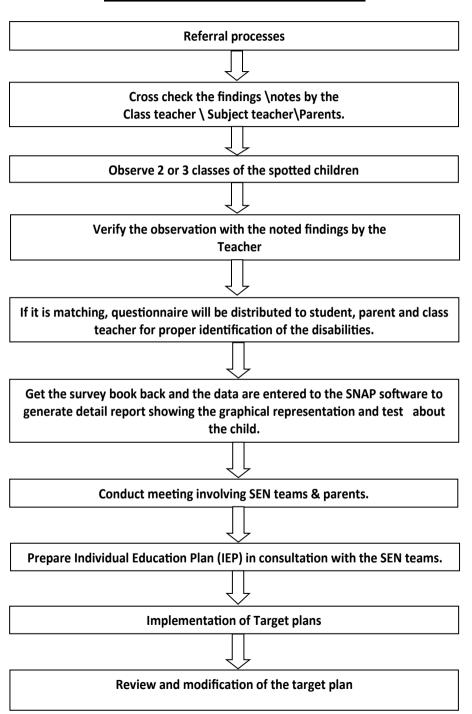
classroom practices. These may include small group or individualized support.

All strategies and interventions are documented in an

Individualized Education

Plan (IEP) and, where needed, a Behavior Intervention Plan (BIP). The IEP

SCHOOL ACTION FOR SOD



outlines short-term targets, teaching strategies, and clearly assigns responsibilities for implementation.

8. Tiered Model of Support

 Tier 1 – Universal Support: All students benefit from high-quality, inclusive teaching practices in the general education classroom.
 Teachers implement differentiated instruction and proactive classroom strategies to support diverse learning needs.

- Tier 2 Targeted Support: Students who require additional help receive focused small group interventions. These are time-bound, data-driven supports aimed at addressing specific academic or behavioral challenges.
- Tier 3 Intensive Support: A small number of students may require individualized and intensive interventions. This may include one-on-one support, personalized learning plans, and where appropriate, the assistance of Individual Learning Assistants (ILAs).

9. Curriculum Access

- Equal access to curricular and extracurricular activities
- Modified pathways where needed
- Inclusion in field trips, practical sessions, and vocational routes
- Use of differentiated strategies and resources in all subjects

10. Assessment Accommodations

To ensuring equitable access to assessments for all students, including those with special educational needs and disabilities. The school provides a range of assessment accommodations to support students in demonstrating their learning effectively, in line with best practices and external examination board guidelines.

Accommodations may include, but are not limited to:

- Adjustments within normal classroom practice to reduce barriers to learning and assessment.
- Extended time during assessments to allow students to process and respond at their own pace.
- Use of a scribe, active reader, or assistive technology such as speechto-text software, screen readers, or calculators as appropriate.
- Provision of large print question papers, enlarged fonts, materials based on student needs.
- An additional set of question papers tailored for students requiring simplified layout or structure.
- Quiet or separate rooms for students who need a distraction-free environment.

These accommodations are identified through collaboration between the Inclusion Support Team, class teachers, and parents, and are documented in Individualized Education Plans (IEPs) where applicable.

The policy is regularly reviewed to remain aligned with updated guidelines from external examination boards and the needs of our student population. This ensures all students are assessed fairly and have the opportunity to reach their full academic potential.

11. Additional Fees

we are committed to providing high-quality inclusive education for all students. In line with ADEK guidelines, the school maintains a transparent policy regarding any **additional fees** related to support services for students of determination.

- Scope of Additional Fees:
 Additional fees may only be charged for services beyond the standard inclusive provision offered to all students. (The school does not charge any additional fees for students of determination, except In School specialist service) These may include specialized therapy (e.g.,
 - school specialist service) These may include specialized therapy (e.g speech, occupational, behavioral), one-on-one learning support assistants, or assistive technology devices specifically required for a student.
- Fee Limitations:
 - The total cost of any additional support services will not exceed 50% of the student's tuition fee, unless there is explicit parental agreement or prior written approval from ADEK.
- Documentation and Consent:
- All additional services must be supported by formal clinical assessments or professional reports.
- An annual service agreement will be signed by the parent/guardian, with termly itemized statements provided for transparency.
- No services will be provided without obtaining written parental consent.
- Collaboration with Medical Centre:

To facilitate access to expert services, the school will maintain a formal agreement with a recognized medical center, allowing students to receive specialized assessments and therapy support as needed. This collaboration ensures timely and professional intervention, aligned with each student's educational and developmental goals. Parents will be informed of available services through this partnership, and consent will be obtained before any referral or service delivery.

12. Leadership

All stakeholders work together to ensure every student is provided with equitable learning opportunities in line with ADEK's Inclusion Policy (Version 1.2, 2023).

Roles and Responsibilities

a. Governing Body

 Provide strategic oversight to ensure inclusion is embedded in the school's vision and mission.

- Approve funding allocations and resources for inclusive education services and staff.
- Support the development and maintenance of inclusive infrastructure, including accessible facilities and learning environments.

b. Principal

- Provide leadership and accountability for inclusive education across the school.
- Oversee the appointment of qualified staff to support students with additional needs.
- Ensure compliance with ADEK guidelines and school inclusion policies.
- Promote a culture of continuous professional development (CPD) focused on inclusive practices.

c. Head of Inclusion

- Coordinate the Inclusive Education Support Team and oversee the implementation of support services.
- Monitor and update students' Individualized Education Plans (IEPs), Differentiated Learning Plans (DLPs), and Personal Emergency Evacuation Plans (PEEPs).
- Deliver and facilitate ongoing CPD for staff on inclusive strategies.
- Act as the key liaison with families, external professionals, and regulatory bodies to ensure consistency in support and documentation.

d. Teachers

- Differentiate instruction to meet the learning needs of all students within the classroom.
- Track academic and social progress of Students of Determination using observation, assessments, and progress data.
- Implement and support IEPs and DLPs through classroom practices.
- Collaborate actively with the Inclusion Team, parents, and specialists to align classroom goals with individual student needs.

13. Gifted and Talented (G&T) Learners

Grace Valley Indian School recognizes and nurtures the unique potential of **Gifted and Talented (G&T) learners**, providing them with opportunities to extend and enrich their learning experience in line with their abilities and interests.

Identification and Referral:

- Students may be referred for G&T support through **teachers**, **parents**, **or standardized assessment data**.
- The Inclusion Team reviews referrals based on indicators such as high academic achievement, creative thinking, leadership skills, or exceptional talents in areas such as the arts, sports, or technology.

Advanced Learning Plans (ALPs):

- Identified G&T learners will have an Advanced Learning Plan (ALP) developed collaboratively by teachers, the Inclusion Coordinator, parents, and the student (where age-appropriate).
- ALPs outline individualized goals, enrichment strategies, and progress monitoring methods, tailored to each learner's strengths.

Provision and Support:

- The school provides enrichment activities, such as project-based learning, competitions, mentorship opportunities, or creative workshops to challenge and engage G&T learners.
- Where appropriate, subject acceleration or curriculum compacting may be implemented to allow learners to advance at their own pace.
- Teachers are supported with **professional development** to differentiate instruction effectively for high-achieving students.

This policy ensures that G&T learners receive the stimulation and support they need to excel, remain motivated, and continue to grow academically, creatively, and personally.

School Action

Grace Valley Indian School is dedicated to identifying and supporting **Gifted and Talented (G&T) learners** through a comprehensive and inclusive approach.

Identification is carried out using a combination of methods, including:

- Standardized testing such as CAT4 (Cognitive Abilities Test) to assess potential in areas like verbal, non-verbal, quantitative, and spatial reasoning.
- **Teacher observations** based on classroom performance, creativity, leadership, problem-solving skills, and subject-specific talents.
- **Parent referrals and student work samples** may also contribute to the identification process.

Once identified, an **Advanced Learning Plan (ALP)** is developed in collaboration with the Inclusion (SoD) team, following the same process as an Individualized Education Plan (IEP). The ALP outlines personalized goals, enrichment strategies, and possible acceleration or extension activities.

POLICY ON SCHOOL'S EXTRA CURRICULAR ACTIVITIES

This policy serves as a cornerstone for shaping a vibrant our students educational experience. They go beyond the traditional curriculum, offering students avenues for personal growth, leadership development, and community engagement. Exploring these guidelines unveils our school's dedication to nurturing well-rounded individuals and fostering a supportive environment that extends beyond the classroom walls. Additionally, extracurricular policies reflect the school's commitment to providing students with diverse learning opportunities. These guidelines not only establish parameters for participation but also emphasize the importance of character development and responsible conduct.

Broad Guidelines:

- All students will be encouraged to participate in some form of extra-curricular activity
- ❖ A variety of Extra Curricular activities will be available to all students.
- Activities should take place with due regard to Health and Safety requirements.
- Students' endeavors and experiences should be acknowledged and recorded through certification and public presentations.
- Clubs and activities are planned and published on a termly basis in the school newsletter to parents, school website and displayed at every opportunity in school.
- When planning activities, which involve activities outside the schools' hours and off-site locations referral should be made to the planning trips procedures.
- Where political issues may be bought to the attention of students, planning for the activity should ensure that appropriate steps are taken to offer a balanced presentation of opposing views. Plans of this nature should be approved by the headteacher.

Procedures of extra-curricular activities fall into the following categories:

- school hour Activities
- · After school Activities
- Weekend Activities

Eligibility Criteria:

Behavioral Expectations:

- ✓ Demonstrate positive behavior in and out of the classroom.
- ✓ Adhere to the school's code of conduct and ethical standards.
- ✓ No major disciplinary issues within the last [specified time frame].
- ✓ Respectful and cooperative interaction with peers, coaches, and activity leaders.

Attendance:

- ✓ Maintain regular school attendance without excessive unexcused absences.
- \checkmark Attend all required practices, meetings, and events related to the extracurricular activity.

Commitment:

- ✓ Display commitment to the goals and values of the extracurricular activity.
- ✓ Complete the full duration of the activity season or program.

Teacher Recommendation:

✓ Some activities may require a positive recommendation from a teacher indicating the student's suitability and commitment.

Parental Consent:

✓ Obtain parental consent for participation by ensuring that parents sign and return permission forms before the student can join an activity.

Consequences for non-complainant:

✓ Clear consequences for not meeting academic or behavioral requirements will be applicable as outlined, including potential suspension or dismissal from the activity.

Activity Types:

Common activity types include:

- Sports and Athletics:
- Soccer, basketball, track and field, etc.
 - Fine Arts:
- Painting, drawing, music, drama, and dance.
 - Clubs and Organizations:
- Debate club, science club, student government, etc.
 - Academic Competitions:
- Math competitions, science fairs, spelling bees, etc.
 - Community Service:
- Volunteer initiatives, charity drives, environmental projects, etc.
 - Technology and Robotics:
- Coding clubs, robotics competitions, technology workshops.
 - Cultural and Language Clubs:
- School clubs, cultural exchange programs, language clubs.
 - Literary Activities:
- $\hbox{-} Book \ clubs, writing \ workshops, literary \ magazines. \\$
 - Performing Arts:
- Drama, skits, musical performances, choir.
 - Physical Fitness:
- Yoga classes, fitness clubs, wellness programs.

The guidelines regarding the nature of activities in schools typically encompass the following aspects:

- **Educational Relevance**: Ensure that activities align with educational goals and contribute to students' intellectual development.
- **Inclusivity** Provide a diverse range of activities that cater to various interests, abilities, and backgrounds to promote inclusivity.
- **Safety Measures**: Clearly define safety protocols and guidelines for each activity to minimize risks and ensure the well-being of participants.
- Age-Appropriate Content: Tailor activities to be age-appropriate, taking into consideration the developmental stage of the students.
- **Cultural Sensitivity**: Respect cultural diversity and avoid activities that may be offensive or inappropriate for certain cultural or religious groups.
- Physical and Mental Well-being: Prioritize activities that promote both physical and mental well-being, avoiding overly stressful or physically demanding tasks.
- Alignment with School Values: Ensure that activities reflect the values and principles of the school community.
- Community Engagement: Encourage activities that foster community engagement and a sense of social responsibility among students.
- **Supervision and Accountability**: Specify the level of supervision required for each activity and establish accountability measures for both students and staff involved.
- **Compliance with Policies**: Ensure that all activities adhere to school policies and regulations, including those related to behavior, ethics, and safety.

Code of Conduct:

Consequences for violations in extracurricular activities typically include:

- A verbal or written warning may be issued for minor infractions as an initial response.
- Serious violations may result in a temporary suspension from participating in extracurricular activities.
- In some cases, parents may be notified, and their involvement may be required to address and resolve the issue.
- Students may be required to attend educational programs or counseling sessions to address behavioral issues.
- Violations may result in the loss of specific privileges within the activity or in other schoolrelated matters.
- Serious infractions may be reported to relevant authorities, following legal and school policies.

Promotion & Retention Policy

Our promotion & retention policy follows the recommendations of MOE, ADEK, and CBSE. Indirect grading in absolute scale having nine points is used in subjects other than Arabic, Islamic Studies, and U.A.E. Social Studies

Arabic and Islamic Studies		
91-100 A1		
81-90	A2	
71-80	B1	
61-70	С	
50-60	D	
BELOW 50	E	

UAE Social Studies		
91-100 A1		
81-90	A2	
71-80 B1		
61-70	B2	
51-60	С	
40-50 D		
BELOW 40 E		

Grade for Other			
Subjects			
91-100	A1		
81-90	A2		
71-80	B1		
61-70	B2		
51-60	C1		
41-50	C2		
33-40	D		
21-32	E1		
00-20	E2		

Pass criteria

Arabic and Islamic 50% UAE Civics 50% Other Subjects 35%

A student will be promoted to the next higher class based on the following

- 20 marks in any one of the subjects other than Islamic, Arabic and UAE civics and pass in all other subjects .(one twenty rule)
- 25 marks in any two subjects other than Islamic, Arabic and UAE civics and pass in all other subjects (Two- 25 rule)
- 30 marks in three subjects other than Islamic, Arabic and UAE civics and pass in all other subjects (three -30 rule)

A student who scoreless pass minimum in UAE, Islamic and Arabic will have to write a retest to be declared as pass.

NOTE:

- A) School shall ensure that all students from KG to Grade 5 will be promoted to next grade. However, students will be retained in a certain grade upon parental written request or as per the approval of the guardian.
- B) Students from Grade 6-8 will be promoted to the next grade except when they do not meet the promotion requirement of the CBSE curriculum.(ADEC approved curriculum)

Promotion from Grade 9 to 12

School-based Assessment card includes reporting of students' performance in scholastic as well as given co-scholastic areas in terms of grades. In order to provide sufficient scope and space for different abilities of different students, a number of significant co-scholastic areas has been included in the assessment scheme.

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As far as the overall assessment of a student for the purpose of promotion to next class is concerned, the following points should be kept in mind and adhered to:

Assigning weight to Co-scholastic areas for Promotion purpose

The grades in co-scholastic areas may be included in awarding an overall grade to every student as per the following procedure:

(i) The grades obtained in different co-scholastic areas may be converted into grade points by using the following conversion scale:

Life Skills

A+ ----

A ----4

B+ ----3

B ----2

C ----1

Student should secure 33% mark to declare as pass in all subjects while 50% and above in UAE, Arabic and Islamic.

• Promotion to Grade 11

Promotion to Grade 11 will be done as per the CBSE board results.

Pass from 12

Promotion from Grade 12 will be done as per the CBSE board results. The students shall also have to pass the MOE examinations to get the ministry equivalent certificate.

Retention Policy

 School shall not retain a student in a certain grade for more than 2 consecutive times as a maximum and no more than two different grade during the entirety of his School education.

- 2. Teachers must identify as early in the school year, as possible, if they or a parent have a concern regarding a recommendation that may eventually lead to retaining the student. Before any recommendations are made for retention, the school will propose ways to support the child in making progress.
- The assessment data of such student will be taken into consideration and necessary remedial sessions and additional learning support will be provided. Parents will be provided with evidence and concerns and an opportunity to discuss and share knowledge and experience to the concerns raised.
- 4. The school SEN department ensures that students with special education are identified after 45 -60 days of his/her joining date through SNAP survey program.
- 5. The survey comprises data from parents, teacher and the respective child. The SNAP software data will be used to develop an individualized education plan for the students with Special Education need.
- 6. The individual education plan clearly sets out the targeted interventions with necessary adaptations of effective instructional strategies and measurable success criteria to meet the student's needs. The parent also has a significant supportive role in drawing up the plan. The SENCO will consult and receive input from parents, sending and receiving teachers in drawing up the IEP.
- 7. A designated Special Needs student is not to be retained. If a student is not making the expected progress, the objectives in the Individual Education Plan (IEP) may need to be adjusted. Modifications in the IEP will be recommended based on the interventions for the achievement of short-term objective/target. Parents will be notified regarding the students' progress status and they will take part in IEP review meetings to discuss and recommend the modifications in IEPs needed for the students' progress.
- 8. The school will ensure teachers are supporting students in accordance with plans developed by the SEN department in collaboration with parents. Our teachers specify the accommodations and instructional strategies in their lesson plans or teaching programs to support the student in making the desired progress.

9. The school ensures that regular meetings are held to discuss the measures to be taken to provide the student with additional learning support. Parents will be notified regarding meeting schedules and will be given clear feedback on the impact of special education plans in students' progress.

- 10. The school will not retain a student unless a final decision from Academic review committee is issued. The final decision will be based on the collective collaboration of all the teachers who have taught or worked with the student during the respective academic year, social workers, head of departments, SEN coordinator, and the parents/guardians. While discussion on retention the committee shall consider the factors like student academic history (assessment data, remedial measures and additional learning support provided for the student, interventions and follow-up actions on the student progress, progress review meetings in collaboration with parents, school reports for 2 or more years), social impact and Student development, personal attitude,
- 11. In the case of the students who have been previously retained, the school will review the capacity of the school to provide an improved, differentiated learning experience and support. Also, the school ensures that the student who has been assessed for special education needs will not be retained.

The Policy will be revised as per the changes in ADEK or CBSE guidlines

Parental engagement is key to the success of G&T provision. Parents are treated as partners, kept informed of their child's progress, and involved in setting and reviewing learning goals.

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G&T students are offered **differentiated learning experiences** that promote challenge, creativity, and deep thinking. Teachers are trained to nurture these students' **self-esteem, motivation, and confidence** through supportive and stimulating classroom environments.

14. Inclusive Education Support Team

A multidisciplinary team led by the Head of Inclusion and includes:

- Principal, Vice Principal, Head of Inclusion, Inclusion Teachers (Cycle-wise), Individual assistants Social Worker, SDP members, Academic Coordinator
- They meet to review interventions, coordinate IEP implementation, and monitor inclusive practices

Members of Inclusive Education Support Team [SST] are:

SL NO	NAME OF THE STAFF	
1	Dr. Mohamed Ibrahim (Principal)	
2	Mr. Arjil (Vice Principal)	
3	Mrs. Shereena	
4	Mrs. Shamma	
5	Mrs. Asma	
6	Mrs. Zaheera	
7	Mrs. Ayesha Beevi	
8	Mrs. Fathima	
9	Mrs. Rafnas	
10	Mrs. Meera	
11	Mrs. Mumthaz	
12	Mr. Hashid	

15. Compliance and Review

- Annual policy review with school leadership
- Monitoring of DLPs and CPD tracking
- ADEK compliance by AY 2025/26 (Fall term)

16. References

- Federal Law No. 29/2006
- ADEK Inclusion Policy (Version 1.2, 2024)
- Ministerial Resolution No. 647 (2020)
- UAE School Inspection Framework 2023
- "School for All" MOE Guidelines

Reward & Sanction Policy

Policy Statement

To create opportunities for all individuals to achieve their potential and to promote high standards of behavior from all pupils at all times.

Aim

Grace Valley Indian School aims to promote good behavior throughout the school. We are committed to maintaining an atmosphere and environment where students feel secure, happy and motivated to learn and where there is a sense of belonging and mutual respect.

We believe that encouragement and praise are vital in helping students to develop a positive self image. Appropriate behavior is expected and encouraged by the promotion of self-discipline and the nurturing of positive self-esteem.

Policy Objectives

- To reward and praise children for their positive behavior
- To offer the children a challenging curriculum, and stimulating environment and an orderly routine.
- To have high expectations of the students so that they give of their best, value themselves and what they do.
- To promote consideration and respect for others
- To ensure the emotional and physical safety of everyone in the school
- To promote pride in the school environment.
- To promote positive behavior and to deal with unacceptable behavior immediately.
- To recognize and act upon any incidences of bullying immediately.
- To be consistent and fair and to give the students positive recognition and reinforcement whenever possible.
- To value the diversity of our school community and to meet the needs of our students.

What is Positive Behaviour?

Positive Behaviour is demonstrated by pupils when:

- They spontaneously follow rules and routines and match realistic teacher expectations
- They are motivated to learn and take a full part in school life
- They value their strengths and attempt to build on them
- They identify areas for development and work on them with perseverance
- They exercise autonomy in their behaviour and learning, and are able to stop and think before acting.
- They relate positively to others.
- They can express and deal with their feelings appropriately.
- They can talk about their thoughts, feelings and behavior.

REWARDS

It is our intention to reinforce good behavior by the use of a positive approach by:

- Focusing on what is expected rather than what is not
- Reinforcing appropriate actions and behavior with praise and rewards
- Making it clear what are the consequences of inappropriate behavior.

We encourage positive behaviour and discourage inappropriate behavior through the consistent application of the following framework. It is intended that the system will enable students to take greater responsibility for their own behavior and support others to behave appropriately. All members of staff should praise students and give them encouragement when possible

STRATEGIES

The students are rewarded in number of ways such as:

- Stickers, stars, smiley faces given in books or on uniforms.
- Verbal praise given to highlight good behaviour by Class teacher or more senior members of staff.
- Positive comments and feedback given in books.
- Excellent work shown to Heads of Department or Head Master
- Display of excellent work in the Classroom or Shared areas
- Certificates and appreciation in the assembly.
- Being chosen to do special jobs or errands
- Being chosen for responsibilities within the class or the school
- Sharing good work or achievements with parents
- Positive feedback to parents of achievements

REWARDS IN THE SCHOOL		
Everyday Rewards	 Verbal or written praise Note in school diary to parents. CREDITS or STICKERS: pupils receive a sticker from their teacher on receiving a credit and it will be credited on student's account. 	
Milestones/ special awards	 Display of work (outside the classroom) Department level/ appreciation from middle or senior leaders. Certificate and awards in the assembly Assigning special duties 	
End of Year Awards	END OF YEAR SCHOOL PRIZES These are awarded at the end of every academic year to reward success, endeavour and progress in different areas of the curriculum and school life. End of Year Prizes are presented at the End of Year Annual Day.	
Position & Responsibilities	SCHOOL COUNCIL REPRESENTATIVES HOUSE CAPTAINS SCHOOLHEAD BOY/ HEAD GIRL	

SANCTION

If pupils choose not to follow the code and all positive strategies have been exhausted, then a sanction will follow. Sanctions should be seen to be fair and appropriate to the circumstances and although tailored to individual needs should not be personal.

At no time is corporal punishment used by any member of staff in school. In line with the behaviour and child protection policies, the school does not administer corporal punishment and staff do not threaten the use of corporal punishment or any form of punishment that could have an adverse impact on a child's well being. Bullying is viewed seriously and take actions as per our anti-bullying policy.

We are consistent in our response to unwanted behavior. Sanctions do not have to be severe to be effective:

- A verbal reminder of the Code of Conduct.
- Discussion with child privately about repeated behavior
- Withdrawal of privileges, for example loss of playtime or minutes off Golden Time
- Withdrawal from activities or pay back wasted time.
- An apology to child or member of staff alongside discussion about behavior.
- Work in isolation or be seated by teacher.
- Involvement of parents
- Involvement of Head of Department.

Complaint Committee

The school has framed a complaint committee to monitor, investigate and solve disciplinary problems in the school. The committee guides and supports the teachers and provides necessary helps to refer the problems to the next level. They keep the records of each minor and major problems reported and keep it for further reference. They monitor the progress of each student after each level of referrals. The complaint committee include the representatives of middle leaders, counselors and teachers from various sections.

SANCTION GRID

LEVE	BEHAVIOURS	RESPONSIB	CONSEQUENCE	ACTIONS
L		ILITY		
	Littering Dress code violation Late to class Incomplete homework Lying Property misuse Disruption Technology Violation Plagiarism Inappropriate Language Minor disrespect Property misuse Change of location Non compliance Physical	Teacher Supervisor/ Complaint committee member(cc)	Verbal dialogue Verbal Warning Short Exclusion Minor loss of privileges Apology Written warning Discussion with parents	Teacher 1. Manage behavior 2. Reinforce positive Behavior 3.Explain consequence Supervisor/cc Advice on strategies Contact parents Support initiatives
	conact/aggression			

	Continued mid	Vice	Parental	Vice Principal
	level infraction	Principal	Interview	Conference
	Use/ possession of		Privileges	with
	alcohol		removed	Parent
	Use/ possession of			Finalise Records
ÆL	drugs	Principal		Report to ADEC
LEVEL	Use/ possession of		Out of school	<u>Principal</u>
工	weapons	ADEC	suspension	Final decision
HIGH	Sexual misconduct			on suspension
	Bullying		Report to ADEC/	ADEC
	Leaving the school		Expulsion	Final decision
	without			on Expulsion
	permission			

Handling suspension and expulsion

As mentioned in the above grid, In cases of extreme and persistent poor behaviour, suspension and expulsion may be considered as appropriate courses of action.

Only the Principal (or the acting Principal) in consultation with ADEC has the power to exclude a pupil from school either for a fixed-term or permanently.

If the Principal excludes a pupil, he informs the parents beforehand, giving reasons for the exclusion. At the same time, the Head Master makes it clear to the parents that they can, if they wish, appeal against the decision. The school informs the parents how to make any such appeal.

The Principal informs the governing body about any permanent exclusion, and about any fixed term exclusions.

Name of Parent: Name of Student Esis Number Grade and Div: Letter No: SUB: Suspension/warning/other We are sorry to inform you that your child of Grade has been suspended/warned/ for the following reason. 1. 2. 3. Your child has not given any regard to the school policies and procedures even after repeated advice and warning (letter copies attached) You are requested to furnish an appeal/apology letter within 3 working days so as to avoid any further disciplinary actions. Principal Cc to parent CC to ADEC		
Name of Student Esis Number Grade and Div: Letter No: Date: SUB: Suspension/warning/other	То	
Name of Student Esis Number Grade and Div: Letter No: Date: SUB: Suspension/warning/other	Name of Barrata	
Esis Number Grade and Div: Letter No: Date: SUB: Suspension/warning/other We are sorry to inform you that your child of Grade has been suspended/warned/ for the following reason. 1. 2. 3. Your child has not given any regard to the school policies and procedures even after repeated advice and warning (letter copies attached) You are requested to furnish an appeal/apology letter within 3 working days so as to avoid any further disciplinary actions. Principal Cc to parent		
Grade and Div: Letter No: Date: SUB: Suspension/warning/other		
Letter No: Date: SUB: Suspension/warning/other		
SUB: Suspension/warning/other		
We are sorry to inform you that your child		Date:
Grade has been suspended/warned/ for the following reason. 1. 2. 3. Your child has not given any regard to the school policies and procedures even after repeated advice and warning (letter copies attached) You are requested to furnish an appeal/apology letter within 3 working days so as to avoid any further disciplinary actions. Principal Cc to parent	SUB: Suspension/warning/other	
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1. 2. 3. Your child has not given any regard to the school policies and procedures even after repeated advice and warning (letter copies attached) You are requested to furnish an appeal/apology letter within 3 working days so as to avoid any further disciplinary actions. Principal Cc to parent	Grade has been suspended	d/warned/ for the
2. 3. Your child has not given any regard to the school policies and procedures even after repeated advice and warning (letter copies attached) You are requested to furnish an appeal/apology letter within 3 working days so as to avoid any further disciplinary actions. Principal Cc to parent	following reason.	
3. Your child has not given any regard to the school policies and procedures even after repeated advice and warning (letter copies attached) You are requested to furnish an appeal/apology letter within 3 working days so as to avoid any further disciplinary actions. Principal Cc to parent	1.	
3. Your child has not given any regard to the school policies and procedures even after repeated advice and warning (letter copies attached) You are requested to furnish an appeal/apology letter within 3 working days so as to avoid any further disciplinary actions. Principal Cc to parent		
Your child has not given any regard to the school policies and procedures even after repeated advice and warning (letter copies attached) You are requested to furnish an appeal/apology letter within 3 working days so as to avoid any further disciplinary actions. Principal Cc to parent	2.	
Your child has not given any regard to the school policies and procedures even after repeated advice and warning (letter copies attached) You are requested to furnish an appeal/apology letter within 3 working days so as to avoid any further disciplinary actions. Principal Cc to parent		
to the school policies and procedures even after repeated advice and warning (letter copies attached) You are requested to furnish an appeal/apology letter within 3 working days so as to avoid any further disciplinary actions. Principal Cc to parent	3.	
warning (letter copies attached) You are requested to furnish an appeal/apology letter within 3 working days so as to avoid any further disciplinary actions. Principal Cc to parent	Your child	has not given any regard
You are requested to furnish an appeal/apology letter within 3 working days so as to avoid any further disciplinary actions. Principal Cc to parent	to the school policies and procedure	es even after repeated advice and
days so as to avoid any further disciplinary actions. Principal Cc to parent	warning (letter copies attached)	
Principal Cc to parent	You are requested to furnish an appe	eal/apology letter within 3 working
Cc to parent	days so as to avoid any further discip	linary actions.
Cc to parent		
•	Principal	
•		
CC to ADEC	Cc to parent	
	CC to ADEC	

Format of Apology letter/appeal letter	
From	
Name of Parent Name of Child	
Grade and Div	
Esis No:	
Date:	
То	
The Drive incl	
The Principal Grace Valley Indian School	
Grace valley indian school	
Sub: Apology / Appeal	
With reference to letter no: Dated:	
I the parent of studying in grad	
with do hereby appeal/ apologize for the misconduc	ct
of my child in the following aspect	
1. 2.	
2. 3.	
3.	
I do assure you that my child will follow the rule	25
and regulations of the school and will adhere to the school policies	
I kindly request you to consider this letter as appeal/apology and do the needful	ıe
inccara:	
Regards	
Name of parent	
Sign	

The Role of Our Teachers

It is the responsibility of all our teachers to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time and that every teacher has an understanding that they are 'on duty' throughout the day.

Our teachers have high expectations of the pupils in terms of behavior, and they strive to ensure that all pupils work to the best of their ability.

The teacher treats each pupil fairly and enforces the school's rules consistently. The teacher treats all pupils in their class with respect and understanding. The teacher may also liaise with the School Counsellor or SENCO to support and guide the progress of each child.

The Role of Counsellors

The School Counsellor is responsible for the welfare of all pupils within the College. Where there are on-going concerns regarding a pupil's behavior either within or outside the classroom, a referral can be made to the Counsellor by the teachers for Pastoral Care.

The School Counsellor will meet with the pupil on a one-to-one basis to explore the difficulties he or she may be having and the possible causes for these. The pupil will be offered weekly sessions, where appropriate, to reflect on his or her behaviour and identify strategies to address the issues. The sessions will be evaluated on a regular basis and on-going support will be offered, where necessary.

The content of the sessions will remain confidential between the pupil and Counsellor, although the Counsellor may need to share information when there are concerns that the pupil or others may be at risk. The Counsellor will also communicate any information the pupil wishes to be shared.

The Counsellor will work with the pupil using a variety of methods, for example drawing, play, nondirective questioning and active listening to encourage the pupil to explore the presenting issue.

The Counsellor may also become involved where there is a concern regarding a group of pupils, for example in an instance of bullying. Group work may be offered to explore issues which are impacting on pupils' welfare and behavior.

The Role of Principal

It is the responsibility of the Principal, to implement the school behavior policy consistently throughout the school, also, to support the staff as necessary. The Principal keeps records of all reported serious incidents of misbehavior.

The Principal supports the staff by implementing the policy, by setting the standards of behavior. The Principal keeps records of all reported serious incidents of misbehavior. The Principal has the responsibility for giving fixed-term suspensions to individual pupils for serious acts of misbehavior. For repeated or very serious acts of anti-social behavior, the Principal may permanently exclude a pupil.

The Role of Parents

The school works collaboratively with parents, so pupils receive consistent messages about how to behave at home and at school. We anticipate that parents will support their child's learning, and co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behavior.

If the school has to use reasonable sanctions to punish a pupil, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the form/class teacher who may seek advice from the relevant Head of School. If the concern remains, they should speak to the Headmaster.

The Role Governors

The Governors are kept informed by the Headmaster of serious misdemeanors.

Criteria For Evaluating the Success of the Policy

The school discusses the policy annually and makes any necessary changes to ensure all children take responsibility for their behavior and their learning at Grace Valley School.

SAFEGUARDING POLICY

At Grace Valley Indian School, student safety and well-being are supreme. We recognize that a secure and nurturing environment is essential for students to thrive academically, emotionally, and socially. In line with this commitment, we adhere to stern safeguarding protocols and procedures outlined by ADEK. This ensures that every student feels safe, valued, and supported, enabling them to flourish and reach their full potential in a positive learning environment.

PURPOSE(S):

Safeguarding and Student Welfare Policy at Grace Valley Indian School

- ➤ Delineate responsibilities within our school community to ensure the full implementation of safeguarding protocols.
- ➤ Establish comprehensive procedures for promptly identifying and reporting any instances or suspicions of student maltreatment, ensuring swift and appropriate action.
- ➤ Define stern security requirements to ensure effective supervision, duties of security personnel, visitor management protocols, and robust systems for managing security breaches.
- Adhere to ADEK's guidelines regarding the use of Closed-Circuit Television (CCTV) cameras, ensuring their deployment is in line with student privacy and safety concerns.
- ➤ Implement thorough training programs to equip all staff members with the necessary skills and knowledge to carry out their duties responsibly, effectively, and in a manner that fosters a safe environment for student growth and learning.

Policy:

Safeguarding Supervision

At Grace Valley Indian School, all teachers and staff members have a responsibility to take care of our students and keep them safe while they are at school (Loco parentis). The principal takes on the role of a parent when students are under the school's care

School -Based Safeguarding Policy

Policy Requirements:

Grace Valley Indian School develops and actively communicates a School-Based Safeguarding Policy to the entire school community. This policy shall include the following essential elements:

A clear statement outlining the school's overall safeguarding processes, procedures, and aspirations.

- Safeguarding practices aligned with ADEK's wellbeing policies, ensuring sensitive and professional handling of all safeguarding matters to support student needs.
- > A security policy detailing measures to protect students from physical and digital security breaches.
- Mechanisms for measuring and monitoring the implementation of safeguarding practices to ensure the health and development of students are protected.
- Identification of resources allocated to deliver safeguarding provisions for all students.

Appointment of a Safeguarding Committee or Lead:

Grace Valley Indian School appoints a Safeguarding Committee or Lead to oversee the school's safeguarding strategy. This committee or lead shall:

- Annually review the effectiveness of the Safeguarding Policy to ensure understanding and proper practice within the school community.
- > Ensure full implementation and observance of safeguarding policies and procedures by the school's governing board.
- ➤ Inform all staff, volunteers, and visitors of their responsibilities regarding safeguarding procedures in coordination with the principal.
- ➤ Ensure parents have access to the Safeguarding Policy through various channels, including the school website.
- Develop an induction and training strategy to educate all staff and volunteers about the school's safeguarding arrangements.
- > Ensure compliance with relevant processes outlined in the ADEK Student Protection Policy.

Safeguarding Awarene ss Strategies:

- > Grace Valley Indian School ensures a nurturing environment where students feel safe to express themselves, aligning with the principles of the Dama Alaman in Schools and Nurseries Handbook.
- > The school strictly prohibits student maltreatment and provides clear procedures for reporting concerns to any member of the school community, by the ADEK Student Protection Policy.
- > The school identifies and monitors students at risk of harm, including those with additional learning needs, to ensure their safety and well-being.
- > Staff are trained to respond effectively to safeguarding incidents and to provide support and reassurance to victims and witnesses who come forward.
- ➤ Grace Valley fosters an environment of transparency where students and staff can freely communicate with the Safeguarding Committee or Lead about any concerns regarding student, staff, or visitor behavior.
- ➤ The school remains vigilant about student safety in online spaces, adhering to the guidelines outlined in the ADEK Digital Policy.
- School policies are designed to prioritize student health and wellbeing, ensuring that no policy adversely affects student welfare, such as placing undue limitations on essential needs like washroom breaks, in line with the ADEK Wellbeing Policy.

➤ Grace Valley offers accessible and judgment-free support and counseling services to all students, ensuring they know where to seek assistance within the school community.

➤ The school emphasizes to parents their legal obligation to enroll their child in school as per Federal Law No. (39) of 2022 Concerning Compulsory Education and highlights the importance of communicating any sudden, unexplained withdrawal of a student, which may be reported as a maltreatment concern as per the ADEK Student Protection Policy.

Safeguarding Integration in the Curriculum:

- Grace Valley's curriculum emphasizes the cultivation of students' self-esteem and self-regulation skills, empowering them to navigate challenges with confidence.
- The curriculum fosters a culture of respect and civility towards all individuals, instilling values of empathy and understanding for people and the environment.
- Students develop strong communication skills and learn the importance of expressing consent in interpersonal interactions, promoting healthy relationships and boundaries.
- Our curriculum equips students with a comprehensive understanding of various risks, including online behaviors and social media usage, enabling them to make informed decisions and stay safe in digital spaces.
- Grace Valley teaches students practical strategies to protect themselves and others, empowering them to recognize and respond effectively to peer pressure and potential risks.
- Students learn the importance of personal and collective safety, fostering a sense
 of responsibility for their well-being and that of their peers, and creating a safer
 and more supportive school community.

Safeguarding the School's Security Implementing a School Security System:

- > Grace Valley ensures the continuous implementation of integrated access and security systems, including CCTV.
- Grace Valley consistently installs and maintains CCTV systems through licensed vendors, ensuring ongoing compliance with coverage guidelines.
- Maintenance contracts are continually upheld.
- Daily monitoring ensures functionality, with immediate action taken for any identified issues.
- Access remains restricted, with designated personnel consistently monitoring and controlling access.
- CCTV recordings are retained for a minimum of 180 days as part of Grace Valley's ongoing security measures.

Security Guards:

- Security guards are continuously stationed at all entry points, ensuring the ongoing safety and security of Grace Valley's premises.
- > Guards remain vigilant at all times, supported by Grace Valley's security systems.
- They consistently maintain a detailed visitor log, recording essential information for ongoing security monitoring.
- Passes are issued only after thorough verification of identification, ensuring continuous adherence to security protocols.

School Visiting Procedures: Grace Valley maintains clear procedures for visitors,

School Visiting Procedures: Grace Valley maintains clear procedures for visitors, ensuring they sign in at the security gate and obtain access passes as an ongoing security measure.

School Departure Procedures: Grace Valley ensures that only parent-authorized individuals can pick up students as part of its ongoing commitment to student safety. Ongoing verification of unknown persons' IDs at the gate is part of Grace Valley's continuous efforts to maintain security protocols.

Acceptable Drop off and Pick-up Timings: Grace Valley consistently ensures supervision during specified timings, maintaining a continuous focus on student safety.

Special Events Security: The ongoing restriction of events to immediate family or preregistered guests reflects Grace Valley's ongoing commitment to event security.

Managing Security Breaches: Grace Valley maintains ongoing systems for handling security breaches, including lockdown procedures and emergency planning, to ensure continuous readiness for any security challenges.

Training and Continuous Professional Development (CPD):

Grace Valley ensures that safeguarding training is provided to all staff, including the governing board and volunteers, during their induction process. This training includes

- ➤ Identification of signs indicating student maltreatment or safeguarding issues, along with protocols for reporting concerns.
- Vigilance towards the specific needs of students at risk, including those with additional learning needs.
- ➤ Awareness of behaviors that may contribute to an unsafe environment, emphasizes the importance of creating a culture where students feel safe to report concerns.
- Proper documentation of events while maintaining confidentiality, aligning with the ADEK Digital Policy.
- Actions to be taken during emergencies to ensure student safety.
- Confidentiality protocols, emphasize sharing information on a need-to-know basis and providing support to individual staff members as per the ADEK Staff Wellbeing Policy.
- understanding of the school's security system and protocols for handling security breaches.

While formal training is not required for invited visitors, Grace Valley ensures that all visitors read and sign the school's Safeguarding Policy, emphasizing their understanding and commitment to maintaining a safe environment.

Whistleblowing Mechanism:

- Grace Valley implements a whistleblowing mechanism that allows any individual to raise concerns or allegations of organizational malpractice in confidence. This mechanism ensures that individuals feel safe and supported when reporting concerns.
- Anyone raising a concern is assured that their identity will be protected, and they will
 not face any repercussions such as harassment, reprisal, or stigmatization for speaking
 up.
- If the identity of the individual raising a concern becomes known, Grace Valley takes immediate measures to safeguard them from any negative repercussions. This includes

providing support and ensuring their confidentiality is maintained throughout the process.

- Similarly, if a concern is raised against an individual, the school ensures that their identity is protected to the best of its ability until any investigation process is completed. This ensures that individuals are treated fairly and without bias during the investigation.
- The school ensures that any concerns raised through the whistleblowing mechanism are thoroughly investigated, and appropriate action is taken based on the findings of the investigation.

Inclusive Provision:

- ➤ Grace Valley ensures collaboration between key stakeholders, including the Safeguarding Committee or Lead, Wellbeing Committee or Lead, Head of Inclusion, School Counselor, Social Worker, Health & Safety Officer, teachers, and parents. This collaborative approach facilitates the promotion of safeguarding and security for all students.
- ➤ The school recognizes the importance of considering the individual needs of all students, including those with additional learning needs. Safeguarding practices and associated policies and initiatives are tailored to accommodate diverse needs, communication styles, and behavior patterns.
- ➤ Grace Valley ensures that its safeguarding practices align with the ADEK Inclusion Policy. This policy framework guides the school in creating an inclusive environment where every student feels valued, supported, and safe.
- ➤ Safeguarding initiatives at Grace Valley are designed to promote the active engagement of all students, including those with additional learning needs. The school fosters an inclusive culture where every student's voice is heard, respected, and considered in matters related to safeguarding and security

Undertaking for Compliance with Grace Valley School's Safeguarding Policy I, hereby acknowledge and agree to comply with Grace Valley School's Safeguarding Policy, effective from the start of the Academic Year 2024/25. I understand that this policy is designed to ensure the safety and well-being of all individuals within the school community, including students, staff, and visitors. As a member of Grace Valley School, I undertake to: 1. Familiarize myself with the provisions outlined in the Safeguarding Policy and adhere to its guidelines and procedures. 2. Actively participate in any training and professional development activities related to safeguarding provided by the school. 3. Report any concerns or incidents of organizational malpractice, misconduct, or safeguarding issues by the whistleblowing mechanism outlined in the policy. 4. Respect the confidentiality of sensitive information and handle all safeguarding matters with discretion and professionalism. 5. Collaborate with relevant stakeholders, including the Safeguarding Committee, Wellbeing Committee, and other staff members, to promote a safe and inclusive environment for all students, particularly those with additional learning needs. I acknowledge that my commitment to upholding Grace Valley School's Safeguarding Policy is essential for creating a secure and supportive educational environment. By signing this undertaking, I affirm my dedication to safeguarding the welfare of every individual associated with the school. Signature: __

School Fees

 School fee, Fee payment schedule and the mode of payment are all approved by the ADEC and is available in the school website for parent's reference.

- Fee payment can be done by cash at the school office or through bank to Grace Valley Indian School. Postdated cheques will not be accepted. Cheques should be made in favor of "Grace Valley Indian School, Al Ain". Students' Name, ID number, Grade and section should be written clearly on the reverse of the cheque leaf.
- Parents can pay the school fee monthly (in 8 installments) / termly or yearly, as per their convenience. However, the payments, as the case should be done in the first week of the months/terms.
- In case of monthly payment, School fees must be paid latest by the 10th of every month.
- School will not charge in excess of school fees approved by the ADEC, before the start of the school academic year.
- In case of new students, the school may collect registration fee and the first
 installment of the approved tuition fee, at the time of their admission (up to four
 months ahead of the commencement of the new academic year and not exceeding
 5% of the approved tuition fee), and this amount will be deducted later from the
 total approved fee, to be paid for that academic year.
- The School will not charge any application fee or registration fee from parents /Guardians while applying for new admission.
- In case of new admission or enrollment, the School may retain the registration fees
 or first installment collected for each student, should the student attend any part, or
 days of the first month/ days of week-1 of the semester or fail to show up at all
 without the parent notifying the school in writing sufficiently n advance before the
 beginning of a term.
- If a student attends from one week and up to three weeks in a term, the school may retain the value of one full month of tuition fee and transportation fee.
- If a student attends over three weeks and up to six weeks in a term, the school may retain the value of two full month of tuition fees and transportation fees.
- If a student attends over six weeks in a term, the school may retain the full term fee.
- Official holidays and absences from classes are considered as part of the week.
- The value of one month tuition fee is calculated by dividing the total tuition fees for the school year by 10 months.
- Textbook and uniform fees paid to the school will be refunded to parents or guardians if such have not yet been used or damaged.
- Transportation fees paid to the school will be refunded in the same manner as the tuition fee.

- The school will not dismiss students' due to a delay in payment but may be suspended for up to three days after sending three warning notices each being one week in duration each time to a student's parent or guardian.
- In case of the school fails to enroll the student as a result of not having sufficient capacity or because of any other reason, the school will reimburse the full registration fee or Installment to the parent / Guardian.
- Fee shall be collected for picnics/excursions, field trips, cultural programs, medical expenses, External Examination, after approval by the adec.
- Any balance in the fee, at the end of the term will be adjusted in the next term's dues.
- No student, whose fee remains unpaid in full or in part, will be allowed to receive internal examination results, reports, Transfer Certificates or recommendation to future schools/colleges, will be issued to the student or parent. However, the school will never prevent students from sitting for any end of term or end of year examination or any internal examinations assigned during the term as a consequence of non-payment issues.
- The school will never ban any student from using the school transport in the case that the student's parent or guardian did not pay the school tuition fee on time.
- If the fee is not paid even after 2 fortnightly reminders, the parent shall meet the Head of Institution and take special consent/permission before attending school.
- School shall provide Books as per the ADEC approved structure. However, if the
 parents wish to purchase other kits/stationery (if any) from the school store, have to
 give additional payment.
- School Uniform (1 set) will be available in the school store as per the fee structure approved by ADEC.

	CONTACTS		
DESIGNATION	NAME	CONTACTS NO	EMAIL
Office		03 780 5511	office@gvisalain.com
Principal	Mr. Mohammed Ibrahim	055 88 33 789	principal@gvisalain.com
Vice Principal	Mr. Arjil	052 912 3090	vp@gvisalain.com
Academic Coordinator	Mrs. Rafnas	056 22 97 030	ac@gvisalain.com
School Development Plan Coordinator	Mrs. Meera	050 349 4379	sdp@gvisalain.com
Middle Section Head	Mr. Hashid	050 3541374	svm@gvisalain.com
Higher Secondary Section Head	Mrs. Fathima Beevi	056 278 7015	svcbse@gvisalain.com
Primary Section Head	Mrs. Mumtaz	052 171 29 52	svp@gvisalain.com
KG Section Head	Mrs. Mufeedha	0585924789	svkg@gvisalain.com
Secretary / PRO	Mr. Basheer	055 46 33 215	secretary@gvisalain.com
Accounts	Mr. Shihab	050 231 48 87	accounts@gvisalain.com
Supervisor - Transportation	Mr. Riyas	055 460 60 67	transport@gvisalain.com
Store	Mr. Ibrahim	055 950 32 55	store@gvisalain.com
School Clinic	Mrs. Fouziya	03 780 5511 (EXT 118)	nurse@gvisalain.com
Class Teacher			
For Complaints and other Communication / Specify the Subject and email to info@gvisalain.com	ر ا Specify the Subject and ema	il to info@gvisalain.com	

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	LATE COMING RECORD
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RECORD OF LATE COMING TO SCHOOL

Whenever a student comes late to the School it will be marked by drawing a circle around that date. If there are three such marks in a month it has to be reported to the principal.

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Teacher's Sign Parent's Sign

ABSENCE & LEAVE RECORDS								
Date	No. of Days	Reason for Absence	Signature of Parent	Teacher's Remarks				

Parents / Guardian should make use of this page when applying for leave or explaining the absence of their wards.

RECORD OF ABSENCE

Whenever a student absent to the School it will be marked by drawing a circle around that date. If there are three such marks in a month it has to be reported to the principal.

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Teacher's Sign Parent's Sign

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