PARENT - STUDENT
HANDBOOK

SPRINGDALES SCHOOL

مدرسة سبرينج دايلز دبي
SPRINGDALES SCHOOL Dubai

www.springdalesdubai.com

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WELCOME

We would like to offer you a warm welcome to **Springdales School**. We hope that this **handbook** will answer most of the basic questions asked by new parents and assist in a smooth settling in period at our school.

If at any time you have concerns or queries, please contact a member of school staff for assistance. We are also able to arrange an appointment with staff members where necessary.

ASSESSMENTS

Students are continuously assessed on the basis of Formative Assessments. These assessments are based on the skills of the students and also inform the teachers of the abilities of the students. It is therefore important for the students to attend school regularly. In addition to this, students are also formally assessed using Summative assessments in all the two terms of the academic year. You can get more information on this in our ARR Policy.

ATTENDANCE

It is imperative to your child's education that they attend school every day. The school has an expectation of a minimum of 95% attendance for each child during the year.

If your child is unwell and cannot come to school, we ask that you contact the school before 8.00 am with the reasons on the FIRST day of sickness. Absence of 2 days or more should be supported by a medical certificate which needs to be sent to the Class Teacher on their return to school.

We ask that parents not to book holidays, visits or trips during term time. Holiday and extended leave will only be granted if a student has an acceptable attendance record. The Head of Section / Principal will be responsible for approving this leave.

Emergency leave can be granted for exceptional circumstances. This decision is based on case by case and will again be approved by the respective Head of Section / Principal.

BEHAVIOUR

We have a 'Behaviour for Learning Policy' to which all students are expected to adhere and respect. This policy sets guidelines of agreed principles and approaches that underpin the 'Behaviour for Learning' strategy at Springdales School Dubai. This supports the school's values of "The world is a family".

All students are expected to behave in a respectful manner. The 'Behaviour for Learning' Policy gives a positive framework within which all members of the school can work. Within this, clear guidelines for rewards and consequences are given. Whole school initiatives include Student of the Month, Stars of the Week, House Points, Verbal Praise, Star Class of Year and appreciation notes, awards, assemblies and a Prize Day. In the event of poor behavior, consequences include verbal warning, discussion with Grade Coordinator and Head of Section. A letter will be sent home and meeting with parents will be arranged. In severe cases of misbehavior or wrong choices, Internal and External Exclusion will be enforced.

We ask parents to support us in re-enforcing our high expectations as a school.

BIRTHDAY CELEBRATIONS

Students can bring the chocolates on their birthdays. We do insist that the chocolates should be without any types of nuts as some students may have allergies.

Students can wear non school uniform on their Birthdays. Students are encouraged to bring a sapling to school on their Birthdays.

Withdrawal of Students

For students leaving the School, prior notice in writing must be received by the school. The withdrawal form must be completed and returned. This is available at the Admission Office and on the school Website. The School will only issue the Transfer Certificate (TC) upon payment of the required tuition fee and all other clearances.

Re-registration

Tuition at the end of every academic year parents are required to re-register and pay a certain percent of the tuition fees, if they wish to continue with the school

Suspension of Students

The School reserves the right to suspend students if Tuition Fee is not paid in accordance to the KHDA rules and regulations. Any inappropriate behaviour during school hours can also lead to suspension. The students may also be suspended if found posting inappropriate material on social media, engaging in unauthorized videography in uniform within the school campus.

Prefectorial Board

All students get an opportunity to develop their leadership skills in order to support the students and to benefit the wider community. Various leadership positions are acquired after the students are selected post the interview process.

The positions offered are Head Boy/Girl, House Captains, President Sports, Environment, Cultural Editorial and House Prefects.

Communication Protocol

Academics, Care and Support, PEP Activities
In order to ensure effective communication throughout the school, we request that parents use the following channels of communication, this route will ensure instant solution, eliminate any pending queries and enable need base complaints escalations appropriately

For Academics
 » See the Subject Teacher
 » See the Subject Leader
 » See the Head of Section

For Care & Support
 » See the Class Teacher
 » See the Grade Coordinator Leader
 » See the Head of Section

For PEP Activities
 » See the PEP Incharge
 » See the Head of Section

BULLYING

Whilst it is rare within Springdales, incidents of bullying can occur in any school. We take all allegations of bullying seriously and each concern will be investigated. If you do have any concerns you should first contact your child's class teacher. If the concerns are not resolved, then the next step would be to contact your child's Grade Coordinator.

Finally, if you still feel there is an issue you should contact the Head of Section who will investigate the concerns and feedback to you. All incidents of bullying will be dealt with following the school's Anti-Bullying Policy. (Published on our school website)

CANTEEN

At Springdales, we encourage our students to eat healthily. Fizzy drinks and glass bottles are not allowed. Having a canteen in school adds comfort to the thought that on days lunch cannot be packed and sent, there is an option of buying snacks, breakfast or lunch at school.

To keep the option available it is the responsibility of every Springdalian to patronize the canteen.

At Springdales students have specific canteen days once a week, On these days they can bring money to buy food. They are also free to purchase food on other days as per their wish and convenience .

COMMUNICATION/ SCHOOL COMMUNICATOR

The school follows an electronic method of communication via the School Communicator or email. Details of the communicator will also be given to you by the Admission Officer when you register your child for a place. This useful application will keep you up to date with all that is going on within the school and is updated daily.

Another source of communication is through the School Almanac. It can be used for a two way communication by teachers and parents.

All parents must have D6 Application with them as all emergency messages will be put up on D6 only. For example any changes in bus dispersal / arrival timing during excursion days.

DOCUMENTATION

When registering your child for a place at Springdales, there will be key documentation that will need completing. Details of registration can be taken from the Admission Officer.

We ask that if any changes occur to the information you originally supply i.e. the contact number, medical conditions, visas etc, please inform the school for our records to be updated. We also ask that you keep the Nurses' Clinic informed of medical conditions, medication and vaccination if necessary.

CURRICULUM

Springdales follows an innovative and inspiring CBSE curriculum with adaptations in alignment with the culture of international schools. We follow a student-centered learning approach that provides a platform for facilitating our student's holistic development. A dedicated team of professionals employs engaging techniques to motivate the students to develop skills like problem-solving, critical thinking, and passion for lifelong learning. As a result, our pupils will leave this school as ambitious and hardworking individuals who take pride in their achievements

At Springdales, we pride ourselves on being *'Quintessentially Indian, Innovatively International'.*

Arabic is compulsory from Grade 1 onwards. However, we offer Arabic in KG2. School based internal examinations for Arabic are conducted throughout the year.

Lessons from the Holy Quran form the basis of Islamic education in the school and are compulsory for all muslim students.

Value education is taught to all students. Universal values and global vision underpin our curriculum here.

In KG Prime areas of learning are;
- » Communication and Language (CL)
- » Physical Development (PD)
- » Personal, Social and Emotional Development (PSED)

Specific areas of learning are;
- » Literacy (L)
- » Mathematics (M)
- » Understanding the World (UTW)
- » Expressive Arts and Design(EAD)

English, Arabic, Hindi/French, Math, Science, Social Studies UAE/India, Art, Dance, Music, VE/Islamic Education, Computers / Artificial Intelligence, PE from Grade 1 onwards.

Students opt for Hindi or French from Grade 1 onwards.

Grade 11 & 12 subject choices for Academic year 2022-23
- » Mathematics
- » Physics
- » Chemistry
- » Biology
- » Accountancy
- » Physical Education
- » Applied Mathematics
- » History, Political Science, Sociology
- » Commercial Art
- » Psychology
- » Informatics Practice
- » Home Science
- » Economics
- » Business Studies
- » Entrepreneurship

HOME LEARNING/HOME WORK

Learning is an ongoing process that takes place both inside and outside the classroom and school environment. Home learning provides opportunities for reflection on the work covered in class and allows for further development, research, consolidation and practice of the concepts introduced. It also allows for the development of sound study habits. We believe that home learning should have a clear learning focus.

Students are required to note down their homework in the Almanac and follow it up. Home work may be designed to encourage students to develop the self-confidence and discipline needed to study independently. Where possible, tasks will have a clear learning intention and success criteria, in line with our "Teaching and Learning Policy". Home work is regularly monitored by the teachers and written or verbal feedback is given to motivate the students to excel.

HOUSE ALLOCATIONS

The school operates a 'House System' which cuts across vertical lines from Primary to Secondary school, offering a congenial House community and spirit encompassing all ages. It offers opportunity for our young learners to develop qualities of leadership and to organize a wide range of co-curricular activities at Inter House Level.

All students will be allocated to one of 4 houses. Each house has a different colour and is named after certain values;

Peace is yellow with a motto "Victory lies in Peace"
Unity is blue with the motto "Union is Strength"
Forward is red with the motto "Excelsior"
Freedom is green with the motto "Freedom is our birthright".

House allocations are done by respective Class Teachers and House Coordinator. Throughout the year, there are opportunities for students to earn points for themselves and their houses. Students can earn House points for a variety of reasons including good work, trying hard, good manners, being respectful and responsible.

At the end of the academic year, the overall winning house is announced in the special assembly and a trophy is given.

IDENTITY BADGES

Safety and security of students is of paramount importance. Any individual who wishes to enter the school premises is required to be wearing a visible school ID badge. Red coloured lanyards are to be used by parents where as other visitors will be using a green coloured lanyard.

For the safety and protection of our children, you are requested to sign in with the school security. All adults are requested to enter the building through the main entrance doors.

LIBRARY

The school has a well-equipped library for students to issue the books. In case the issued book is lost or misplaced, the value of the book will have to be paid in order to replace the book.

The library is a learning hub for the students where a variety of activities complement the reading sessions.

LOCAL HOLIDAYS AND THE WORKING WEEK

The school week runs from Monday to Friday with Saturday and Sunday being the weekend. All term dates are mentioned in the School Almanac – Please refer to them before proceeding for any vacations as some holidays are subject to change. Holidays will be confirmed by the school once announced by the Ministry of Education. This can be at short notice. All notification will be placed on the D6 School Communicator.

NEWSLETTERS & WEEKLY SHEETS FOR PARENTS

Every midterm, a newsletter will be published on the School Communicator informing about the themes and aspirations of that term.

A parents' weekly sheet is shared every Friday which gives the glimpse of the activities of that particular week and the operations for the coming week.

SCHOOL CLINIC

We have a dedicated school clinic run by a qualified doctor and experienced nurses who provide medical care and support throughout the school day and during afternoon activities. We ask parents to complete the medical form and submit to the clinic. The Doctor and Nurses are involved in educating the students in areas of healthy life style and fitness. Please do not send your child to school if he / she is ill or exhibiting flu symptoms.

If your child suffers from a specific medical condition he/she will be placed on the medical register and will receive a care plan. If your child needs to be administered medicine at regular intervals, a letter from you along with a prescription from the doctor and the medication, must be handed over to the Nurse who will take over the responsibility.

PARENT FOCUS GROUP

Partners Focus group are action teams working on school related projects. They are a sounding board and platform for generating ideas.

This team works on development directed by the Principal.

PEP

The school runs a selection of afternoon activities throughout the year. Details of these can be found on the School Communicator and school's website. These activities will run in school from 2.30 to 3.30 pm from Grade 3 onwards. PEP activity will take place every Wednesday & Thursday.

School transport is provided during these activities.

PEP TIMINGS

Grade 1-12
[2:00pm to 4:00pm]

KG 1 & 2
[12:00pm to 2:00pm]

REPORTS AND PARENT TEACHER MEETINGS (PTM)

Reports are issued after every term. Reports are available online. We hold Parents Teacher Meetings where the parents can discuss targets, attained grades, aspirational targets and performance of their child.

Further, if the parents feel that they need to discuss their child's progress with the Class Teacher or the Subject Teacher, an appointment can be made.

REWARDS AND CONSEQUENCES

To reinforce positive behavior among our students, the school follows a 'Behaviour for Learning Policy'. We reward positive behaviour, and thus limiting the need for sanctions.

The students will be awarded for a variety of reasons including positive behavior, good manners, effort and attainment in academics, being responsible and respectful etc. When poor behavior does occur, the School's Behaviour for Learning Policy is followed and consequences will include verbal warning, a mail, sent to Grade Coordinator and Head of Section.
All class teachers keep a record in order to maintain transparency.

SAWA

SAWA department comprehensively work towards inclusion of Students of Determination, EAL learners, Able Gifted and Talented students besides providing counselling and career guidance. SAWA means 'SAATH-SAATH" or together. It is a place which caters to diverse needs and demands of learners to enable them to reach their full potential.

Our core values, celebrating Diversity, Global Citizenship, and Inclusion, are embodied in Springdale's motto: "Vasudhaiva Kutumbakam" – "The World is a family" Springdale offers students with Determination an inclusive learning environment and aims to:

- Find ways to make Education more humane and equitable.
- Use the information and educational technology to assist in learning
- Address the needs of Students with determination, whatever their abilities and challenges are.
- Offer world-class facilities in beautiful and sustainable environments that promote inclusive learning,

Re-assert the developmental needs of the determined learners "We seek to inspire and build an inclusive

culture for our determined students beyond the classroom, to become lifelong learners enabling them to achieve their best by overcoming barriers to learning and participate."

Our vision is to give equitable opportunities to People of Determination by giving personalized individual attention and respect and removing barriers to learning, whether social, emotional, cultural, language, physical, or intellectual. We are committed to providing a safe, engaging, and supportive setting to our determined learners, which will benefit and enrich their sense of belonging in the mainstream academic community. We comply with the 'Dubai Inclusive Education Policy Framework,' Federal Law No. 29 of 2006, Law No. (2) 2017 and Executive Council Resolution No (2) of 2017, which guarantees.

- The rights and protection in health and high-quality education with the appropriate provisions, resources, and curricular options
- Identification and Early Intervention
- Admission of students according to the rules adopted by KHDA
- Systems of Support for Inclusive Education
- Co-operation, Co-ordination, and Partnerships
- Fostering a Culture of Inclusive Education
- Monitoring, Evaluation, and Reporting
- Resourcing for Inclusive Education.
- Vocational Education and Training
- Meet the divergent demands of EAL and Able, Gifted and Talented students.

AGT

The central aim of Springdales School is to provide our students with positive educational experiences and opportunities which will enable them to discover and fulfill their potential. Therefore, all work programs

will have opportunities for enrichment and extension activities.

EAL

The school's policy is to give guidelines to school staff on the delivery of English as an additional language. It gives a basis of consistency and quality while permitting flexibility in the delivery of EAL service, which will help educators to understand the requirements of pupils with EAL and to provide suitable provisions throughout the school.

In the EAL department, we ensure that students who do not have English as a first language get the support they need to access the mainstream curriculum, participate and contribute their knowledge and thoughts to the class.

Guidance and Counselling

Springdales School's counseling program is designed to assist students in making the most of their educational experience. This comprehensive program refers to a sequential development program designed to benefit all the students in preparing for their futures. Such a program includes a curriculum organized for a student's growth and development from the Foundation Stage up to Secondary in the key areas: Academic Development, Emotional-Social Development, and Career Development. In the school counseling program, students are motivated, supported, and given the tools to succeed at school and contribute to the local and international communities.

Special Education

SAWA professionals and teachers ensure that every student is included in learning and achieves their full potential. Our students are supported through differentiated teach-ing. They are provided with timely intervention, Individualized Educational Plans. In addition, activities are developed for students to learn and participate together

SCHOOL PROPERTY AND RESOURCES

Our students are expected to be responsible towards their belongings and respect things which belong to others. They need to pack their own bags the night before checking they have all of their books and stationary for the following day. Please also help us by making sure every item is labelled with your child's name, class and section on it for easy returns should it get lost.

SCHOOL TRANSPORT

The school offers GPRS enabled school buses to ensure enhanced safety and security to the children availing of this facility.

Skilled and experienced drivers will man the buses and the children will be further monitored by the female bus attendants.

Students should always wear their bus ID cards, failing to do so they will not be allowed to board the bus.

Parents must ensure that they are on time for drop off and collection of their child.

Parents of students availing the school transport are requested to personally collect their child from the assigned bus stop.

Parents of own transport students sign at the security, collect their ward at the Reception.

STAR OF THE WEEK/STUDENT OF THE MONTH/ STAR CLASS OF THE MONTH

The school follows a system of acknowledging positive work ethics and leadership qualities amongst the students.

A star of the week (one boy and one girl) is chosen in each class in the Preparatory School. In the Middle & Secondary School, a student of the month (a boy and a girl) is chosen.

They are awarded the certificates during the assembly. Star Class of the Month is chosen every month.

Teachers

The school employs highly quality staff in order to maintain high standards of Teaching and Learning.

» Pre-KG to Grade 1 classes are supported by LSAs and nannies.
» Grade 1 to 3 is Home Room Learning.
» Grade 4 onwards all subjects are taken up by the Specialist Subject Teachers.
» In addition to this, each class is supported by a specialist staff in co-scholastic activities.

GG UNIFORM — PRE KG

UNISEX — POLO T-SHIRT-WHITE

NAVY TROUSER FOR WINTER

NAVY SHORTS BELOW THE KNEE

GG UNIFORM — KG 1-G2

BOYS

WHITE POLO T-SHIRT

GREY SHORTS GREY TROUSER

GIRLS

WHITE POLO T-SHIRT

GREY SHORTS

UNIFORM

Students should be neatly dressed in appropriate uniform as per given details;

Pre Kg to Kg 2:

Pre- KG:
» White T-Shirt and Navy Blue Shorts
» White Socks
» Black Shoes

KG1 & KG 2:

For Girls:
» White T-Shirt
» Grey Skort
» White Socks
» Black Shoes

For Boys:
» White T-Shirt
» Grey Shorts
» White Socks
» Black Shoes

Grade 1 & 2

For Girls
» White T-Shirt
» Grey Skort
» White Socks
» Black Shoes
» Maroon Stockings
» Maroon Sweater with formal/regular uniform

GG UNIFORM - UNISEX — G1-G12

POLO T-SHIRT-BLUE

TRACK PANT

HOUSE COLOURS			
RED	GREEN	BLUE	YELLOW
FORWARD	FREEDOM	UNITY	PEACE

ADDITIONAL ITEMS — ALL GRADES

For Boys
» White T-Shirt
» Grey Shorts
» White Socks
» Black Shoes
» Maroon Sweater with formal/regular uniform

PE Uniform Boys & Girls
» Blue Polo T-Shirt
» Track Pants
» White Socks
» White Shoes
» Hoodie to be worn with P.E uniform.

Grade 3 to Grade 10

For Girls
» White Shirt
» Checkered Skort - Grades 3-5
» Checkered Skirt - Grades 6-10
» Cross-bow Tie
» School Tie- Grade 11,12
» White Socks
» Black Shoes
» Maroon Stocking
» Blazer Grade 5 onwards (compulsory)
» Maroon Sweater (Winter)

For Boys
» White Shirt
» Grey Trousers
» School Tie
» Belt
» White Socks
» Blazer Grade 5 onwards (compulsory)

PE Uniform (Boys & Girls)
» Navy BluePolo T-Shirt with house color strips
» Navy Track Pants
» White Socks
» White Shoes
» Jacket(Grey Hoodie)

DETAILED SUMMERY OF THE EXTERNAL ASSESSMENT FOR ACADEMIC YEAR 2023-2024

Type of Assessment	LOGO	Eligible Grades	Time Frame Window	Description
CAT4		Grade 1,2,3,5,7,9,11 & New admissions	1st window: April-June 2nd window: Sep-Nov	The Cognitive Abilities Test (CAT4) assesses a student's ability to think across four different reasoning batteries: » Verbal reasoning – thinking with words. » Quantitative reasoning – thinking with number. » Non-Verbal reasoning – thinking with shapes. » Spatial reasoning – thinking with shapes and space.
Asset Exam		Grade 3 to 9	February	ASSET is a skill-based test that measures student's conceptual understanding and benchmarks the school's performance at international, national & regional levels with actionable insights through easy-to-understand reports. As part of the UAE National Agenda Parameter requirements for the 2022-23 academic year, the Dubai School Inspection Bureau (DSIB) has recommended ASSET as one of the third-party international benchmarking tests for Indian schools.
IBT Islamic Benchmark		Grade 3 to 9	Attainment April - June Progress : Jan-March	Is.B.T – Islamic Benchmark Test is a High-quality online assessment for Islamic Education subject based on the framework of Islamic in the UAE. There are two versions of the assessment: » Arabic version for Arabs student » English version for Non - Arabs students. Islamic Benchmark Test covers all the six elements of Islamic: 1. The Holy Qur'an and Hadeeth 2. Islamic values and Principles 3. Islamic law and Etiquettes 4. Seerah and Islamic figures 5. Faith 6. Identity and Belonging

IBT Arabic Benchmark		<u>Grade 3 to 9</u>	November	The Arabic B assessments are designed for non-native Arabic speakers and are designed in Levels based on the number of years the students have studied Arabic B curriculum. Features and Benefits for Students and Parents: » Comprehensive assessment of student performance and ability. » High quality test items that are challenging and engaging across all ability levels. » Reports that include clear descriptions of skills and concepts been mastered. » Reports that highlight strengths and weaknesses in different skills areas and can be used as remedial intervention to improve learning.
Ignited Mental Math	IGNITED MIND LAB	<u>Grade 2 to 7</u>	Feb-March	**Ignited Mind Lab conducts** Mental Maths Competition for children of Grade 1 to 7. This program aims to develop interest in Mental Maths and improve speed & accuracy of solving problems. » It develops interest in Mental Maths. » Provides lot of practice of solving variety of problems. » Significant improvement in speed and accuracy of solving Math problems. » Helps them to improve their score in school examinations. » Develops competitive attitude at an early age and prepares foundation for future competitive examinations.
NGRT READING ASSESSMENT	NGRT	Ages (6-15)	Thrice a year Twice a year Once in a year	All grades from grade 1 are mandated for students ages 6-15 years old, therefore regardless of the grade the student is in if they are between ages 6-15, they will need to be tested. A standardized, adaptive, termly assessment to measure reading skills against the national average. Use it to identify where intervention may be needed, and then to monitor impact and progress made.
TIMSS 2023	IEA TIMSS & PIRLS International Study Center BOSTON COLLEGE Lynch School of Education	Grade 4 & 8	Feb-March 2023	The TIMSS 2023 Mathematics Framework specifies that approximately 85 percent of the items covering the topics in each content domain should be situated in a problem solving context. The mathematics assessment framework for TIMSS 2023 is organized around two dimensions: » Content dimension, specifying the subject matter domains to be assessed » Cognitive dimension, specifying the thinking processes to be assessed

DETAILED SUMMERY OF THE TOOLKIT FOR ACADEMIC YEAR 2023-2024

Name	Descriptor
Achieve 3000 (Grades 3 - 12)	Achieve3000 is widely encouraged to add to the literacy skills of a student. It strengthens the reading and comprehension skills of the student by encouraging the application of reading skills like inference, context clues, drawing conclusions and so on. The strong feature in the Achieve 3000 App is that it enables a differentiation approach as it assigns a passage most suited to a student's reading Lexile Level. Every student in the class gets the same lesson, but the content is customized to meet each child's own reading level.
Level Up (KG1 - Grade 2)	LevelUp is a reading App that tests the Lexile Reading Level of a student and then suggests books that are within the child's reading level. Students can also search for books based on their interests. Most books in LevelUp come with audio support so that the child can also listen to the book being read to them. This hugely helps the comprehension and pronunciation skills of a student. A comprehension quiz is given at the end of each book. The child's answers to the questions reflect the learning and progress of the student in literacy.
Mindspark (Grade 1 - 10)	Mindspark is a computer based online self-learning tool that enhances children's understanding of Maths, English and Science. It adapts to each student's individual learning pace in sync with school curriculum and provides instant feedback that clears incorrect understanding.
I Start Arabic (Grade 1- 9)	A comprehensive program designed by literacy experts to learn Arabic as a second language in a fun and effective way through a leveled journey. I Start Arabic offer learners engaging, trusted, and proven tools to learn Arabic online. Teachers and parents have access to detailed reporting on each learner's activity and progress levels, tools to assign homework and communicate with learners through measurable learning outcome acquisition reports throughout their usage.
Yardstick Hands on (KG1 –Grade 8)	Yardstick delivers award-winning, hands-on Science, and Math kits for kids of Grade Pre KG – 10. Taking big ideas and making them accessible and fun for kids of all ages! It has two aspects: 'Hands on' and 'digital platform' for students to apply logic and knowledge to build models that demonstrate scientific principles. And is also a good tool to embed scientific method in learning. **Key Features of Yardstick YELP resources** » Individual Hands-On STEM Project Packs » Sanitized and Safe for students to use » Workbooks and Instruction Manuals » eLearning Platform Access with Project Videos, Extensions and Assessment » Y-Labs Mobile App access with Sensor-based Data Logging » Age Appropriate

Yardstick Virtual Labs (Grade 6 to 10)	Virtual Labs provides interactive learning based on simulation of real phenomena as well as various virtual design projects. It allows students to explore a topic by comparing and contrasting different scenarios, to pause and restart applications for reflection and note-taking, to get practical experimentation experience. A lab facility that is in virtual space, to be accessed through the internet. This will ensure complete safety and accessibility. **Key Features of Yardstick YELP resources** » Variety of Virtual Resources (Simulations, Animations, Virtual Experiments, Virtual Manipulatives, Virtual Tours, Gamification, Design Thinking Projects, 3D Design, etc.) » We acquire all licenses and create student and teacher accounts » Aligned to the curriculum and customised for the school. » Teacher training for each resource and support as required » Virtual content support for regular lessons » Focus on Design Thinking and Problem-Solving skills » Age Appropriate » Progression of concepts and difficulty levels across the grades
Cialfo (Grade 9 to 12)	Cialfo is a fully integrated app for students, parents and school administration. It is a central network for everyone involved in the counseling process with » 24/7 customer success and onboarding. » Simple document sending and college applications. » Built-in communication tools » Send messages, schedule meetings, assign tasks, and more on Cialfo. » Design your life for career happiness, fulfilment, and engagement » Careers that fit you » Simple college discovery using Cialfo's college database helps you find your dream school. » Cialfo's intelligent school match algorithm tells you if a college is a reach, a target, or likely. » Offer families the personal touch, keeping parents and guardians satisfied and updated » With dedicated guardian accounts, parents can stay in the loop just by logging into Cialfo.

BEHAVIOUR FOR LEARNING

POLICY	BEHAVIOUR FOR LEARNING
FUNCTION	FOR INFORMATION AND GUIDANCE
STATUS	RECOMMENDED
AUDIENCE	ALL STAKE HOLDERS
OWNERSHIP / IMPLEMENTATION	IT IS THE RESPONSIBILITY OF ALL LEADERS IN THE SCHOOL TO ENSURE THAT THE POLICY IS IMPLEMENTED
ISSUED FOR	THE SCHOOL COMMUNITY
VERSION	ROLL OUT T1 2015
DATE OF REVIEW	AUGUST 2021
DATE OF NEXT REVIEW	AUGUST 2023
LEAD PROFESSIONAL	PRINCIPAL

BEHAVIOUR FOR LEARNING POLICY

RATIONAL

This policy sets guidelines of agreed principles and approaches that underpin the behaviour for learning strategy at Springdales School Dubai. This supports the school's values of "The World is a Family".

'Behaviour for Learning' gives a positive framework within which all members of the school can work. Its rationale is clear – optimum teaching and learning can take place when behaviour is positive, and inappropriate behaviour is managed as part of the learning process.

AIMS

- To contribute to a school ethos where the values of "The world is a Family" is embraced by all.
- To promote a positive learning environment throughout the school, ensuring learning can be effective, and students and staff feel safe, secure and respected.
- To ensure that disruption is kept to a minimum, so that the time for learning is maximized.
- To ensure that students recognise that they are responsible and accountable for their behaviour, and they make clear correct and appropriate choices regarding their behaviour.
- To ensure students recognise that there are clear and inevitable consequences for their behaviour, both positive and negative.
- To ensure that students, parents and staff are fully aware of:
    1. The expected behaviour of students both in lesson and around the school
    2. The clearly defined and sequential rewards for good behavior, attitudes towards learning and consequences for poor behaviour.
    3. To communicate with parents quickly where significant positive or negative intervention has taken place.

PRINCIPLES

The 'Behaviour for learning policy' is based on the following principles:

- Every student has the right to learn
- Every teacher has the right to teach without interruption
- Every person in the school has the right to be spoken to in a respectful manner.
- Teachers will use the language of choice when discussing a student's behaviour with them.
- Every parent has the right to information about their child's behaviour, and to work in partnership with the school to encourage high standards and expectations.
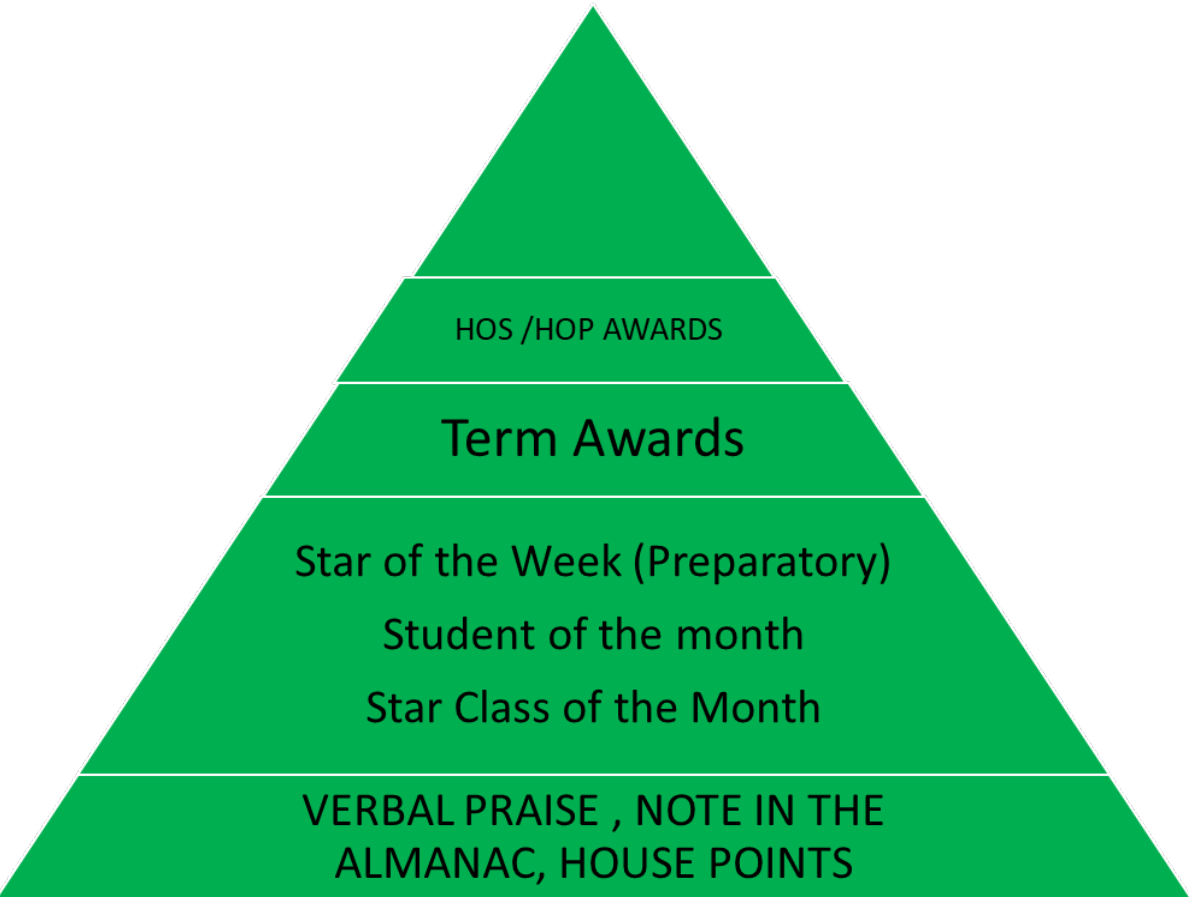
To these ends, the following principles support our aims and rationale:

- All students will be able to gain rewards that will remain relevant across the school.
- There should be an emphasis on recognising, celebrating and rewarding positive behaviour. This will lead to a positive ethos with an emphasis on rewards, where students, parents and staff have a clear understanding of the consequences of any behaviour that hinders learning.
- Expectations regarding behaviour will be displayed in all teaching areas.
- Where a student chooses to behave inappropriately staff will consistently apply clear, sequential consequences according to this policy.

REWARDS

We use rewards to

- Create a secure, orderly and working environment.
- Raise students' self-esteem and make them feel valued.
- Set goals for personal achievements.
- Provide opportunities for students to aspire and assume responsibilities.
- Motivate and encourage students to do their best.
- Ensure effective teaching and learning can take place.
- Develop the students' sense of appropriate and inappropriate social behavior.

Pyramid (top to bottom):
HOS /HOP AWARDS
Term Awards
Star of the Week (Preparatory)
Student of the month
Star Class of the Month
VERBAL PRAISE , NOTE IN THE ALMANAC, HOUSE POINTS

CONSEQUENCES

Although we maintain a strong emphasis on acknowledging and rewarding positive behaviours, there will be some students who choose not to follow agreed expectations. In these cases consequences will be used consistently by all staff in a hierarchical way to support learning and eliminate negative behavior. Consequences will be applied according to the diagram below. This will be displayed in all the classrooms and clearly shows the progressive nature of the consequences. It is important to remember that although the progressive nature must be followed, certain instances will require professional judgement and the need to bypass certain steps of the consequence triangle.

When applying a consequence, staff will focus on the behavior, not the individual. Staff will use the language of choice to point out that the student's choice have resulted in a consequence being imposed. Staff can use this language before a consequence is necessary to point out that, unless alternative positive choice is made, there will be an escalation in terms of consequences. We are not a shouting school. Students must be spoken to in a restrained manner at all times.

It is not acceptable for a student to be asked to stand outside a classroom for a prolonged amount of time. Teachers may wish to ask a student to wait outside for a few minutes to reflect, and then be allowed to re-enter the classroom.

In addition to these consequences, a variety of strategies may be used to ensure that homework and coursework are completed. This may involve sending a standard email home, contact by telephone and/or a "catch up" session at lunchtime or after school. Similarly, Grade Coordinator and class teacher may use a variety of interventions to support students in terms of organisation, behaviour and attitude. This may involve contact with parents, placing a student on report or offering a student a mentor. The emphasis here should be on working with parents so that they are informed and can help to ensure that any interventions are viewed and acted upon positively.

A behaviour tracker will be maintained for all students to ensure monitoring and a response of a reward or a consequence accordingly.

VERBAL WARNING

NOTE IN THE ALMANAC AND LOG BOOK

BREAK /P.E DETENTION

COMMUNICATION WITH PARENTS

YELLOW/RED CARD ISSUED

WARNING LETTER

Internal/External Suspension

GUIDANCE NOTES
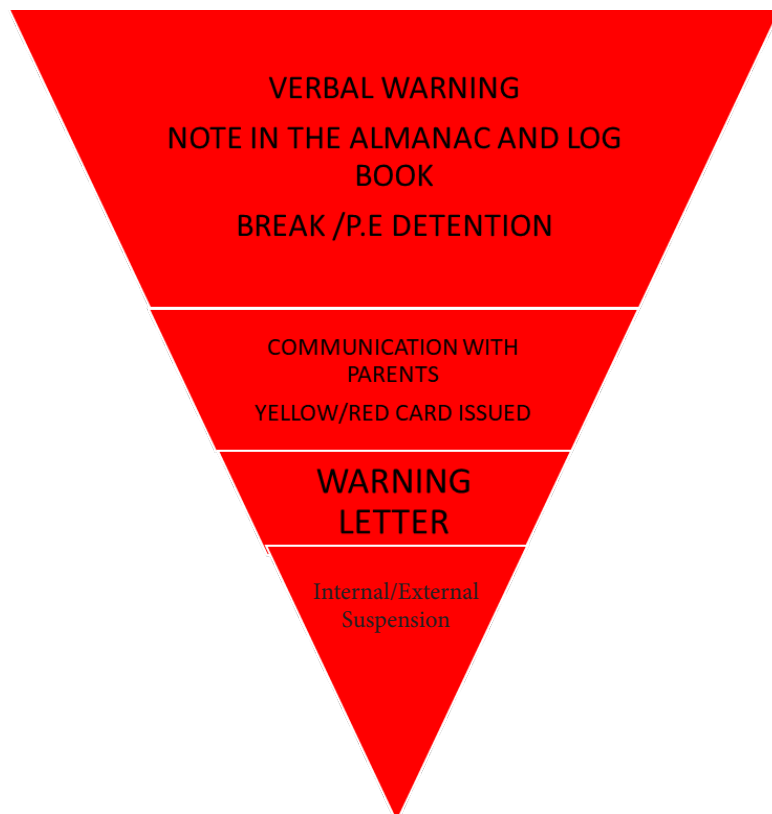
Rewards

Verbal Praise/Note in Almanac

Students respond well when praised verbally. This may be used when a correct answer is provided, an answer is developed further, a student makes it a positive contribution to the learning environment, and almanac is used and maintained properly by the students.

The almanac is a vital communication tool between Student, Teacher and Parents. Positive contributions may be recorded using the appropriate place in the almanac.

House Points

House points are awarded for a single piece of work that exceeds expectations. The maximum number of house points that may be given in any one instance is 5. Teachers may also use their professional judgment to award house points accordingly, however the maximum limit of 5, must not be exceeded. Suggestions include hard work and effort, excellent classwork and homework, being very helpful, good teamwork and improvement and progress within a lesson.

House points should be recorded in the given excel sheet with rubrics.

It is the responsibility of the Class Teacher to record house points on a weekly basis on the spreadsheet. Certificates will be awarded when students reach the following number

- Bronze – 50 house points. Awarded by the Class teacher
- Silver – 100 house points. Awarded in assembly by Grade Coordinator
- Gold – 250 house points. Awarded in assembly by Head of Academics.
- Platinum – 450 house points. Awarded in assembly by Section Head.
- When students receive a certificate, their names will feature in the Parent Weekly Sheet.

Star of the Week/Student of the Month/ Star Class of the Month.

Star of the Week award is given in Preparatory and Student of the Month award is given in the Preparatory, Middle and Secondary School respectively. These awards are decided by the Class Teachers and collated by the Grade Coordinator and Head of Students. These awards are based on the display of the best attitudes towards learning, the qualities such as adaptability, honesty, respect, responsibility, leadership and regularity in attendance. Students' names will also feature in the Parent Weekly Sheet and the Board of Honours.

Star class of the Month is given on the basis of responsibility, behavior, punctuality, classroom management and attitude of the students.

Subject postcard

Subject postcards are awarded on an ad-hoc basis when students display consistently positive behaviour, an outstanding piece of project work or excellent progress within a topic.

Standardised templates are available to use when producing subject postcards. The postcards reward consistent hard work, however teachers are encouraged to write a personalised note in the space available.

Prize Day Awards

Awarded at the end of each term and presented in a termly achievement assembly at the start of the new term.

Subject Leaders will nominate students for awards in their subject.

Co-curricular teams will nominate students for awards in their subject.

Progress awards will be given on the basis of progress and attainment shown in the subjects.

- Subject Leaders will nominate students using the given rubrics.
- Certificates to be produced by the Communications executive and awarded by Grade Coordinator, HoP/ HoS and Principal in achievement assembly.
- Certificates will also be awarded for 100% attendance.
- House points will be awarded for attendance from 95 % to 99 % by the Grade Coordinator.

Students who show outstanding commitment to all the aspects of learning, attitude and behavior are awarded with a certificate..

Consequences

Verbal warning / moved in class / note in Almanac

- Lateness to lesson
- Inattentive behaviour
- Distracting others
- Lack of effort in classwork / homework
- Eating in class
- Inappropriate uniform
- Lack of equipment
- Talking out of turn

Every staff member has the autonomy and responsibility to challenge a student who chooses not to follow classroom rules / school code of conduct. This may take the form of either;

- Reminder of rules.
- 1st verbal warning.
- 2nd verbal warning for repeat of the behavior.
- Quietly speaking to a student.
- Instructing a student to move to another seat.
- Asking another teacher in the department to accommodate the student for the lesson.
- Writing a note in the almanac for the attention of parent / Class Teacher.

Break / lunch time detention

A 15 minute detention taken by the class teacher. Detention to be served on the same day if inappropriate behavior occurs during lessons before break time. If occurring during after break time, detention to be served the following day.

Students are to use time to reflect upon the reason they have been given the detention. Students are not allowed to eat in detention. There is time afterwards to use the bathroom / have something to eat. The class teacher will be present throughout the detention. Students must not be asked to stand outside the staff room or pantry as part of the detention.
Detentions to be recorded in the almanac.

Failure to attend break / lunch time detention leads to after school detention – see guidance notes for setting after school detentions.

Break / lunch time detentions may be set for:

- Failing to hand in homework
- Late to lesson with no valid reason
- Lack of required equipment

For Grade 1 & 2 students, 15 minutes detention from their play time will be given.

Detentions
Break Detentions / P.E Detentions are to follow a pastoral and academic route.
Detentions may be set for:

- 3 times late to school in one term
- Lack of almanac on 3 occasions in one term
- Poor conduct around school
- Dropping litter
- Flouting of uniform expectations
- Punctuality issues

All detentions are to be coordinated by the School Secretary and a standard letter sent home to parents. At least 24 hours' notice must be given. Grade Coordinators will notify the School Secretary of students they wish to place in a pastoral detention. It is the responsibility of the teacher to advise School Secretary of students who are to be set an after school academic detention, together with the reason. The teacher must also advise the Subject Leader of the detention.

Guidance Notes for consequences

- Verbal warning is given which is recorded by Class Teacher and Head of Students.
- After 3 verbal warnings, break or PE Detention can be given. A yellow card is issued to the student and parents are informed.
- After 3 yellow cards, a red card is issued to the student and parents to be called to meet the Head of Students, Head of Academics, and Section Head depending on the nature of the issue.

Internal exclusion
This decision will be taken by the Head of Students –on a case by case basis.

- Persistent poor behaviour
- Serious breaches of expected conduct
- Instead of external exclusion

External exclusion
All Fixed Term External Exclusions will be sanctioned by the Principal of the school.

Fixed Term Exclusions are an extremely serious consequence and will not be used lightly. However, if a student persistently fails to respond to the school's systems, and their behaviour remains disruptive, the school will use Fixed Term Exclusions. The school will also use these for isolated serious incidents which could include:

Aggression and Violence

- Bullying
- Verbal abuse to staff
- Defiance
- Failing to follow the rules of internal exclusions
- Other serious incidents

The school will set a number of days for the exclusion, the numbers will increase as:

- The incidents become more serious
- The student persists in displaying the same behaviours despite previous consequences
- KHDA is informed accordingly.

Permanent exclusion

In extreme cases, the school will enforce the ultimate consequence of permanent exclusion. This decision is made in consultation with the Head of students, Head of Primary/Head of secondary, parents and Principal of the School.

KHDA is included in the process of both External and Permanent Exclusion.

Key points to remember

- Be consistent in your approach.
- Use the language of choice.
- You are a role model for young people.
- Ensure students understand their behaviour results in a consequence – good or bad.
- Focus on the behaviour, not the child.

ACCEPTABLE USE OF INFORMATION TECHNOLOGY

POLICY	ACCEPTABLE USE OF INFORMATION TECHNOLOGY
FUNCTION	FOR INFORMATION AND GUIDANCE
STATUS	RECOMMENDED
AUDIENCE	ALL STAKE HOLDERS
OWNERSHIP / IMPLEMENTATION	IT IS THE RESPONSIBILITY OF ALL LEADERS IN THE SCHOOL TO ENSURE THAT THE POLICY IS IMPLEMENTED
ISSUED FOR	THE SCHOOL COMMUNITY
VERSION	ROLL OUT T1 2017
DATE OF REVIEW	AUGUST 2021
DATE OF NEXT REVIEW	AUGUST 2023
LEAD PROFESSIONAL	PRINCIPAL

Acceptable Use of
Information Technology

Purpose

Springdales School supports use of the internet and other computer networks in order to facilitate learning, teaching and daily operations through interpersonal communications and access to information, research and collaboration. We intend to promote responsible, ethical, and appropriate use of information technology and network resources.

With internet and e-mail access comes the availability of material that may not be considered appropriate in a school setting. The school cannot regulate and monitor all the information received or sent by persons who use the Internet or e-mail; and the school cannot ensure that students who use the network, Internet or e-mail will be prevented from accessing inappropriate materials or sending or receiving objectionable communications.

We believe, however, that the availability and value of the Internet and e-mail far outweigh the possibility that users may procure inappropriate or offensive materials. Access to the information technology and network resources is a privilege, not a right. Staff and students will be held accountable for noncompliance with this policy.

Authority

Springdales reserves the right to log, monitor, and review Internet, e-mail, and other network use of each user. This logging, monitoring, and review may be conducted without cause and without notice. The intention of the device at school is only for learning. The device must not contain any other apps (gaming, chat mediums etc.) besides the allowed learning apps and platforms. The device should not contain any personal data/information of the parents or students as it will be inspected through un-informed spot checks.

 All students, administrators, and staff members who use the Internet, e-mail, and other network facilities must agree to and abide by all conditions of the policy. The school makes no warranties of any kind, whether express or implied, for the service it is providing.

Springdales is not responsible, and will not be held liable, for any damages, including loss of data resulting from delays, non-deliveries, missed deliveries, or service interruption. Use of any information obtained through the use of the school network is at the user's risk. The school disclaims responsibility for the accuracy or quality of information obtained through the Internet or e-mail.

The school assumes no responsibility or liability for any changes incurred by a user. Under normal operating procedures, there will be no cost incurred.

Administrators, teachers and staff have a professional responsibility to work together to help students develop the intellectual skills necessary to discriminate among information sources, to identify information appropriate to their age and developmental levels, and to evaluate and use the information to meet their educational goals.

In case of any damage or malfunction, Users are required to report the same to the IT department and shall assume full financial responsibility for repair costs of the devices purchased by the school. Users have the responsibility to respect and protect the rights of every other user in the district and on the Internet.

The Administration shall have the authority to determine what inappropriate use is.

Delegation of responsibility

The IT Department shall be responsible for implementing technology and procedures to determine whether the school's computers or students' personal devices are being used for purposes prohibited by law or for accessing sexually explicit materials. The procedure shall include but not be limited to:

- Utilizing a technology protection measure that blocks or filters Internet access for minors and adults to certain visual depictions that are obscene, child pornography, harmful to minors with respect to use by minors, or determined inappropriate for use by minors by the administration.
- Maintaining and securing a usage log.
- Monitoring online activities
- Providing training to minors in appropriate online behavior. This includes behavior when interacting with other individuals on social networking websites, and in chat rooms, and cyberbullying awareness and response

Guidelines

Procedures

Network accounts or access to the Internet will be used only by the authorized user for its authorized purpose. Network users shall respect the privacy of other users on the system. Account/Access will be granted to only those individuals who meet the following requirements:

- Students must have read the Internet Access Agreement Form and indicate their agreement with its provisions by signing the signature page and returning it to the department. Students must have their parent/guardian sign the signature page indicating the parent's/guardian's acceptance of the policy and agreement of the terms of the policy and their consent to allow the student to access and use the network.
- Students and employees must have received instruction on network access, use, acceptable versus unacceptable uses, network etiquette, and the consequences of abuse of privileges and responsibilities.

General Prohibitions

The use of the Internet computer network for illegal, inappropriate, unacceptable, or unethical purposes by students or employees is prohibited. The administration reserves the right to determine if any activity constitutes an acceptable or unacceptable use of the network. With respect to all users, the following are expressly prohibited:

- Use in an illegal manner or to facilitate illegal activity
- Use for commercial, private advertisement, or for-profit purposes.
- Use for lobbying or political purposes.
- Use to infiltrate or interfere with a computer system and/or damage to data, files, operations, and software or hardware components of a computer or system.
- Hate mail, harassment, discriminatory remarks, threatening statements and other antisocial communications on the network.
- Unauthorized or illegal installation, distribution, reproduction, or use of copyrighted materials.
- Use to access, view or obtain material that is obscene, pornographic, including child pornography, or harmful to minors.
- Transmission of material likely to be offensive or objectionable to recipients as determined by school administration.
- Intentional obtaining or modifying of files, passwords, and data belonging to other users.
- Impersonation of another user, anonymity, and pseudonyms.
- Loading or using of unauthorized software or media.
- Disruption or distraction of the work of other users.
- Destruction, modification, abuse or unauthorized access to network hardware, software and files.
- Quoting personal communications in a public forum without the original author's prior consent.
- Allowing an unauthorized person to use an assigned account.
- Creation and introduction of computer viruses, malicious programs.
- Use of software or hardware to compromise or bypass network security. Bullying/Cyberbullying.
- Use while access privileges are suspended or revoked.
- Any attempt to circumvent or disable the filter or any security measure.
- Use inconsistent with network etiquette and other generally accepted etiquette.

Student Prohibitions

1. Disclose, use or disseminate any personal identification information of themselves or other students.
2. Engage in or access chat rooms or instant messaging without the permission and supervision of a teacher or administrator.
3. Taking pictures/photographs of self and fellow students and uploading it on the social media platforms.

Etiquette

Users are expected to abide by the generally accepted rules of network etiquette. These include but are not limited to the following:

1. Be polite. Do not become abusive in messages to others.
2. Use appropriate language. Do not swear or use vulgarities or other inappropriate language.
3. Do not reveal personal information such as addresses or telephone numbers of others.

4. Recognize that e-mail is not private or confidential.
5. Do not use the Internet or e-mail in any way that would interfere with or disrupt its use by other users.
6. Respect the rights of other users to an open and hospitable technology environment, regardless of race, sexual orientation, color, religion, creed, ethnicity, age, marital status or handicap status.

Security

System security is protected through the use of passwords. Failure to adequately protect or update passwords could result in unauthorized access to personal or district files. Each user is required to report any security problems to the Digital Learning Coordinator. The problem is not to be demonstrated to other users. To protect the integrity of the system, the following guidelines shall be followed:

- Users shall not reveal their passwords to another individual.
- Users are not to use a computer or network resource that has been logged in under another user's name.
- Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the network.

Consequences of Inappropriate Use

Loss of access and other disciplinary actions shall be consequences for inappropriate use. Consequences of violations may include:

- Suspension of information network access.
- Revocation of information network access.
- Suspension of network privileges.
- Revocation of network privileges.
- Suspension of computer access.
- Revocation of computer access.
- School suspension (temporary exclusion which may be internal or external)
- School expulsion (permanent exclusion)
- Report of violation of UAE and international law.
- Dismissal from employment.

Legal action and prosecution by the authorities

- Internet safety measures shall effectively address the following:
- Control of access to inappropriate matter on the Internet and World Wide Web.
- Safety and security when using electronic communications.
- Prevention of unauthorized online access including "hacking" and other unlawful activities.
- Unauthorized disclosure, use, and dissemination of personal information.
- Restriction of minors' access to materials harmful to them

Appendix 1

Parent Acceptable Usage
ICT/Internet Usage Agreement

Parent name: _____

Pupil's name: _____ **Grade/Sec:** _____

As the parent of the above pupil, I understand that my daughter or son will have supervised access to the Internet, and other ICT facilities at school.

I know that my daughter or son has signed an e-safety agreement form and that they have a copy for responsible ICT use.

Despite the safeguards put in place, I accept that ultimately the school cannot be held responsible for the nature and content of materials accessed through the Internet and mobile technologies, but I understand that the school will take every reasonable precaution to keep pupils safe and to prevent pupils from accessing inappropriate materials. These steps include, restricted access e-mail, employing appropriate teaching practice and teaching e-safety skills to pupils.

I understand that the school can check my child's computer files, and the Internet sites they visit, and that if the school has concerns about e-safety or e-behaviour they will contact me.

I will support the school by promoting safe use of the Internet and digital technology at home and will inform the school if I have any concerns over my child's e-safety.

Parent's signature: _____ **Date:** _____

Use of digital recording, images, sound, photography and video:

I also agree to the school using photographs of my child or including them in video/audio material. I understand that images will only be used to support learning activities or in publicity that reasonably promotes the work of the school, and for no other purpose.

Parent's signature: _____ **Date:** _____

Appendix 2

Student Acceptable Use
ICT/Internet Usage Agreement
E-Safety Expectations

- I will use ICT in school for school purposes.
- I will take great care when using the computer equipment throughout the school.
- I will not eat or drink near the computers.
- I will only use the computer with a teacher's permission.
- I will not copy, download or put my own software on the school computers as this may cause a virus.
- I will not email photographs.
- I agree to follow all teaching instructions when using the computers.
- When using the World Wide Web, I will only search for information about my work.
- I will only read my own e-mail.
- I will make sure that the e-mail I send out shows politeness and respect as a representative of Springdales School.
- I will not submit other people's work as my own.
- My behavior in computer classes will be responsible and courteous at all times.
- I will work cooperatively and conscientiously at all times.
- I will only access sites relevant to my work or as instructed by my teacher.
- I will not compose email messages using language that is unacceptable at my school.
- I will only use my class e-mail address or my own school e-mail address when emailing.
- I will only open e-mail attachments from people I know, or who my teacher has approved.
- I will not tell other people my ICT passwords.
- I will only open/delete my own files.
- I will not deliberately look for, save or send anything that could be unpleasant or nasty. If I accidentally come across anything, I will inform the teacher immediately.
- I will not give out my own details such as my name, phone number or home address. I will not arrange to meet someone unless this is a part of a school project approved by my teacher and a responsible adult comes with me.
- I will be responsible for my behavior when using ICT because I know that these rules are to keep me safe.
- I will support the school approach to online safety and not deliberately upload or add any imag-

es, video, sounds or text that could upset any member of the school community.

- I know that my use of ICT can be checked and that my parents can be contacted if a member of school staff is concerned about my safety.
- I will only use my first name when communicating with people.
- I will not give out mine or anyone else's name address or phone number.

Student's Name : _____

Grade/Section : _____

Student's Signature : _____

Date : _____

FUNCTION	FOR INFORMATION AND GUIDANCE
STATUS	RECOMMENDED
AUDIENCE	ALL STAKE HOLDERS
OWNERSHIP / IMPLEMENTATION	IT IS THE RESPONSIBILITY OF ALL LEADERS IN THE SCHOOL TO ENSURE THAT THE POLICY IS IMPLEMENTED
ISSUED FOR	THE SCHOOL COMMUNITY
VERSION	ROLL OUT T1 2017
DATE OF REVIEW	AUGUST 2021
DATE OF NEXT REVIEW	AUGUST 2023
LEAD PROFESSIONAL	PRINCIPAL

Acceptable Use of Information Technology

BRING YOUR OWN DEVICE (BYOD) POLICY

The aim of this policy is to ensure that all students in Grades 3 to 12 at Springdales School, Dubai have personal access to technology for educational purposes and to develop 21st Century learning skills in each student.

Bring your own device (BYOD) defines how staff, students and members of the school community can use their own devices to interact with the technologies used within the grounds of the school. This policy reflects the current practices of the wider community to have access to information when required.

The term "device" refers to any mobile electronic technology, including assistive technologies, brought into the school, which is owned by the student, and which has the capability of connecting to the department's Wi-Fi network.

BYOD is a voluntary strategy.

Key reasons for implementing BYOD at Springdales school, Dubai

Devices are already a part of students' lives

For a majority of our students, computers and portable devices such as phones and tablets are already integral to the world in which they live. We need to ensure that these devices are also a tool for learning (not just for play).

"By providing appropriate supervision and support we can help students develop cybersafe awareness and digital citizenship skills. By allowing students access to the same devices at school and at home, learning opportunities can extend to times and places outside of the classroom" (Horizon Project, 2013) and "allow students to work with technology with which they are already comfortable and familiar" (Horizon Project, 2013).

Future focused learning

BYOD is about the meaningful integration of technology into students' daily lives and developing the critical knowledge to use these tools effectively and appropriately. An environment where all students have access to their own devices opens up new possibilities for collaborative and online learning, carefully structured and supervised by the teacher.
Students will be able to use their device as a means to communicate, calculate, photograph, video and edit across a range of different subjects. See Appendix 1

Appendix 1
Student/Parent BYOD agreement

Student/Parent BYOD agreement

PURPOSE

Bring Your Own Device (BYOD) policy is completely to support the teaching and learning and to educate about appropriate online behaviours. We will review cyber-safety rules with students frequently throughout the course of the academic year and will offer reminders and reinforcement about safe online behaviours.

In addition to the rules outlined in these guidelines, students will be expected to comply with all class and school ethos while using personal devices. The use of technology is not a necessity but a privilege. When abused, privileges will be taken away.

Device Types:

For the purpose of this program, the word "devices" will include: laptops, cell phones, smart phones, IPads, tablets, and e-Readers. Please note that Nintendo DS (and/or other gaming devices with internet access) is/are not permitted.

Guidelines:

- Students and parents/guardians participating in BYOD must adhere to the Student Code of Conduct and all school Policies, particularly Internet Acceptable Use.
- Each teacher has the discretion to allow and regulate the use of personal devices in the classroom and on specific projects.
- Approved devices must be in silent mode while on school campus, unless otherwise allowed by a teacher. Headphones may be used with teacher permission.
- Devices may not be used to cheat in assignments, quizzes, or tests or for non-instructional purposes (such as making personal phone calls and text messaging).
- Students may not use devices to record, transmit, or post photographic images or video of a person or persons on campus during school hours or during school activities, unless otherwise allowed by a teacher.
- Devices may only be used to access apps, computer files or internet sites which are relevant to the classroom curriculum.

Students and Parents/Guardians acknowledge that:

- The school's network filters will be applied to a device's connection to the internet and any attempt to bypass the network filters is prohibited.
- Springdales School is authorized to collect and examine any device that is suspected of causing technology problems or was the source of an attack or virus infection. This may include:

- Bringing a device on premises that infects the network with a virus, Trojan, worm or program designed to damage, alter, destroy, or provide access to unauthorized data or information.
- Processing or accessing information on school property related to "hacking." Altering or bypassing network security policies.

- Students and parents should be aware that devices are subject to search by school administrators if the device is suspected of a violation of the student code of conduct. If the device is locked or password protected the student will be required to unlock the device at the request of a school administrator.
- Printing from personal devices will not be possible at school.
- Personal devices must be charged prior to school and run on battery power while at school. Charging of devices will not be permitted.

Lost, Stolen, or Damaged Devices:

Each user is responsible for his/her own device and should use it responsibly and appropriately. Springdales School takes no responsibility for stolen, lost, or damaged devices, including lost or corrupted data on those devices. While school employees will help students identify how to keep personal devices secure, students will have the final responsibility for securing their personal devices.

Springdales School is not responsible for any possible device charges to your account that might be incurred during approved school-related use.

Network Considerations:

Users should strive to maintain appropriate bandwidth for school-related work and communications. All users will use the "SSD-BYOD" wireless network to access the internet.
Springdales does not guarantee connectivity or the quality of the connection with personal devices. Or for maintaining or troubleshooting student tech devices.

Personal Declaration:

I understand and will abide by the above policy and guidelines. I further understand that any violation is unethical and may result in the loss of my network and/or device privileges as well as other disciplinary action. During the course of the school year, additional rules regarding the use of personal devices may be added.

_____   _____

Signature of Student   **Date**

_____   _____

Signature of Parent/Guardian   **Date**

COMMUNICATION WITH REGARDS TO CONCERNS

FUNCTION	A. **COMMUNICATION POLICY** B. **COMPLAINTS PROCEDURE**
STATUS	RECOMMENDED
AUDIENCE	PARENTS, STAFF AND LEADERSHIP
OWNERSHIP / IMPLEMENTATION	IT IS THE RESPONSIBILITY OF ALL LEADERS IN THE SCHOOL TO ENSURE THAT THE POLICY IS IMPLEMENTED
ISSUED FOR	THE SCHOOL COMMUNITY
VERSION	ROLL OUT T1 2015
DATE OF REVIEW	AUGUST 2021
DATE OF NEXT REVIEW	AUGUST 2023
LEAD PROFESSIONAL	PRINCIPAL

COMMUNICATION POLICY

Introduction

Springdales School strives to be an open, professional organization in which all members of the community feel valued and able to play a full and active part in its development.

Communications can take a variety of forms. Verbal (meetings/telephone /Botim or video conferencing on Teams), written (through letters, notes in Almanac, e-mail, SMS, website or via the school social media apps, e.g. Facebook page or WhatsApp). Occasionally, a communication maybe received second hand.

Effective telephone communication can sometimes be a problem in a school, where teachers maybe teaching full-time and running afternoon activities /clubs. Quite often, staff will be working with students at break, lunch and after school. Parents may be exasperated if they feel that a message elicits no immediate reply, when in fact there has been no available opportunity for the member a staff to reach a telephone and return a call.

For this reason, the school is proactive in encouraging the use of modern communication networks. All staff email contacts are frequently publicized with all parents being encouraged to give an email address for prompt and effective communication. However, this does not mean that communications are always effective or appropriate. This policy seeks to ensure we strive to provide improving standards in communication.

Teachers' communication guide is as follows:

- All communications with parents should only occur between 7:30 am and 4:00 pm during week days. With a response time within 24 hours.
- On the weekends we have extended the response time to 72 hours so as to protect your family time.
- Allocation of homework should also only occur between 7:30 am and 4:00 pm during week days. With no allocation of homework on the weekends.

Communication should be resolved within 5 working days. If this is not possible, the school should continue to keep the parent updated and agree a final date.
It is agreed that the following means of communication will be used for the situations identified below. This is not an exhaustive list and common sense and professional courtesy should prevail.

Internal Communications

We are striving to create a school where communications are characterized by the following attitudes and practices, a school where:

- There is an understanding of mutual responsibility.
- Individuals, their determination to resolve problems with mutual care and consideration of differing needs and perspectives, while mindful of the school's guiding statements and the terms and language employed all contribute to planning and policy.
- Decisions are taken by those who will implement them.
- All staff contribute to decision-making based on knowledge and skill.
- The opinions of all colleagues at all levels are respected.
- Staff feel free to discuss challenges as a means of solving problems.
- Staff feel free to come and ask for help.
- Staff celebrate strength and success and challenge inadequate performance.
- Discussions are open and professional, critical but constructive. This is a normal feature of the life in complex organization.
- Constructive feedback on performance is welcomed by all staff.
- All staff feel free to questions and propose change and innovation.
- All communications must be clear and unambiguous, but also caring and polite.

Parents who wish to speak with members of staff, should contact the school to arrange a mutually convenient time to meet.

Communication will be acknowledged within 24 hours during the working week with a full response within 5 working days.

As a part of our communications plan, Springdales School believes that students achieve their best when the school and family work together. All parents will receive:

- 2 x reports on their child's progress and performance in each subject, including evaluation with next steps targets at the end of the year
- Detailed assessment data with next steps targets 2 times a year
- 3 x formal opportunities to meet subject staff and the class teacher (PTM), although parents can make appointments to see teachers at other times, for any concerns they may have about academic progress, behaviour and/or social wellbeing if they cannot come to a PTM.
- 3 x Parent Information Meetings (PIMs) per year, to explain and discuss school policies.
- Access to the school profile including inspection documents and action plans
- Regular, structured opportunities to give their view on the School, its policies and future developments – Partners in progress/ FOSS (Friends of Springdales School)
- A Parent/ Student Handbook
- A Weekly Sheet on D6 with notices and important dates
- Other occasional letters by email pertinent to the child's education
- Generic communications from the school – School Communicator
- The school website: www.springdalesdubai.com
- Parent Orientation for new families, in consultation with Admissions and FOSS.

- Annual Parent questionnaires
- Annual Report to Parents
- Termly Updates

MANAGING COMPLAINTS:

Principles:

An effective Complaints Procedure will:

- Encourage informal resolution wherever possible and practicable
- Be easily accessible and publicized
- Be simple to understand and use
- Be impartial
- Be non-confrontational
- Be constructive.
- Allow swift handling with established time limits for action and keeping people informed of progress
- Ensure a full and fair investigation
- Respect and ensure confidentiality
- Address all the issues and provide an effective response and appropriate redress wherever necessary
- Provide information to the school's senior leadership team so that services can be improved

WHAT IS A COMPLAINT?

The expression of dissatisfaction may be about an event that has happened, failed to happen, or the way in which something was handled. Taking informal concerns seriously at the earliest stage will reduce the numbers that develop into formal complaints.

In most cases, concerns or issues raised can be resolved through discussion and good communication. Inevitably, however, some people may not be satisfied with the outcome and under such circumstances a formal procedure needs to be followed to ensure all involved are treated fairly and that the situation may be resolved.

It is important to note that complaints on the same issues are best expressed through a spokesperson e.g. a classroom parent representative (CPR) because multiple complaints cannot be dealt with.

WHAT PEOPLE WANT

When a complaint has been made most people want:

- To be dealt with immediately and with a sense of urgency
- To be taken for a meeting in private to discuss the matters in confidence
- The complaint to be listened to and notes taken.
- To receive a sincere apology if there is a fault.
- To be told what action will be taken
- To expect a timely response and improvement.
- Reassurance that the problem won't recur, or that steps will be taken to intervene in an appropriate or timely manner.

Resolving Complaints

At each stage in the procedure, efforts must be made to keep in mind ways in which a complaints can be resolved. It might be sufficient to acknowledge that the complaint is valid in whole or in part. In addition, it may be appropriate to offer one or more of the following:
- An apology;
- An explanation;
- An admission that the situation could have been handled differently or better;
- An assurance that the event complained of will not recur, or if it does that immediate action will be taken.
- An explanation of the steps that have been taken to ensure that it will not happen again;
- An undertaking to review school policies in light of the complaint;

It may also be the case however that the complaint may not have any substance and is therefore considered to be unfounded or unsubstantiated.

It is always advisable to seek a meeting directly with the person or department responsible. Matters should only be escalated if no immediate address is possible. It is also advisable that any correspondence following a complaint and further dissatisfaction is copied to the Principal, so that the senor leadership can be involved directly in seeking a resolution.

DEALING WITH COMPLAINTS

Springdales School follows a four stage procedure
Stage 1 – Informal Stage.
Stage 2 – Formal Complaint to the Heads of Sections.
Stage 3 – Formal Complaint to Principal.

Stage 1 – Informal Stage

Most concerns can be easily informally by discussion and good communication with the school staff. Clarity is necessary in ascertaining whether a parent is asking a question, or expressing an opinion, rather than making a complaint. Parents may approach the members of staff directly with a concern to attempt to resolve the matter. (As achieved in the grid on page 4).

Should the parent remain unhappy despite best efforts, they should be asked to state their views in writing to the relevant staff members as per the grid on Page 5.

Stage 2 – Complaint

Once a concern has been received in writing it becomes a complaint, it will be acknowledged within 24 hours and dealt with 5 school days.

The Head of Sections and/or Coordinators will investigate the complaint and will reply in full within 5 school days. If it is not possible to reply within this timescale a letter will be sent to this effect with a brief explanation for the delay and an indication as to when the complaint is likely to receive a full response.

The Head of Sections and /or Coordinators may provide an opportunity for the complainant to meet him/her to supplement any information provided previously. When a decision has been reached, the Head of Section will make sure that the complainant is clear about the action taken. The letter will state clearly the right of the complainant to reply to the Heads of sections and/or the Principal within 5 days of the decision letter and the need to set out in what way they remain dissatisfied with the outcome.

Stage 3 – Formal Complaint to Principal

The Principal may receive complaints without the staged approach being followed. However, the Principal will respond and ensure that the issues are forwarded to the appropriate teacher, ML, or Heads for their action according to the appropriate timeline.

The complainant may appeal against the decision by Head of Sections to the Principal within 10 days of the decision from the school.

Within 3 days of a written appeal, the Principal will write to the complainant to acknowledge receipt of the written request. The letter should also explain that the complainant has the right to submit any further documents relevant to the complaint.

There will be a meeting with the Principal, which will be minuted on request and a time frame agreed for resolution.

All members of the school community are required to follow this "Staged" approach.

Remit of The Complaints Panel is Final

Management sitting on the Complaints Panel need to be aware, and have a copy, of the Complaints Procedure:
The Complaints Panel should:

- Consider the complaint in an independent and impartial way and must be seen to do so
- Consider the complaint in private and confidentially
- Resolve the complaint and achieve reconciliation between the school and the complainant
- Recognize the complainant might not be satisfied with the outcome if it does not find in their favour
- Establish the facts and make recommendations which will satisfy the complainant that complaint has been taken seriously
- Acknowledge that a complainant may feel nervous and inhibited in a formal setting. Also that parents often feel emotional when discussing an issue that affects their child
- Ensure that the proceedings are as welcoming as possible and that the layout of the room will ensure the setting is informal and not adversarial
- Take extra care when the complainant is a child, so the child does not feel intimidated
- Give the views of children equal consideration to those of adults
- Give the parent(s) of a child the opportunity to say which parts of the hearing, if any, their child needs to attend.

The Complaint Panel can:

- Dismiss the complaint in whole or in part
- Uphold the complaint in whole or in part
- Decide on the appropriate action to be taken to resolve the complaint
- Recommend changes to the School's systems or procedures to ensure that problems of a similar nature do not recur.
- The Chief Education Officer and Complaints' Panel decision is FINAL

Investigating Complaints

The Investigating Officer (as named by the Principal) should adhere to the following process:

- Establish what has happened so far, and who has been involved;

- Clarify the nature of the complaint and what remains unresolved;
- Meet the complainant or contact them (if unsure or further information necessary);
- Clarify what the complainant feels would put things right;
- Interview those involved in the matter and/or those complained of, allowing them to be accompanied if they wish;
- Conduct an interview with an open mind and be prepared to persist in the questioning;
- Keep notes of any interview for record.

DEALING WITH UNREASONABLE PERSISTANT COMPLAINTS

It is vital that such people are dealt with effectively and where genuine complaints are raised they should be dealt with fairly, honestly and properly, but where behavior is characterized by:

- Actions that are obsessive, persistent, harassing, prolific, repetitious and / or
- An insistence upon pursuing meritorious complaints and / or unrealistic outcomes that are unreasonable due to constraints of time and/or resources, or that the action called for is inconsistent with the Guiding Statements and values of the school.
- An insistence upon pursuing meritorious complaints in an unreasonable manner
- The individual should be made aware of their behaviour and processes activated to stem excessive and unreasonable complaints for such individuals. Unreasonable, abuse and/or violent behavior by any party is unacceptable and will not be tolerated. All such incidents parents will receive a warning letter from the Principal and if there is continued abuse of staff will be given a final Principals letter asking them to permanently leave the school. All communications will be recorded and submitted to the KHDA or the appropriate authority.

RECORDING COMPLAINTS:

The Principal and/or Section Head should arrange for a confidential record to be kept in a complaints file of the nature and progress of all complaints, when they were made, and their final outcome. The record should include notes of all meetings and what was discussed and agreed. Notes of telephone calls and conversations should be kept along with a copy of any verbal or written response included in the record.

The purpose of the Record is for monitoring purposes only and not as a source of information for future references or other issues.

REFERRAL TO THE KHDA:

Both parents and the school have the right to refer matters to the KHDA for advice and mediation. The KHDA does not act as an arbitrator but may rule on matters of procedures followed and can give directives to the school as a regulator on next steps to be followed, or whether no further action is to be taken. IT is for this reason that all complaints need to be logged and meetings or other communications minuted and logged, with any supportive evidence, as appropriate.

COMPLAINTS / COMMUNICATION PROCEDURE

INTRODUCTION:

Springdales School is committed to listening to the views of stakeholders in order to improve our provision.
Springdales believes that all complaints should be seen as positive as they help to resolve problems quickly and efficiently.

Principles:

The guiding principles behind the School's Communication and Complaints Procedure are:

- All communications are dealt with promptly, efficiently, objectively and professionally.
- We aim to respond to specific issues in an informal manner and resolve them quickly, sensitively and to the satisfaction of the person concerned.
- Communications can be received by post, by telephone, in person and by e-mail.
- Below are some guidelines showing to whom the issue can be referred.
- Contact will be made with individuals within 24 hours.

Channels for communication:

- The general rule is that all complaints should be brought in first instance to the teacher concerned and only escalated if the issue cannot be resolved satisfactorily. Generally problems can have their roots in academic (A) or welfare (W) issues and parents should consider who would be the most appropriate person in terms of accountability.
- Teacher (A) or Class Tutor (W), then Subject Leader (A) or Coordinator (W), then Deputy Head or Head of Section (A/W) and finally the Principal (A/W)
- The Principal has suggested that any communication by email should also be copied to him, so that he can ensure that the right person responds in a timely manner and is accountable.
- Complaints about the Principal can be brought to the attention of the COO, who will either seek to resolve the issue or bring the matter to the attention of the Board of Governors.
- Parents are advised to discuss concerns with their FOSS Classroom Representative (CPR), to see if other parents have aired similar concerns, and if the school has already been approached about the problem. The CPR can then assist the parent to bring matters to the attention of the appropriate member of staff.

Abusive Complaints:

All parties have a right to be treated courteously and with respect. If staff feel threatened they should report their concerns to the Principal who will consider:

- Writing to the complainant requesting the behavior ceases and offering to act as a mediator.
- Setting parameters for further contact with staff
- Reporting violent or aggressive incidents to the appropriate authorities, including school security, the KHDA or the police.

Email Etiquette:

- Make sure your email includes a courteous greeting and closing. Helps to make your e-mail not seem demanding or terse.
- If your email is emotionally charged, walk away from the computer and wait to reply. Review the Sender's email again so that you are sure you are not reading anything into the email that simply isn't there.
- Refrain from using the Reply to All feature to give your opinion to those who may not be interested. In most cases replying to the Sender alone is your best course of action.
- Keep emails brief and to the point. Save long conversations and responses for the old fashioned telephone, or to the Principal.
- Always end your emails with "Thank you," "Sincerely," "Best regards"
- PDF before sending attachments or they may not be able to open your attachment or the content of attachments can be manipulated.
- Include addresses in the To: field for those who you would like a response from.
- Include addresses in the Cc: field for those who you are just FYI'ing.
- Remove addresses from the To: CC; field that don't need to see your reply.
- Always include a brief Subject. No subject can get your email flagged as spam.
- We do not subscribe to sending BCC: copies to others if this is a way of talking behind someone's back since it is inconsiderate.
- When forwarding email, if you cannot take the time to type a personal comment to the person you are forwarding to--then don't bother.
- Don't forward anything without editing out all the forwarding >>>>, other email addresses, headers and commentary from all the other forwarders.
- Be careful when forwarding email on controversial issues. The recipient may not appreciate your point of view.
- Try not to make assumptions when it comes to email. Always ask for clarification before you react.
- When replying to emails always respond promptly and edit out unnecessary information from the post you are responding to.
- Multiple recipients noted in the to: or Cc: fields, remove the addresses of those who your rep-

does not apply to.
- Before getting upset because you perceive someone didn't respond, check to see if their reply was inadvertently deleted or sent to your Trash or Junk folder.
- Feel free to modify the Subject: field to more accurately reflect a conversation's direction.
- Take the time to review each email before clicking Send to ensure your message is clear and you are relaying the tone that you desire.

STUDENT CODE OF CONDUCT

POLICY	STUDENT CODE OF CONDUCT
FUNCTION	FOR INFORMATION AND GUIDANCE
STATUS	RECOMMENDED
AUDIENCE	ALL STAFF
OWNERSHIP/ IMPLEMENTATION	IT IS THE RESPONSIBILITY OF ALL LEADERS IN THE SCHOOL TO ENSURE THAT THE POLICY IS IMPLEMENTED
ISSUED FOR	THE SCHOOL COMMUNITY
DATE OF REVIEW	JAN 2020
DATE OF NEXT REVIEW	AUGUST 2023
LEAD PROFESSIONAL	PRINCIPAL

STUDENTS' CODE OF CONDUCT

A Springdalian School, we take pride in our positive behaviour, respect and responsibility for self and others. In the 2008-2009 school year, we developed and adopted our own Code of Excellence, which supports a school environment where students can feel safe, comfortable and challenged to reach high academic standards. It is using these key principles that we developed our school and class rule.

CODE OF EXCELLENCE

- We will do our best to learn every day.
- We will respect everyone and everything.
- We will display acceptable behavior in all areas of the community.
- We will help make Springdales a school of excellence.
- We have a programme designed to raise the awareness of bullying, and ensure that adults and children are equipped with the knowledge to address bullying effectively.

BULLYING PREVENTION RULES

- We will not bully others.
- We will try to help others who are bullied.
- We will try to include students who are left out.
- If we know that somebody is being bullied, we tell an adult at school and an adult at home.

DISCIPLINE

School discipline affords every student the guidance in making good decisions about his/her behaviour and, as such, an opportunity to learn in a positive, nurturing classroom environment. Springdales School Dubai, adopts a school code of conduct, which lays out expectations and consequences for student behaviour in a positive and child-friendly way. Teachers should discuss expectations, positive recognition, and consequences for appropriate and inappropriate behaviour.

GENERAL RULES

- I will walk appropriately in the hallways and classrooms.
- I will use appropriate noise level in all areas of the school.
- I will always get permission from an adult and use a pass to leave a supervised area-classroom, cafeteria, playground, specials.
- I will respect school property and the property of others.
- I will use appropriate language at all times.
- I will be considerate of other people's feelings by not using hurtful words.

- I will respect all staff and follow their directions.
- I will be safe and not hurt others by keeping my hands and feel to myself.
- I will not share my food with others because it may be unsafe.

CAFETERIA RULES (**in addition to the general rules**)

- I will sit appropriately in my designated area.
- I will throw away food in the trash and recycle whenever possible.
- I will be quiet and line up at the teacher's signal.

RECESS RULES (**in addition to the general rules**)

- I will walk safely in a line until I am outside on the playground.
- I will use all equipment in a safe manner.
- I will take turns when playing a game (or using equipment) that others want to play.
- I will quickly and quietly line up at the teacher's signal.
- I will play in a manner that will not scare or hurt others around me.
- I will always play in the designated playground area. If I can't see a teacher, then a teacher can't see me.

Springdales strives to impart education on progressive lines, helping students to imbibe human values, secular, a modern outlook and a sense of belonging to the whole world. It is expected of every student to be a good Springdalian, which means:

- To be truthful and honest in all that you do and say at all the times and in all places
- To always remember your duty towards your school, your community, your country and to your beings.
- To treat the property of the school and public property with respect and to keep your surroundings neat, clean and beautiful.
- To have self-discipline and consideration for your fellow beings.
- To stand up for and uphold the path of truth and justice and fight for removal of social evils and injustices.
- To be moderate in the spending of your pocket money. An undue display of wealth is unbecoming of a Springdalian.
- To be punctual and regular in your attendance and work.
- To treat everyone with courtesy. Good manners are the hallmark of a Springdalian. Wherever you are, courteous behavior is expected of you.
- To be a humanist and to have love and compassion for all your fellow beings and to work for their general welfare.
- To be tolerant, open-minded, secular in your approach and attitudes, and to fight against bigotry and parochialism.

- To remember your school motto 'Vasudhaiva Kutumbakam'. 'The world is a family', and to act upon it.
- Always carry the bus card.
- Students must stand in a queue to get onto the bus and not push other pupils.
- Students must be seated at all times while travelling by school bus.
- Be punctual for the bus.
- Treat the bus driver and bus assistant with respect and be courteous to them.
- Wear a seatbelt at all times in the bus.
- Do not litter the bus
- Follow instructions given by the bus driver, bus assistant and/or security.
- Students should refrain from shouting or talking loudly in the bus as it may distract the driver.
- Eating/drinking in the bus is prohibited.
- There must be no vandalism in the bus.
- Senior students must take care of their younger counter parts.
- Parents must ensure that the concerned head is informed if there is a change of the bus route.
- All belongings must be taken off the bus by the students themselves. The school will not be responsible for any loss or damage.

GUIDLINE FOR STUDENTS

- Every student should bring his/her diary every day.
- Care must be taken to protect school property.
- Every student must have his/her own books, stationary, P.E. kits, Craft kits, etc.
- No valuables or expensive items should be brought to school.
- A child using unfair means in the examinations will render himself/herself liable to such correction as may be considered necessary.
- Those who wish to celebrate their child's birthday in school are allowed to send only one or two toffees/sweets per classmate.

WHAT STEPS I SHOULD TAKE IF I AM ABSENT FROM SCHOOL

- Leave of absence is not granted except on prior written application from the parent except in case of unforeseen circumstances.
- Sick leave more than two days must be covered by a medical certificate.
- A child suffering from any infectious or a contagious disease will be allowed to attend school only after producing a certificate from a medical practitioner that he/her is free from infection.
- All students are expected to attend class on the re-opening day after each vacation.
- Normally, no leave is granted just prior to commencement of any vacation.

BEHAVIOUR BASICS WHEN USING THE INTERNET

- Ask for permission before entering any web site.
- On a network, use only your own login and passport, which is kept secret.
- No deleting other people's files.
- No using internet chat.
- No using floppy disks, memory sticks or CD's from outside school on the school computers.
- School computers and internet use must be appropriate to the students learning.
- The school ICT system must not be used for private purposes.
- The downloading of any software, MP3's and movies files is not allowed without specific authority.
- Copy right and intellectual property rights must be respected.
- The school may exercise its right by electronic means to monitor the use of the school's computer systems, including the monitoring of websites, the interceptions of 2-mails and the deletion of inappropriate materials. Where applicable, outside agencies including the police may be involved.

DRESS, APPEARANCE, HEALTH & HYGIENE

SCHOOL UNIFORM

Your ward should be neatly dressed in proper school uniform as per details stipulated in the school calendar.

1. We propose that the child carries complete, healthy mid-morning snacks to be had during the break time at school.
2. Fast food/chips and carbonated drinks are discouraged. This is primarily to inculcate hygienic eating habits and promote good health amongst the little ones. Juice and water in glass bottles are strictly prohibited.
3. The child should carry napkins/tissues with his/her box on a daily basis.
4. Boys require haircuts at regular intervals.
5. Nails should always be kept trimmed with no nail polish.
6. Dangling earrings, bangles and chains are not permitted in the school. The school will not be responsible for any loss of jewelry worn by the student.
7. Students to wear their ID cards when they are in the school campus.
8. Leggings should be only in burgundy colour.
9. Students from Gr 5 onwards need to have the school blazer.
10. Jackets are allowed only with PE uniform. School sweater needs to be worn with regular school uniform.

TIME MANAGEMENT

MANAGING YOUR TIME IN:

Time management is an essential prerequisite to good study habits. Time management helps you to have control over your life thereby leading to a happier you due to less stress.

Use time saving tools such as an appointment diary or a calendar or file folders to make 'to do' lists, etc. Time management involves an organized workplace which prevents you from, constantly looking for your work.

Always plan your day ensuring that you give yourself time to relax.

THE CLASSROOM:

- Record all homework tasks.
- Record all assignments in the daily diary
- Ensure that all tasks have a due date and this date is met.

THE SCHOOL OR AT HOME:

- Before beginning your work, always ensure that you have everything you require for the task.
- Tick off all assignments as you complete them.
- Review your work.
- Revise your work.
- Reward yourself for good work.

ACT OF DISHONESTY, Including:

- Cheating, plagiarism or other breaches of academic integrity, such as fabrication, facilitating or aiding academic dishonesty;
- theft of instructional materials or tests;
- unauthorized access to or manipulation of laboratory materials or tests;
- unauthorized access to or manipulation of laboratory equipment or experiments;
- use of personal relationships to gain grades or favors, or otherwise attempting to obtain grades through fraudulent means.

SCHOOL PROMOTION & RETENTION POLICY

POLICY	PROMOTION AND RETENTION POLICY
FUNCTION	FOR INFORMATION AND GUIDANCE
STATUS	RECOMMENDED
AUDIENCE	ALL STAKE HOLDERS
OWNERSHIP / IMPLEMENTATION	IT IS THE RESPONSIBILITY OF ALL LEADERS IN THE SCHOOL TO ENSURE THAT THE POLICY IS IMPLEMENTED
ISSUED FOR	THE SCHOOL COMMUNITY
VERSION	ROLL OUT T1 2023
DATE OF REVIEW	MARCH 2023
DATE OF NEXT REVIEW	MARCH 2024
LEAD PROFESSIONAL	PRINCIPAL

SCHOOL PROMOTION AND RETENTION POLICY FOR SPRINGDALES SCHOOL DUBAI

INTRODUCTION

Springdales School, Dubai Promotion Policy describes how the school system determines the promotion of students from Kindergarten through Grade Twelve. The policy also states the consequences for students who do not meet the promotion criteria outlined for the specific grade level. The Springdales School Dubai Promotion Policy applies to all duly enrolled students regardless of the number of days enrolled regardless of number of days enrolled

PROMOTION AND RETENTION CRITERIA : Students will be promoted to the next grade if they meet the following criteria:

FOR KINDERGARTEN STUDENTS
Grading Scheme for KG is as follows:

- Exceeding level
- Expected level
- Emerging level

All the students will be promoted to the next grade, but a student can repeat the class in the following cases:

- As per parent's wish with a written request.
- If it is recommended by the teachers as the student's level needs some improvement.
- If the student has left the school and did not appear for the final term exam, he/she is considered as a detained case.

FOR PRIMARY SECTION STUDENTS (**CLASS 1 TO CLASS 5**)
Group A Subjects : English, Mathematics, EVS, Hindi, Moral Values Group B Subjects : Ministry Subjects (Islamic Studies for Muslim Students, Arabic and UAE Social Studies/Moral Education [Grade 1 onwards)
Grading Scheme for Primary (Grades 1-5) is as follows:

Grade	Rating	Marks Range
A1	Outstanding	90-100
A2	Excellent	80-90
B1	Very Good	70-80
B2	Good	60-70
C1	Average	50-60
C2	Below Average	40-50
D	Needs Improvement	Less than 40

All the students will be promoted to the next grade, but a student can repeat the class in the following cases: As per parent's wish with a written request If it is recommended by the teachers as the student's level needs some improvement. If the student has left the school and did not appear for the final term exam, he/she is considered as a detained case. The student has to individually attain 35% in all the subjects. 80% attendance is imperative for promotion. School's Principal has the right to add 10 marks to a student's marks in any subject of group (B) to avoid detaining of the student and it is called (Mercy marks) and it should not be added in any subjects of group (A).

Grading Scheme for Grades 6- 10 is as follows:

Group A Subjects : English, Mathematics, Science, Social Science, Hindi/French.
Group B Subjects : Ministry Subjects (Islamic Studies for Muslim Students, Arabic and UAE Social Studies/Moral Education

Grade	Marks Range
A1	91-100
A2	81-90
B1	71-80
B2	61-70
C1	51-60
C2	41-50
D	33-40
E	(Needs Improvement) 32 and Below

All the students will be promoted to the next grade, but a student can repeat the class in the following cases:

- As per parent's wish with a written request.
- If the student has left the school and did not appear for the final term exam, he/she is considered as a detained case.
- The student has to individually attain 35% in all the subjects.
- If the child fails in more than two subjects (Grade 6 -8), the child would be retained in the same class. If the child fails in more than one subject (Grade 9), the child would be retained in the same class.
- The school does not encourage re-sit examination. ● 80% attendance is imperative for promotion.
- School's Principal has the right to add 10 marks to a student's marks in any subject of group (A) to avoid detaining of the student and it is called (Mercy marks) and it should not be added in any subjects of group (B).
- For Grade 10, the child has to appear in the CBSE examination and has to score 33% independently in the internal assessment as well as in the external examination conducted by the CBSE. It is mandatory to appear in the Board Exam conducted by CBSE.
- For Grade 10, the child will be considered for Grade 11 only if the students qualifies in Group

A and Group B subjects. Assessment for Group A Subject is based on the external examination conducted by CBSE.

- Work Education, Art and Craft, Health and Phyical Education are also subjects of assessment under grading system applicable to other subjects (For Grades 6-10)

FOR CLASS 12 STUDENTS In Class 12, Subjects will fall under 2 categories.

Group A – Regular Subjects based on CBSE Curriculum Offered by the School –
English, Physics, Chemistry, Biology, Mathematics, Computer Science, Physical Education, Psychology, Accountancy, Business Studies, Economics, Marketing, Moral Science (for non-Muslims), Gen. Knowledge (for non-Muslims).
Pass Criteria of Group (A) for Class 12 (Results declared by the Central Board of Secondary Education, New Delhi, India)

- Maximum marks of all subjects of this group are (100) and minimum is (33%).
- Student should study five subjects, and he/she should pass in all the five subjects.
- A student has to pass separately in Theory and Practical in subjects having theory and practical examinations.
- A student has the right to re-sit for the exam of one subject only of the five subjects.
- If the student scores marks less than the 33% mark in two or more subjects, he/she is considered as detained.

Group B: MINISTRY SUBJECTS (Grades 1 – 12) Subjects Include Arabic, Islamic Studies for Muslim Students and U.A.E Social Studies.
Pass criteria of Group (B) for the three compulsory subjects:

S.NO	Subject	Min mark	Max mark	Classes
1	Islamic Studies	50	100	Compulsory for Muslims of classes (1-10) and optional for non-Muslim
		60	100	Compulsory for Muslims of classes 11 &12 and optional for non-Muslim.
2	Arabic	50	100	Compulsory for classes (1-9)
		60	100	Optional for equivalency purpose for classes 11 & 12.
3	U.A.E. Social Studies/Moral Education	50	100	Compulsory for classes (1-9) ME compulsory for – Grade 10 to 12