



# Greenwood International School SAFEGUARDING POLICY

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## SAFEGUARDING POLICY

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## Safeguarding Policy

<b>PREPARED BY &amp; DATE:</b> School counselor/September 2022	<b>AUTHORIZED BY &amp; DATE:</b> Principal /September 2022	<b>NEXT REVISION NUMBER &amp; DATE:</b> 20September 2023
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### 1. Introduction

Greenwood International School strongly believes in ensuring the safety and welfare of all children in its care through its rules and regulations, its periodic revision of its Child Protection Policy and its organization of staff workshops, lectures and trainings on all matters pertaining to children's rights. The school's Child Protection Policy provides a well-structured framework within which the school's responsibilities towards its students are clearly described, understood, and practiced by all.

### Aims

The policy details the commitment of Greenwood International School to ensuring the rights, safety and development of all its students around all school premises, the behaviors that are considered a violation or a threat to children's rights, safety and development and lastly the reporting and documentation process of abuse allegations and cases as dictated and advised by the UAE law.

Greenwood International School aims to make sure that all teaching and support staff at the school are aware of and implement the correct procedures that apply to cases that involve Child Protection issues or abuse in its four main forms: physical, verbal/emotional, sexual and neglect.

### 2. General Child Protection Measures

- Ensure that each child is known and recognized as an individual by everyone.
- Ensure that all children are protected on all school premises against any type of violation of the rights, development or safety.
- Ensure that all teaching and support staff are aware of the behaviours that are considered threatening to the rights, development or safety of children.
- Ensure that all teaching and support staff are aware of the main types of child abuse, are able to detect the signs of distress and symptoms of child abuse and respond appropriately.
- Ensure that all teaching and support staff understand that it is their responsibility to refer suspicions or allegations of child abuse to the School Counselor as the main point of contact.
- Ensure that clear directions have been given to staff and others about expected codes of behavior in dealing with child protection issues; reporting procedures and bounds of confidentiality.
- Organize periodic in-service training for all staff on child protection issues and procedures.
- Provide counseling services to children subjected to any form of abuse (in-house and outsourcing to local agencies).



### 3. Child Protection Team

The Child Protection Team at the school consists of all SLT members and the school counselor. The safeguarding lead is the school counselor.

### 4. School Counseling Department

The School Counseling Department follows the ethical standards provided by the American School Counselors' Association (ASCA) that are in turn adopted by the Michigan School Counselor Association as part of the school's adherence to the Michigan State Standards. The School Counselor adopts various techniques, interventions and methods tailored to the educational school setting with roots extending over a diverse range of counseling approaches and psychotherapies.

#### ▪ *Ethical standards for the school counselor*

- a) A detailed account of the School Counselor responsibilities towards the students which is known by all.
- b) Confidentiality and cases where breach of confidentiality is required (need-to-know basis and potential harm to self or others).
- c) When referrals should be made to the Inclusion department or outsourcing to local agencies and associations.
- d) Appropriate measures taken by the school to ensure an effective way to store student records.

#### ▪ *Confidentiality*

The School Counselor sessions with a child are confidential and the content of counseling sessions cannot be disclosed to parents or any other staff member at school unless the child expresses his/her wishes for the sharing of information to take place.

- Parents have the right to ask about the progress of their child and the School Counselor may only disclose some of the content of the counseling sessions to a parent in cases where the child expresses or exhibits behaviors that indicate an intent or an admission of self-harm or harm to others.
- The child is made aware of the confines of confidentiality and will be informed when sharing of information takes place.
- In order for the School Counselor to share information about a child with a third-party individual or organization, such as a grandparent, psychiatrist or pediatrician, the parent will need to sign an additional form: **The Release of Information Form**.
- The School Counselor reserves the right to alert the authorities should the child express a serious intent or admission to cause harm to himself/herself or others.
- The School Counselor reserves the right to ask parents to sign an **Acknowledgment Form** that details information that parents have received from the school about their child and legally binds them to adhere to a specific plan of action that is agreed upon by both parties.
- The School Counselor is mandated by the UAE Law to alert authorities should the child express or exhibit any signs of abuse or neglect without consulting with the parents first.

## 5. Definitions as recognized by the school

### ▪ *Child abuse*

- a) **Physical Abuse-** The use of violence against a child and their property that causes actual and intended physical injury or property damage (examples include hitting, shaking, slapping, burning or use of any object that leaves marks on the body, destroying someone's belongings).
- b) **Verbal/Emotional Abuse-** persistent or severe emotional ill-treatment, inappropriacy, or rejection (examples include shouting, threatening, insulting, name-calling, intimidating, undermining, belittling, blaming, judging, saying things that make the child feel unloved, unsafe or unwanted). It aims to target the self-esteem and confidence of the victim and create feelings of worthlessness or despair.
- c) **Sexual-** Sexual abuse is committing or allowing the commitment of a sexual offense against a child as defined in the criminal code of UAE Ministry of Interior and the UAE judicial law. Sexual abuse encompasses intentionally touching either directly or through clothing; the genitals, anus, or breasts of a child for reasons other than hygiene or childcare purposes. Sexual abuse is not restricted to the exploitation of children in performing sexual acts but also to the exposure of children to pornographic material or obscene imagery and to harassing a child by approaching them in a romantic or sexual way that they do not want from the perpetrator.

**The grooming process** which is a process during which sexual perpetrators teach their victims that sexual acts are a form of love and so tend to shower their victims with love and care which often aids in presenting the victims as happy and well-adjusted children with no negative symptoms. This process also results in victims accepting the blame onto themselves and having feelings of guilt and shame. Sexual abuse requires far more diligent care than other forms of child abuse and confidentiality in reporting, handling and investigating is essential.

- d) **Neglect-** The persistent or severe neglect of a child which results in impairment of health or development (examples include absence of adequate fulfillment of the child's basic needs such as food or shelter, neglecting the child emotionally, medically or educationally, improper care to attire and hygiene).

### ▪ *Possible indicators of abuse*

#### **Physical Abuse**

- Unexplained bruises on the body (face, neck, back, arms and legs at various stages of healing).
- Bald spots, human bite marks, unexplained burns or lacerations.
- Excessive covering of arms and legs.

#### **Sexual Abuse**

- Sexual knowledge, behavior, or use of language not appropriate to age level.
- Unusual interpersonal relationship patterns.
- Sexually Transmitted Diseases (STDs) in a child of any age.
- Evidence of physical trauma or bleeding in the oral, genital, or anal areas



- Difficulty in walking or sitting
- Refusing to change into PE clothes, fear of bathrooms
- Child running away from home and not giving any specific complaint
- Not wanting to be alone with an individual
- Pregnancy, especially at a young age
- Extremely protective parenting

### **Verbal/Emotional Abuse**

- Depression and anxiety
- Low self-esteem and confidence
- Poor social skills
- Increase/decrease in body weight

### **Neglect**

- Diminished body weight
- Constant hunger
- Inappropriate attire and poor hygiene (example: lice)

### **General signs and symptoms**

- Isolation and withdrawal
- Addiction
- Sleep and appetite disturbance
- Aggressiveness and impulsivity
- Decline in academic performance or general poor school performance

#### ▪ *Potential abuse*

In certain situations where children may not have been abused but where social and medical assessments indicate a high degree of risk that they might be abused in the future, including situations where another child in the household has been abused, or where there is a known abuser. These indicators of abuse and neglect will be used by staff members as a guideline for reporting to the School Counselor who will determine if the case needs further attention and investigation. A report must be made when a staff member has reasonable doubt to believe that a child has suffered abuse or neglect. All reports are confidential and presented to the School Counselor in the form of emails, confidential referral forms, or verbal reports and are documented by the School Counselor a report entitled: "Suspected child abuse report".

### **Bullying**

Greenwood International School identifies bullying as any persistent and uninvited behavior which insults, hurts or intimidates someone (includes cyber bullying). It is a type of abuse that falls under physical or verbal/emotional abuse. The school also recognizes that bullying comes in 7 main forms:

- a) **Physical** is the most common type of bullying that children face in schools. It comes in the form of violence both to the child and their property such as hitting, kicking, damaging someone's bag etc.



- b) **Emotional** is any type of bullying which is psychological. It involves belittling, name-calling and taunting another individual. It targets the self-esteem and confidence of the victim and creates feelings of worthlessness and despair.
- c) **Personal** is when the child is subjected to unwanted and inappropriate remarks, insults, derogatory statements, which are intended to humiliate or hurt them.
- d) **Relational** involves exclusionary tactics which prevents a child from joining in or being a part of a group or social activity. Relational bullying targets the child's social status and relationships.
- e) **Discriminatory** bullying involves bullying someone for a personal characteristic such as their race, religion, sex, sexual orientation or disability. If the bullying prevents the child from being treated equally, it is considered unlawful.
- f) **Sexual** is usually referred to as harassment and it means that the child is being approached in a romantic or sexual way that they do not want from the perpetrator.
- g) **Cyber** is bullying that occurs via a digital device such as a phone, computer or tablet.

## 6. Child Protection Procedures

### a) *Reporting and documenting abuse cases according to perpetrator/victim relationship*

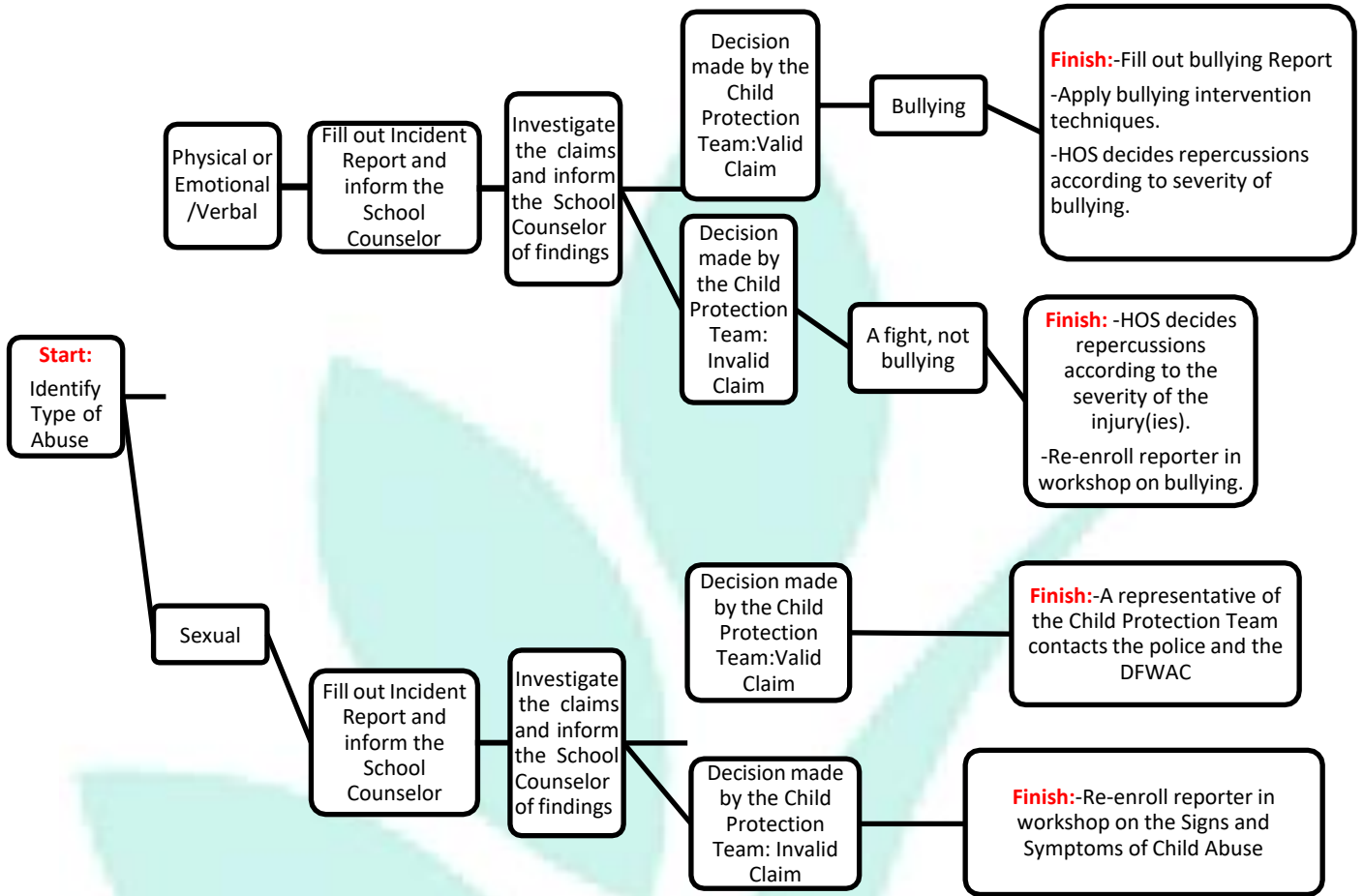
There are five main categories of abuse of a minor:

- 1) Abuse of a minor by another minor
- 2) Abuse of a minor by a parent
- 3) Abuse of a minor by a relative/family member
- 4) Abuse of a minor by a teacher or support staff member
- 5) Abuse of a minor by an outsider (ex: on a field trip) or worker (ex: outsourced company)

The procedures that the school follows are dictated by the below flow charts.

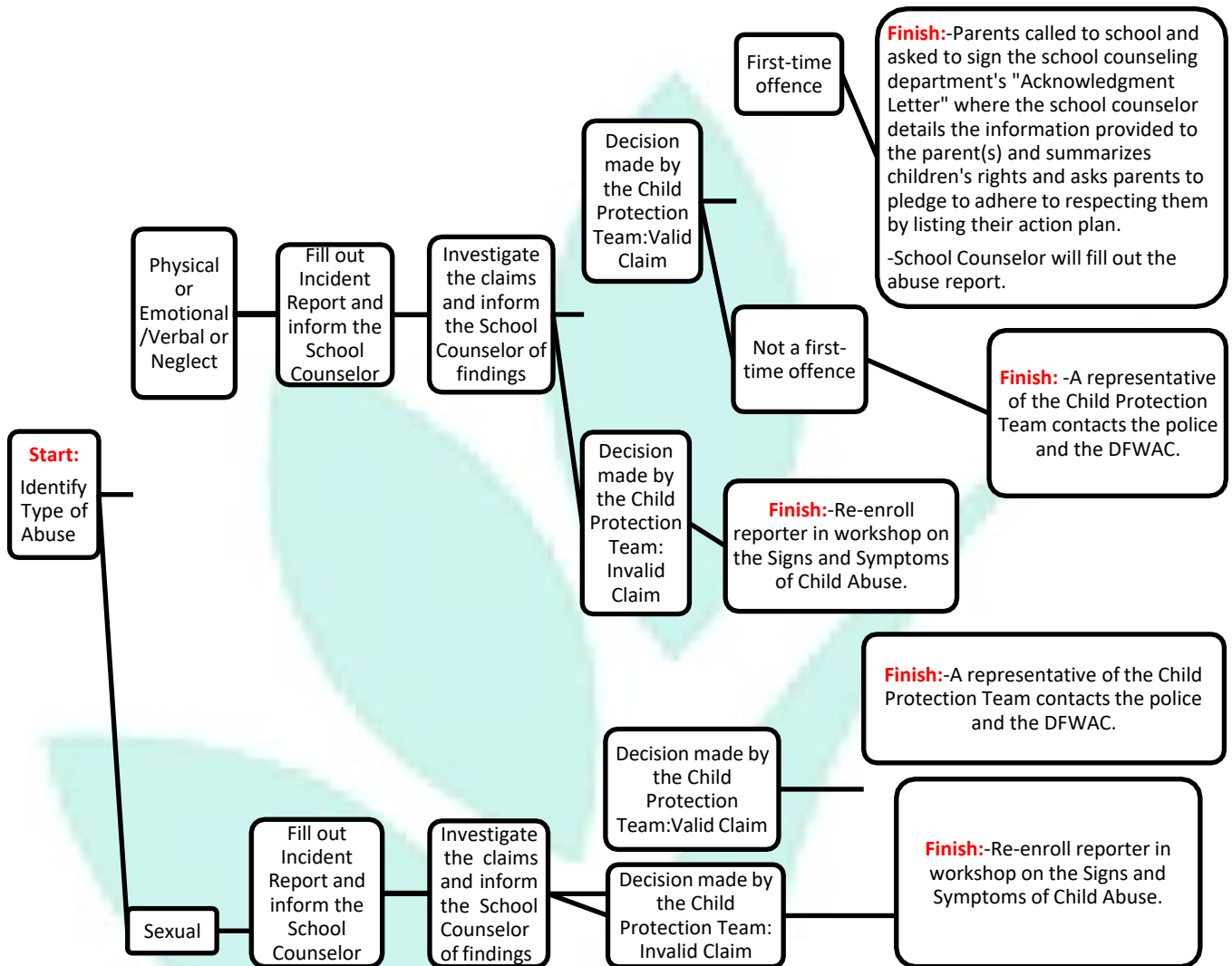


*o Reporting steps of abuse of a minor by a minor:*



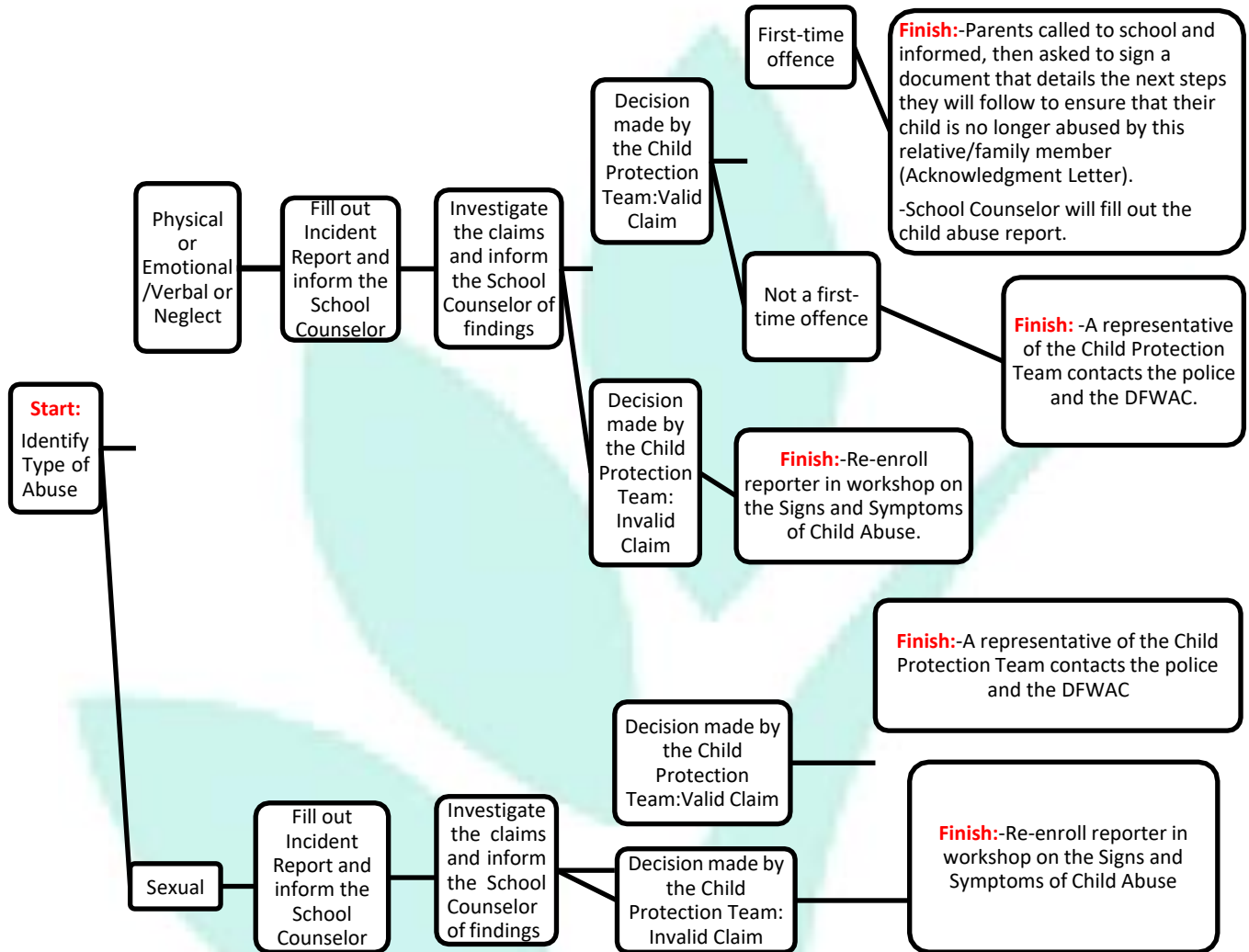
**The student who has been the victim of any type of abuse can refer the case directly, or by the help of a reporter to the School Counselor.**

*o Reporting steps of abuse of a minor by a parent:*



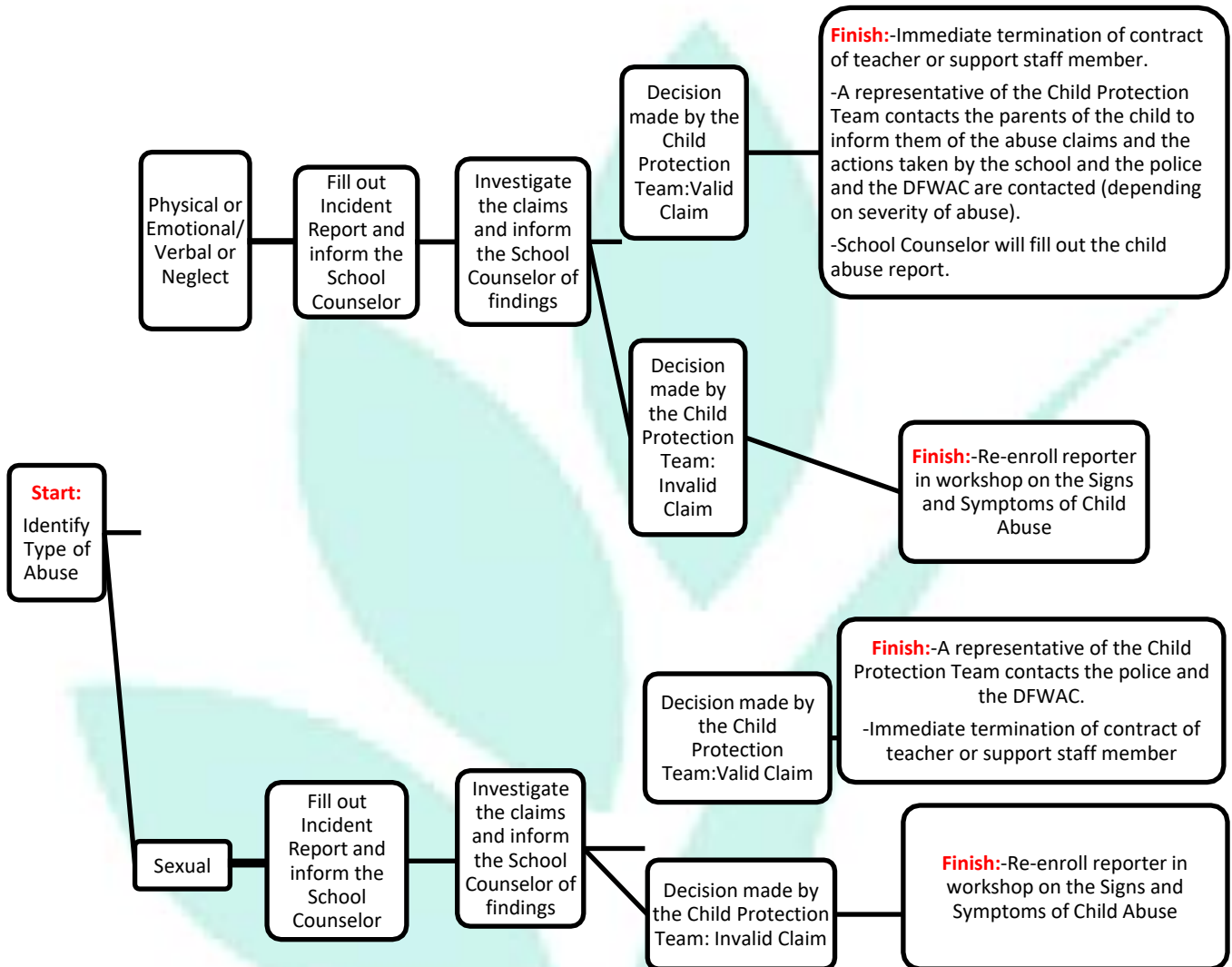
**The student who has been the victim of any type of abuse can refer the case directly, or by the help of a reporter to the School Counselor.**

*o Reporting steps of abuse of a minor by a relative/family member:*



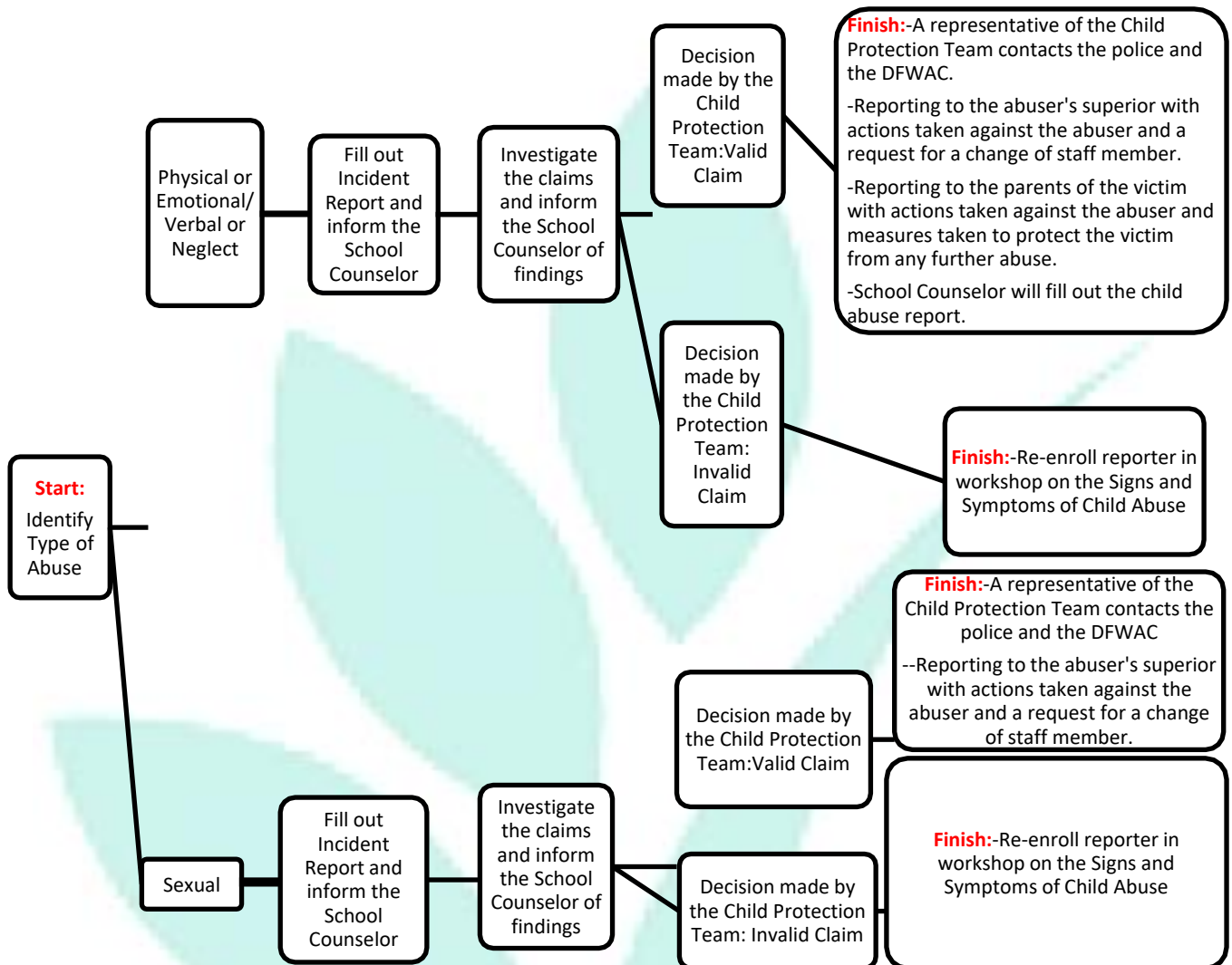
**The student who has been the victim of any type of abuse can refer the case directly, or by the help of a reporter to the School Counselor.**

*o Reporting steps of alleged abuse of a minor by a teacher or support staff member:*



**The student who has been the victim of any type of abuse can refer the case directly, or by the help of a reporter to the School Counselor.**

o *Reporting steps of alleged abuse of a minor by an outsider*



**The student who has been the victim of any type of abuse can refer the case directly, or by the help of a reporter to the School Counselor.**

**b) Bullying interventions adopted at school.**

The school counseling department at Greenwood International School adopts an interventionist (selective) approach to bullying intervention as well as a whole-school based approach (please refer to the **Anti-Bullying policy** for details).. The interventionist approach follows 6 main bullying intervention techniques that are detailed in the school’s Anti-bullying policy that are practiced by the School Counselor following bullying claims:

- The Traditional Disciplinary Approach
- Strengthening the victim
- Mediation
- Restorative Justice
- The Support Group Method (formerly known as the No blame approach)
- The Method of Shared Concern

**o Recording Bullying Allegations:**

Bullying claims are recorded in a bullying report by the School Counselor and the report details information about the incident and the students involved in it (bullies and targets). In addition to that, details about the plan of action that the School Counselor has taken in ensuring the safety of the bullying targets as well as the sanctions enforced on the bullies (please refer to the **Anti-Bullying policy** for details).

**7. Roles and Responsibilities**

1	Class Teacher	Class teachers will, in most cases, be the first person that a concern is raised by. They will gather detailed/accurate/secure written incident reports of concerns or allegations. Then they will investigate the claims and report their findings to the School Counselor who will in turn consult with the Child Protection Team members in order to assess whether the claims are valid or invalid.
2	The School Doctor and Nurses	Their role is to ensure that relevant information obtained in the course of their duties is communicated to the Child Protection Team. Types of injuries, clinic visits and frequency of occurrence are recorded in incident reports and attached to the child abuse report in cases of child abuse.
3	All School Staff	<p>a) All school staff have a responsibility to identify, and report suspected abuse and to ensure the safety and well-being of the students in their school according to what they have been trained to do. In doing so, they should seek advice and support as necessary from the School Counselor or other members of the Child Protection Team.</p> <p>b) Are expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings and opinions. Children should be treated with respect within a framework of agreed and understood acceptable behavior.</p> <p>c) All school staff are expected to:</p> <ol style="list-style-type: none"> <li>1. Be aware of the signs and symptoms of abuse.</li> </ol>



		<ol style="list-style-type: none"> <li>2. Report concerns to the School Counselor.</li> <li>3. Keep clear, dated, factual and confidential records of child protection concern which will later be raised to the Child Protection Team</li> </ol>
4	Child Protection Team	<p>The Child Protection Team's responsibilities are many and include:</p> <ol style="list-style-type: none"> <li>1. Further investigating and assessing claims of abuse and taking actions to stop them and prevent their reoccurrence.</li> <li>2. Documenting and reporting cases of abuse to the concerned parties (Child Protection Unit at CDA or the DFWAC as well as KHDA).</li> <li>3. Organizing routine meetings to monitor the progress of all students and their well-being at the school.</li> <li>4. Providing adequate support to students, teaching and support staff as well as parents.</li> </ol>

### Staff should be concerned if a student:

1. Has any injury which is not typical of the bumps and scrapes normally associated with children's activities.
2. Regularly has unexplained injuries.
3. Frequently has injuries, even when apparently reasonable explanations are given.
4. Offers confused or conflicting explanations about on how injuries were sustained.
5. Exhibits significant changes in behavior, performance or attitude.
6. Indulges in sexual behavior which is unusually explicit and/or inappropriate to his or her age.
7. Discloses an experience in which he or she may have been significantly harmed.

### o Dealing with a disclosure

If a student discloses that he/she has been abused in some way, the member of staff should:

- Listen to what is being said without displaying shock or disbelief.
- Allow the child to talk freely; listen, rather than ask direct questions.
- Accept what is being said and ask open-ended questions rather than leading questions.
- Reassure the child that what happened was not their fault and stress that telling was the right thing to do. But not make promises which might not be possible to keep such as promising absolute confidentiality without referring the case to the concerned personnel.
- Do not criticize the perpetrator.
- Explain what must be done next and who must be told.

### a) Recording disclosure

When a student has made a disclosure, the member of staff should.

- Make some brief notes as soon as possible after the conversation.
- Not destroy the original notes in case they are needed by a court.
- Record the date, time, place, and any noticeable non-verbal behavior and/or words used by the child.
- Draw a diagram to indicate the position of any bruising or other injury.
- Record statements and observations, rather than interpretations or assumptions.
- Provide the record to the School Counselor.



## b) Confidentiality

Certain members of staff gain access to confidential information about students, only in a limited capacity (need-to-know basis), to undertake their everyday responsibilities. Staff are expected:

- To treat information they receive about students discreetly and in a confidential manner.
- To, if they are in any doubt about sharing information they hold, or which has been requested of them, seek advice from the Child Protection Team.
- To be cautious when passing information to others about a student.

## c) Record Keeping and Monitoring Procedures

- Well-kept records are essential to good Child Protection practices. Concerns and disclosures should be recorded in writing by the member of staff who receives them and passed to the School Counselor without delay.
- The School Counselor consultation with the Child Protection Team will then decide on further action and any appropriate monitoring program for the student.
- Records are stored in a dedicated filing system maintained in the School Counselor office and the School Clinic (if the abuse is physical, sexual or neglect related).

## d) Reporting Procedure

### What happens after suspected abuse or neglect is reported?

Where there is reason to suspect child abuse or neglect, it is the responsibility of the staff member to report his or her suspicions to the School Counselor. In all cases, the Child Protection Team will be notified. It is the responsibility of the Child Protection Team to keep track of abuse cases. All staff, faculty, and administrators are mandated to report incidences of abuse and neglect. All reports of abuse and neglect must be made to the School Counselor IMMEDIATELY.

#### *Step 1: Information Gathering and Data Analysis*

When a child reports abuse or there is reasonable cause to believe that abuse is occurring, the teacher will seek advice from the School Counselor IMMEDIATELY. The School Counselor will notify the school-based Child Protection team, and then take initial steps to gather information regarding the reported incident. In all cases, follow-up activities will be conducted in a manner that ensures that information is documented factually, and that strict confidentiality is maintained. The following procedure will be used:

1. Interview staff members as necessary and document information relative to the case.
2. Consult with school personnel to review the child's history in the school.
3. **a)** If warranted, the School Counselor will forward the report to the Child Protection Unit at the CDA or the DFWAC.  
**b)** If the report is not substantiated, enter case into Supervisor Log on GIS SMS and report update to the original reporter.
4. Relevant data is analyzed by the Child Protection Team and cases with percentages are reported to KHDA.



### ***Step 2: Devising an action plan***

Based on acquired information, a plan of action will be developed to assist the child and family. Action that shall take place are:

1. Referral of the student and family to external professional counseling with release of information to the Child Protection Unit at the CDA or the DFWAC and KHDA.
2. Coordination between outside counseling services and in-house counseling services in terms of strategies that should be used by the teachers of the said student, or School Counselor intervention etc.
3. On-going observations of the child by the school's Child Protection Team to be reported to the Child Protection Unit at the CDA or the DFWAC and KHDA.
4. Frequent meetings of the members of the Child Protection Team (once a week on average for serious cases of abuse) to monitor, adjust and modify the action plan based on their observations and the recommendations of the Child Protection Unit at the CDA or the DFWAC and KHDA.

### ***Step 3: Follow-up Procedures***

Subsequent to a reported and/or substantiated case of child abuse or neglect:

- The Child Protection Team will maintain contact with the child and family to provide support and guidance as appropriate.
- The School Counselor will provide resource materials and strategies for teachers.
- The School Counselor will maintain contact with outside therapists/specialists to update them on the progress of the child in school.
- Follow-up meeting with the Child Protection Team to evaluate progress and debriefing.

All documentation of the investigation will be kept in the child's confidential file. Confidential records may only be released with parental consent. One exception to this is if the school believes the child continues to be at-risk. In these cases, GIS has the responsibility to relay potential safety concerns to Child Protection Unit at the CDA or the DFWAC and KHDA.

## **8. Staff**

### Recruitment Process

As new candidate come in for an interview appointment, security will ask for the Emirates ID and register the name of the visitor, before handing a visitor's pass.

Once the candidate is appointed, the documents submitted should include:

- Police good conduct certificate with a 1–3-month validity
- Cancellation from the previous job
- Proof of legal stay in the country (visit visa/employment visa/residency)

### Staff Training

The staff go through multiple workshops and training during the year.

- Civil Defense Workshop for all staff
  - Fire Evacuation



- First Aid
- Tawjeeh Lecture for security and cleanliness
  - Admin
  - Ancillary
  - Security
  - Maintenance
- Wadeema's Law Lecture for all teaching staff
  - Children's Rights
  - Children's Safety
  - Children's Digital Safety

## 9. Attendance

Regular and constant school attendance helps develop responsibility, self-discipline and fosters the skills necessary for successful everyday work experiences. Our attendance policy aims to support parents and students to attend school every day.

### ▪ Record Keeping and Monitoring Procedures

1. Form tutors record attendance during the registration period from 7:45am-8:00am on the attendance sheet and on the school management system (SMS).
2. Any student arriving after 7:55am and before 8:30am is considered late and should report to the supervisor's office at the reception to collect a permission slip before entering class.
3. Students arriving after 8:30am are sent back home unless there is a legitimate reason for their lateness.
4. If a student is repeatedly late, parents are contacted. If the problem persists, a warning letter is issued to the student, and he/she is suspended from attending the 1st period.
5. Students are not allowed to leave school early unless they are sick, or have a valid reason (doctor's appointment, sick family member, etc.)
6. Supervisors keep a record of all lateness, absences, and early leave. They follow up to ensure attendance is respected.

## 10. Safeguarding on site

### □ *Supervision Duty*

#### a) Break

The heads of section assign break venues per cycle and the supervisors assign break duty on teachers. Volunteer students from the student council in high school also provide supervision in classrooms.

#### b) Dismissal

During dismissal time, students are assigned specific staircases to use according to gender and staircase proximity. Students' dismissal is monitored and supervised by teachers on duty and floor supervisors.



#### □ *Special events and Fire Drills*

No access is granted to visitors without checking in with security at the gate. Visitors must also have a Visitor's Pass after registering with security using their Emirates ID, to be granted access to school premises. Maintenance work is done when school grounds are cleared of all students after school hours and on weekends.

During school trips, students are accompanied by their supervisors and teachers. All bus drivers and assistants (Ancillary) must have a valid RTA permit to transport students between their home and the school.

All teaching and administrative staff are trained regularly to act swiftly in safeguarding our students and themselves in case of fire. Several fire drills are performed throughout the year to ensure the smooth movement of students.

### **11. At-Risk Students**

#### □ *Definition*

At Greenwood International School, we use a comprehensive range of assessment methods to collect quality data and information that can be used to inform the progress of students at-risk; and provide parents with ongoing, accurate and relevant information about their child's progress.

Students at-risk are defined as: those students whose academic, social and/ or emotional attributes are a barrier to engagement with the content and standards defined at Greenwood International School.

Students of determination fall within the category of at-risk students and the Inclusion Department follows various guidelines that ensure their well-being and safety across all aspects of their schooling.

#### □ *Identification*

First identification takes place through teachers' observations, tracking records of students, and documents provided by parents.

The teacher reports on the educational progress of students to the head of section, parents and psychologist and School Counselor

Head of section will Liaise with the School Counselor and other teaching and administrative staff to monitor the behavior of students at-risk. Supervisors record behavior and report routinely on it using a multitude of means such as a tracking sheet and other monitoring and behavioral documents provided by the Inclusion Department and the School Counseling Department.

#### □ *Behavior management*

All members of the school community have the right to:

- experience a safe, pleasant, and supportive learning and teaching environment.





- To be treated with respect and enjoy an environment free from bullying (including cyberbullying), harassment, violence, discrimination, or intimidation.
- Teachers also have the right to be informed, within confidentiality requirements, about matters relating to students that may impact their teaching for that student.

All members of the school community have the responsibility to:

- Respect the rights, values, and beliefs of the individual.
- Promote good relationships and a sense of belonging to the school community.
- Provide clear behavioral expectations.
- Protect the physical environment of the school.
- Tolerate and respect different cultures and traditions.
- Reject and correct any conduct involving bullying or harassment.
- Help to build strategies to eliminate unacceptable behavior and apply them consistently.

### **Responsibility of each stakeholder**

#### **Senior Leadership Team and Middle Leaders**

- Establish a positive school ethos.
- Monitor and review behavior throughout the school, evaluate the success and ensure the necessary revisions are undertaken.
- Articulate high expectations of attendance to all members of the school community.
- Monitor attendance and punctuality and respond when either is poor.
- Record and report incidents of serious misconduct
- Ensure that buildings and grounds are secure and well maintained and that any damage is quickly fixed.
- Ensure that school property is appropriately used.
- Support members of staff in the application of the behavior policy and procedures

#### **Staff & Teachers**

Every member of the staff should:

- Be a good role model, punctual, well-prepared, and organized.
- Enable students to be self-dependent and to take responsibility for their own learning and conduct and only interfere when it is necessary.
- Proactive in preventing disruptive behavior.
- Praise student achievements and positive behavior.





- Teachers should know how students learn and how to teach them effectively, should know the content they teach, should know their students, and plan and assess for effective learning.
- create and maintain safe and challenging learning environments, and use a range of strategies to engage students in effective learning.
- Teachers should fairly, reasonably, and consistently implement the Behavior Policy

### **Students**

- Attend school regularly.
- Punctual and ready to begin lessons on time.
- Organized – and bring necessary material and equipment.
- Conduct themselves in an orderly manner in line with the school's expectations.
- Responsible for their own learning and accountable for their actions.
- Treat others fairly and respectfully. They condone bullying and any kind of hatred or racism.
- Model the school's core values of honesty, effort, attitude, respect, and teamwork.
- Comply with the schools Behavioral Policy / Steps
- Have the will to work hard and show effort in all that they do.
- Contribute positively to the educational experience for themselves and other students

### **Parents**

- Ensure children attend school in good health, punctually and regularly (this involves avoiding holidays in term time)
- Provide prompt explanations of all absences either by email or phone call to the supervisors. Provide medical certificates in case of illness.
- Respect and support discipline within the school / Support staff in the implementation of all school policies
- Participate in discussions concerning their child's progress and attainment, at an appropriate time
- Ensure early contact with the school to discuss matters which affect their child's happiness, progress, and behavior.
- Take an active interest in their child's educational progress, model and reinforce positive behaviors.
- Disclose to the school any health or mental issues that their child is facing.

Rewards for positive behavior and academic performance

- Verbal praise
- Distribution of certificates to well-behaved students
- Student of the Month – Staff vote for students in each grade who have worked diligently, shown a positive attitude, and contributed to the whole school life.
- Recognition of students’ achievements through assemblies.
- Sanctions for poor conduct/behavior:
  - Through discussion with staff, the student will be given the choice after each sanction to conform.
  - If the student chooses not to conform, then the following procedures highlighted in the Behavior descriptors chart will be used.
  - Official letters of warning will be issued to parents and students for serious misconduct or consistent repetition of poor behavior.
  - Suspension and expulsion of the students may be considered as a last resort if the misbehavior persists and if it’s only the course of action to safeguard other students or staff.

	Behavior Descriptors	Consequences
Level 1	Low-level misconduct	
	1a -uniform violation: not wearing full uniform, wearing a closed hoodie, hair not tied back for girls, long hair for boys, wearing inappropriate footwear, jewelry, and makeup.	-Verbal warning from supervisors and teachers
	1b- low-level incident in class or at break: shouting out, chewing gum, poor language, poor entry to class, not listening to instructions.	- Student fills a behavior sheet
	1c- Lateness: to class	-Verbal warning. Student fills a behavior sheet.
	1d-No equipment or PE Kit: No books, no charged device, and not wearing PE uniform on PE days	-Supervisor confiscates the phone for a day
	1e-Technology violation: Use of mobile phone without permission	
	Repeated low-level misconduct	Consequences

Level 2	2a- uniform violation: repetition of 1a		-verbal warning. Email/phone call to parents
	2b- low-level incident in class or at break: repetition of 1b/ poor language/ play fighting		-Break detention
	2c- Repeated lateness to class		-caution letter. Inform parents.
	2d- No equipment or PE kit: repeated violation		- Student suspended from class/ student suspended from playing PE.
	2e- Technology violation: repeated use of mobile phone/ no device or device not charged		- Confiscate mobile phone for 3 days. Student suspended from class. -Caution letter.
Level 3	<b>Mid-level misconduct</b>		<b>Consequences</b>
	Academic	Pastoral	
	3a: Behavior in class; continued repetition of previous behavior, rudeness to teachers	3e- uniform violation: continued repetition of previous violation 3f: Persistent lateness to class whether in the morning or during the day	-Caution letter. Call parents -After 5 latenesses, the student is suspended from attending periods.
3b-Persistent lateness to class			
Level 3	3c-Academic malpractice: cheating/plagiarism	3g-Behaviour: Bullying, cyberbullying, poor language	-Detention by Head of section -Suspension from riding the bus -Warning letter. Student to redo task and gets 80% of the mark. For cheating in an exam, students take a Zero.
	3d- Repeated no equipment or PE Kit	3h-Buses: Poor behavior reported by the bus monitor.	- confiscation of device
	3f- Repeated forgotten or not charged device for lesson	3i- Misuse of technology: in breach of the BYOD policy. 3j: Truanting from a lesson	-Students lose certain privileges. Suspended from PE class. Call parents -Warning letter
Level 4	<b>Serious breaches</b>		<b>Consequences</b>
	Academic	Pastoral	
	4a: Behavior. Rudeness to subject	4c- vandalism: damage to school property	-Warning letter. The student bears the damage expenses.

<p>leaders, head of section. Failure to improve behavior</p> <p>4b-Academic malpractice: cheating/plagiarism</p>	<p>4d-Behaviour: Disrespecting the faith or culture of others Repetition of bullying / cyber-bullying Fighting / Truancy/swearing at teacher/fighting while causing injury to another student</p> <p>4e-Buses: repeated poor behavior reported by the bus monitor/ damage to the bus</p> <p>4f- continued misuse of technology: in breach of the BYOD policy.</p>	<p>-Detention by Head of section</p> <p>-Warning letter. Student stake zero</p> <p>-Suspension from riding the bus for the whole year</p> <p>- meeting with parents / confiscation of device</p>
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Level 5	behavior meriting expulsion from the school	Consequences
	5a-Possession or distribution of controlled substances 5b-Disgracing the school name and reputation 5c- Assaulting a teacher 5d- Seriously assaulting a student 5e-Complete failure to abide by the school's expectations. 5f- Committing a Criminal Act as per the rules and laws of the United Arab Emirates.	Expulsion following consultation with Board of Governors and KHDA approval.

▪ ***Inclusion Department***

o Inclusion Department Head

The head of inclusion conducts routine observations of students, communicates with all stakeholders in the best interest of the student.

o Inclusion Facilitators

Inclusion facilitators conduct pull-out and push-in sessions with students of determination and monitor their behavior and educational achievement. They design individualized educational plan (IEPs) for students of determination in consultation with the student's teachers, parents, and external professionals.

o Learning Support Assistants (LSAs)

Some students require more help in pull-outs and push-ins and are assisted by learning support assistants (LSA) that are hired by parents. The Inclusion Department helps in the hiring process by conducting interviews with candidates and subsequently advising parents. The Head of the Inclusion Department carefully matches the profile and personality of both the student and LSA. LSAs sign a "CONFIDENTIALITY FORM" which bound them from keeping the child's information confidential.

LSAs log in and log out every day at the reception and wear LSA Identification Card provided by the Inclusion Department for proper identification. They receive training from the inclusion department.

o External professionals

External professionals who come to school for sessions or classroom observations must submit their company ID/emirates ID.

External professionals log in and log out in the attendance sheet available at the reception for record keeping. External professionals wear "Visitor" badge inside the school.

o Services provided:

a) Pull-Out and Push-in Sessions:



Parents' consent is sought after before the start of any Inclusion Department services. During pull-out and push-in sessions, there is an assigned inclusion facilitator to take the students out of their class. The pull-out and push-in schedule is shared with the teachers, supervisors, and the Head of the Section.

There is a dedicated room for pull-out sessions in each building. Students do not need to travel from one building to another.

Students' attendance in each pull-out session is recorded on the drive in the folder "Attendance".

#### b) Accommodations

The inclusion department provides different classroom and assessment accommodations to students under its care. The accommodations can include but are not limited to providing students with extra time for assessments, providing specific seating arrangements etc.

## 12. Medical Team

### ▪ *Staff and Facility Readiness*

The school is equipped with two clinics manned by a doctor and two nurses. The clinics have facility licenses. There are clinic policies as per DHA guidelines to regulate all the scopes of work. The clinic is equipped with automated external defibrillator (AED), emergency drugs are also kept for life threatening scenarios. Medicines are readily available for immediate relief of fever, pain, and discomfort. Several areas of the schools are equipped by first aid kits for immediate intervention of minor injuries (gym, and laboratories). Buses have first aid kit to attend to students' needs while they are being transported from school to home and vice versa, or during school trips.

The medical staff are licensed from DHA. The school has COVID TASK FORCE TEAM to ensure notifying the specific personnel at once. Also notifying the DHA and filling the data required.

The medical personnel undergo series of workshops each year to update their knowledge and expertise including basic and pediatric advanced life support certificate.



### ▪ *Services*

The services of the medical staff ensure the well-being of all students within on school premises. The services provided by the medical staff include but are not limited to:

- o Performing aid administration for minor injuries, physical assessment, routine height and weight evaluation, vaccination, care of students with chronic illnesses and health education.
- o Vaccinating students according to their scheduled vaccines.
- o Effective monitoring of COVID-19 cases, through following the DHA and KHDA GUIDELINES and updating them regularly.
- o Providing workshops on health education are given regularly to educate students and staff members and prevent cross infection.
- o Checking students' lunch boxes and stressing the importance of healthy eating habits.

Individual access to the school clinics is monitored with permission slips that the supervisors give out to students that are feeling unwell. The medical team adds the notes to the supervisor who in turn takes the measures necessary.

### ▪ *Record Keeping*

Every student has a medical file where all their medical issues and activities are documented. All information in the file is confidential and is only released on a need-to-know basis. Students of Determination have duplicate medical files with the Inclusion Department and the Medical Team.