



**EMIRATES INTERNATIONAL SCHOOL  
MEADOWS**

Parent Student Administration Polices



# **Student and Parent Administration Policies**

Inclusion Policy  
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# Student and Parent Administration Policies

## Introduction

At Emirates International School Meadows we welcome parents and students into our school. This document outlines our policies that we as a school hold ourselves accountable to and expect our parents and students to adhere with.

## **Inclusion Policy** *(reviewed August 2021)*

### **Equality Impact Statement**

*We strive to ensure that this policy does not discriminate, directly or indirectly through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of race equality, equality for disabled persons, gender equality and community cohesion using an appropriate Equality Impact Assessment. The policy may be amended as a result of this assessment.*

Federal Law 2006, 2009 and Dubai Law No. 2 (2014) clearly demonstrate Dubai's commitment to ensuring the educational and social inclusion of all children, adults and families experiencing special educational needs and disabilities (SEND). These laws reflect international best practices and align with the UAE's ratification of the UNCRPD, particularly Art. 24 on the "Rights to Inclusive Education". The principles of inclusion and equity lie at the heart of the legislative framework. It requires that education providers ensure that students who experience SEND have equitable access to quality inclusive education with their peers. Federal law (2014) and The Dubai Inclusive Education Framework have adopted the term "People of Determination"

### **Supporting People of Determination (PoD)**

The school complies with the UAE Federal Law 29(2006) DSIB and Federal Law definition of SEN Definition of Special Educational Needs. As a school we promote IB programme principles and practices for the school to be organized in ways that value student diversity and respect individual learning differences. By valuing diversity and difference our goal is to develop our students to become more internationally minded. **(Special Education Needs with the IB 2010)**

### **Statutory Compliance:**

**Improving the education and outcomes of students with Special Educational Needs and Disabilities (SEND) remains a priority for Dubai.**

**DSIB Definition of Special Educational Needs (SEN): "Educational needs that are different from those of the majority of students, and which arise from the impact of a disability or a recognised disorder."**

[https://www.khda.gov.ae/cms/webparts/texteditor/documents/Education\\_Policy\\_En.pdf](https://www.khda.gov.ae/cms/webparts/texteditor/documents/Education_Policy_En.pdf)

*Schools are expected to put systems, programmes and activities in place so that all students are able to participate in learning. An inclusive school is characterized by how it adapts its curriculum, teaching and physical environment to enable all children to achieve the best they can. Schools which excel at offering an inclusive education have an ethos and culture which make learners feel welcome, accepted, safe and valued and enables them to thrive academically. (KHDA Inclusion Statement 2014)*

## **EISM Inclusion Philosophy is guided by:**

- Dubai Executive Council Resolution (2) of 2017- Regulation of Private Schools
- [https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/ExecutiveCouncilResolutionNo.\(2\)of2017RegulatingPrivateSchoolsInTheEmirateOfDubai.pdf](https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/ExecutiveCouncilResolutionNo.(2)of2017RegulatingPrivateSchoolsInTheEmirateOfDubai.pdf)
- Article 4 -Functions of the KHDA Articles , Article 13 Obligations of Private Schools & Article 23 Student Affairs

## **Appendix A – EISM Inclusion Policy Aims**

### **Student Transition and Induction Policy** (reviewed August 2021)

At Emirates International School – Meadows, we are rightly proud of the ‘global’ nature of our school. Our students represent 86 different nationalities and our school community very much reflects these diverse characteristics. As Dubai, and the United Arab Emirates in general, have a particularly transient population it is not uncommon for students to join us at times other than the start of the Academic Year.

It is essential that as children arrive at our school they receive an induction package that aims to provide as smooth a transition as possible. This policy sets out what we at EISM will do to ensure that the children in our care are given every opportunity to be quickly settled into our school and receive the best support to help them make the most of their educational opportunities.

At EISM we will:

- Take account of the cultural, linguistic and academic needs of newly arrived students and recognise the positive contribution which newly arrived students can make to our school community;
- Welcome new arrivals with a whole school approach, ensuring that we have a carefully considered process for transitioning them in a caring and sensitive manner;
- Build partnerships with parents and carers as essential elements of working with newly arrived children;

We have designated members of our staff to oversee the transition process dependent upon the year of entry. This person will make contact with all new families and ensure that both the family and school are prepared to meet the educational needs and social and emotional well-being of all new children starting with us from their first day.

### **Induction Process**

1. Arrange an Entry Assessment for the student **as soon as information is transferred from the Admissions Department;**
2. Meet the new child and their parents to conduct an Entry Assessment
3. Share pertinent Entry Assessment information with relevant academic staff, e.g. Head of Learning Support, EAL Co-ordinator, Head of Pastoral, School Councillor **at least 1 week before start date**
4. Assign the new child to a classroom and inform the class teacher of the student information and start date **at least 1 week before start date**
5. Contact the parents to inform them of the child’s classroom and class teacher, and to arrange a guided tour when they will be introduced to the class teacher **in the week before the start date**. Share class teacher’s email contact details with the parents
6. Contact Admissions Department and IT Department to inform them of the child’s classroom assignment and return signed BYOD policy.

7. Conduct Transition and Induction Survey with the parents **at the end of Week 4**. Analyse the completed survey and address any issues or concerns raised by the parents **by the end of Week 5**.

## **Responsibilities of Class teacher**

In order to ensure that new students are welcomed into EISM, the class teacher will ensure the following takes place:

1. Send a welcome email to the parents and child **as soon as they receive their contact information from the Dean of Students**;
2. Prepare all copybooks, label coat peg and drawers and assign house team **before** the student starts school;
3. Assign a 'buddy' for the new student and brief them on their role and responsibilities;
4. Meet with the family and student **before the first day of school** and share a 'Welcome' PPT which **must** include **current** information concerning school start/finish times, school uniform details, PE days, canteen arrangements, assigned house team, home learning arrangements and curriculum information;
5. Meet the child (and parents) at the classroom on the first day. Introduce the child to their 'buddy' and ensure that the 'buddy' takes care of the child throughout the first week, and particularly at breaks and lunchtimes;
6. Arrange and conduct a face to face meeting with the parents for the end of Week 1 and Week 4 to discuss the student's induction and any concerns or issues which the parents may have

## **Settling the Student into the School**

**Early Years:** Student to be grouped accordingly with supportive role models. Students will be assigned to a Targeted Phonics Group.

**Primary:** Students will be assigned to Targeted Language and Mathematics Groups.

**High School:** Head of Year will arrange interview at week 1 and week 4 to monitor progress and ensure the student has received a positive transition. Liaise with parents as required.

## **School Uniform Policy (reviewed August 2021)**

### **Rationale**

School uniform is a significant part of a school's identity, provides a sense of belonging and is often seen as an indicator of the school's standards. The uniform should be worn with pride. The EISM uniform is intended to be modest, smart, comfortable and practical. Students are required to exercise modesty and moderation in their dress and to wear the school uniform with pride at all times in and outside school.

Failure to adhere to the uniform policy will result in scaled intervention. Form tutors will remind students of their responsibilities to the School uniform policy and further intervention will follow from the Phase Leader / Head of Year as required.

### **Appendix B – School Dress Code**

## **Attendance and Punctuality Policy (reviewed August 2021)**

## Rationale

To recognise that

- regular and punctual school attendance is vital if students are to benefit fully from the opportunities the school offers them
- regular attendance makes learning easier
- students who develop good patterns of attendance and punctuality early on at school tend to continue in this pattern throughout their school life and beyond
- with good attendance and punctuality students will achieve better results, greater confidence, have increased self-esteem and develop useful skills for the workplace

We follow the KHDA guidelines for our judgements on attendance and punctuality figures and therefore use the following criteria

- Outstanding is at least 98%
- Very good is at least 96%
- Good at least 94%
- Acceptable is at least 92 %
- Weak is less than 92%
- Very weak is less than 90%

## Aims

We expect that all our **students** will

- attend school regularly and attend all lessons
- arrive on time to school and to all lessons
- follow correct procedures for attendance and punctuality
- ensure all work is obtained and completed during an authorised absence period

We expect that **Parents/Guardians** will

- place a high priority on attendance and punctuality
- not allow their child to have time off school unless it is unavoidable
- endeavour to keep health appointments out of school hours where possible
- endeavour to keep holidays out of term time
- inform a member of staff (usually Tutor/class teacher) of any reason or problem that may hinder their child from attending school
- work with the school to resolve issues and ensure good attendance and punctuality
- ensure their child is punctual to school - A student is late if they arrive to registration/class after 7.40am (after the National Anthem has played)
- Complete a leave of absence form for any unavoidable known term time absence

## As a school we will

- ensure all staff set an example by having good attendance and punctuality
- follow correct procedures for attendance and punctuality by completing the register by 8am
- ensure that the register is completed for every lesson as expected
- explain the need for and promote habits of regular attendance and punctuality
- contact home if a student is absent from school without a reason

- support families where we feel attendance and/or punctuality is a concern
- celebrate outstanding and improved attendance and punctuality

## ***Appendix C – Attendance and Punctuality Intervention Strategies***

### **EISM School BYOD/Digital Learning Parent and Student Agreement** *(reviewed August 2021)*

#### **For Personal Use of Student-Owned Devices (Laptops/IPADS/Tablets)**

Emirates International School-Meadows will provide students access to the school’s wireless network and the option of bringing in a personal device as a means to enhance their learning. ***The purpose of this agreement is to ensure that students and parents are aware and agree to the limitations that the school imposes on the use of personal devices.***

During the course of the school year, additional rules regarding the use of personal devices may be added. If this occurs, any new rule will become a part of the school’s BYOD policy and all parties will be notified.

#### **General Usage**

EISM provides the opportunity for students to bring a personal device (**Laptop/IPAD/Tablet**) to school to use as an educational tool. *Mobile/Smart telephones are not considered an appropriate educational tool and do not apply to this agreement nor will they be allowed to be used in classrooms.*

#### **The use of these devices will always be at the teacher’s discretion-**

- Students must obtain permission from the teacher before using a personal device during instruction sessions.
- Students using devices will be allowed access to the internet, note taking or word processing at the teacher’s discretion. Student use of a personal device must support the instructional activities currently occurring in the session.
- Students must turn off and put away a personal device when requested by a teacher.
- Students may use their personal device before and after school in **adult supervised area or designated zones only**
- The device should be used for educational purposes during these times.
- The school may collect and examine any device at any time for the purpose of enforcing the terms of this agreement, investigating student discipline issues, or for any other school-related purpose.

#### **Expected Student Behaviours and Responsibility**

- EISM does not accept any responsibility for personal devices brought to the school by students.
- Students who choose to bring a device to school assume total responsibility for the device.
- Devices that are stolen or damaged are the responsibility of the student and their parents or guardians.
- Students should take all reasonable measures to protect against the theft or damage of their personal device.

- Students must seek permission before accessing the internet with personal portable devices.
- Students must only access appropriate information, images and data and use appropriate language, images and information while connected to the network.
- Students must never distribute personal information regarding themselves or anyone else, to anyone online – such as, but not limited to:
  1. Phone numbers, addresses, or last name
  2. Arrangements to meet someone online unless this is part of approved school assignments, pre-approved by school personnel, and with a teacher present.
  3. Photos or videos of anyone.
- Students must immediately report threatening, discomfoting, or indecent or inappropriate materials found on the internet or in a file, to a teacher or someone in authority.
- Students must never buy, sell, advertise or otherwise conduct business on the internet, unless this is approved as a school assignment.
- Students are prohibited from accessing or playing games during school time on their personal devices.

## **Physical Security**

### **Users should take the following physical security preventative measures**

- Device must be contained in a case for easy portage.
- The case and the device must display the name of the student to whom it belongs.

**Continued misuse may result in students being prohibited from bringing devices to the school.**

*A signed copy of this policy is required from both the student and parent as part of the admission process*

## **Complaints and Feedback Policy** (reviewed August 2021)

### **Rationale**

At Emirates International School - Meadows (EISM), we take seriously our accountability to parents. All staff endeavour to listen to what parents and stakeholders are saying and to work in partnership to resolve any problems or concerns. EISM recognizes that a student's education will be enhanced by the support of parents and appropriate accessibility to the Staff and Executive Leadership Team. Many concerns or worries can be managed without the need for formal procedures, providing that the concern is taken seriously and addressed as soon as possible.

### **Aim**

It is inevitable in any institution that there are occasions when parents or other stakeholders have concerns or are dissatisfied with the service provided. This Policy advises all persons on how to direct a complaint and the potential escalation procedures around this.

### **Feedback Procedure**

It is important for us to understand what our parents and visitors perceive as our strengths and likewise what recommendations for improvement to our services they would like to see take place. This can be achieved in the following ways:



- Email or verbal conversations with our School Leadership Team .
- Email or verbal conversation with the relevant classteacher.
- Feedback via the generic school email address found on our website.

When it is felt that an issue is more pressing than simple feedback and informal or formal complaint is deemed necessary, then the Complaints Procedure outlined in this policy should be followed.

### **Independent Complaints Procedure**

It is recognized that on occasions the complainant may not be satisfied with the result of a complaint at school level. Where this is the case, and only following the complaints procedure as outlined above, there is an option to put in writing a complaint in relation to either:

- a) The initial complaint
- b) The complaints procedure

All complaints relating to the above will be dealt with the Director of Schools, where an independent investigation will be conducted. Where recommendations are suggested, the Principal and Executive Leadership Team will review policy and procedure and make changes where appropriate.

If, having following the complaints procedure above and having written formally to the Director of Schools, a satisfactory solution has still not been found, the parent has the right thereafter to refer to the matter by KHDA by contacting the Compliance and Resolution Commission.

All Staff at EISM understand the importance of handling and resolving concerns and complaints and ensuring a resolution is found to satisfy the complainant and to ensure positive outcome.

## **Appendix A – EISM Inclusion Policy Aims**

### **AIMs:**

We aim to provide a stimulating learning environment across the whole curriculum which maximizes individual potential and ensures that students of all ability levels are well equipped to meet the challenges of education, work and life.

This is achieved by:

- Use of strategic assessment tools
- Designing a curriculum to promote a full range of learning, thinking and life skills
- Providing a balanced and relevant curriculum, where the emphasis is on depth before breadth
- Using flexible and responsive teaching and learning styles
- Adaptations, modification of assessment, and accommodations for EAL /SEN (Pupils of Determination) / G&T students
- Use of assistive technology and individual accommodations /interventions
- Equipping students with the skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued members of society
- Developing a close partnership with the whole community, particularly parents
- Providing staff with relevant continuous professional development
- Rigorous monitoring of standards (teaching and Learning) through the MER cycles.

**We aim to be an inclusive school and offer equality of opportunity to all groups of students within the school. These groups include:**

- Boys and girls
- Students from diverse ethnicities including Emirati
- Students who have to learn English as an additional language (EAL)
- Students who have special and additional educational needs and Disabilities ( SEND)
- Students who are recognised as gifted and talented (G&T)
- Students who have medical, physical or sensory impairments
- Students who have social emotional and mental health needs ( SEMH)

**We aim to provide a differentiated curriculum that meets the needs of all students, individuals and groups by:**

- Setting appropriate learning challenges
- Responding to students' diverse learning needs
- Removing potential barriers to learning and assessment
- Improving access for all learners

**We aim to provide a happy, healthy and safe school by:**

- Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our students
- Providing high quality pastoral care, support, and guidance
- Working in Partnership with parents
- Safeguarding the health, safety, and welfare of students
- Listening and responding to the concerns of children and parents
- Taking care to balance the needs of all members of the school community

**We secure inclusive education for our students by reviewing and evaluating what is done:**

- Does each student achieve as much as they can?
- Are there differences in the achievements of different groups of students?
- What is in place for students who are not achieving their potential?
- Are our actions effective?
- Are all our students happy to be in school?

All members of our school community are valued and are offered wide ranging opportunities to enable high standards of achievement. All policies within the school support inclusion and are reflected in school development planning.

## **Appendix B – School Uniform Dress code**

<b>Primary School Dress Code EY1 – Year 6</b>	
<b>Boys: Daily Uniform</b>	<b>Girls: Daily Uniform</b>

<ul style="list-style-type: none"> <li>• <b>EY1 and EY 2:</b> Blue Polo shirt with logo, with pull up shorts or navy trousers.</li> <li>• <b>Year 1 to 6:</b> Navy Trousers or shorts with blue &amp; white striped shirt with school logo.</li> <li>• School navy blue cardigan or Jumper with school logo.</li> <li>• Black comfortable shoes with white/black socks.</li> <li>• Navy cap for outdoor play.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>EY1 and EY2:</b> Blue Polo Shirt with logo, with navy skort.</li> <li>• <b>Year 1 to Year 3:</b> Navy skort and a flat collar stripe blouse, with logo.</li> <li>• <b>Year 4 to Year 6:</b> Navy skort or trousers and a flat collar stripe blouse, with logo.</li> <li>• School navy blue cardigan or jumper with logo.</li> <li>• Plain black footwear with white/black socks.</li> <li>• For ponytails, the band should be from the same material and colour as the uniform</li> <li>• Navy cap for outdoor play.</li> </ul>
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### **Boys and Girls Physical Education (PE) Uniform**

- PE uniform, dark navy with white front shirt for boys and red front shirt for girls.
- Students must wear trainers for all sports, and it is important these have “non-marking soles”, this is particularly necessary when using the Sports Hall.

### **High School Dress Code - Years 7 - 13**

<b>Boys: Daily Uniform</b>	<b>Girls: Daily Uniform</b>
<ul style="list-style-type: none"> <li>• <b>Years 7 to 11:</b> Navy Trousers, oxford blue shirts with school logo.</li> <li>• <b>Years 12 and 13:</b> Black Trousers, white shirt with school logo on the pocket.</li> <li>• School navy V Neck / Jumper for the colder days.</li> <li>• Plain Black footwear with navy/black socks.</li> <li>• Black Belt for trousers.</li> <li>• Year 12 Boys should wear a Red &amp; Blue tie and Year 13 Boys should wear a Red &amp; Black tie.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Years 7 to 11:</b> Navy Skirt (ankle length or knee length) or trousers, oxford blue fitted or straight blouse with school logo.</li> <li>• <b>Years 12 and 13:</b> Black Skirt (ankle length or knee length) or Trousers, white shirt with school logo.</li> <li>• School navy V Neck / Jumper</li> <li>• Plain black footwear with black/white socks.</li> <li>• Year 12 Girls should wear a Red &amp; Blue tie and Year 13 Girls should wear a Red &amp; Black tie.</li> </ul>

### **Boys and Girls Physical Education (PE) Uniform**

- PE uniform, dark navy with white front shirt for boys and red front shirt for girls.
- Students must wear trainers for all sports, and it is important these have “non-marking soles”, this is particularly necessary when using the Sports Hall.

**Swimming Kit is mandatory from Year 3 to 9.** Swimming Kit includes: Towel, swimming suit, cap and bag.

Unacceptable Items - this includes but is not limited to the following:

- Tight fitting or immodest clothing
- Nail polish
- Make up- senior students may wear discrete and subtle make up and nail polish
- Jewelry- only a watch and one pair of stud earrings may be worn in the lobe only
- Any other piercings are not permitted
- Clothing with sports logos of any kind

## **Appendix C - Attendance and Punctuality Intervention Strategies**

### **Intervention strategies to promote better attendance**

Stage	Action	Person responsible	Next Stage
1	Every month identify students whose attendance is below 94%. Exclude from this list students with known and validated medical problems/issues who require no further action	Tutor/ Classroom Teacher	2
2	Send attendance letter 1 alerting parents to concerns for students whose attendance is below 94%	Tutor/ Classroom Teacher	Closely monitor for up to 4 weeks If improved, send praise letter (1 or 2*) Not improved - 3
3	Meet/phone call to discuss issues	Tutor/ Classroom Teacher	Closely monitor for up to 4 weeks If improved, send praise letter (1 or 2*) If not - 4
4	Send attendance letter 2. Arrange meeting to create an attendance action plan	Year Leader	Closely monitor for up to 4 weeks If improved, send praise letter (1 or 2*) If not - 5
5	Meet with Head of Pastoral to review attendance action plan – discuss issues and targets and renew	Head of Pastoral	Closely monitor for up to 4 weeks If improved, send praise letter (1 or 2*) If not - 6
6	Meet with Head of School to discuss the way forward and draw up an individualised contract	Head of School	Closely monitor for up to 4 weeks If improved, send praise letter (1 or 2*) If not - 7
7	Meeting with Principal to discuss the way forward	Principal	Closely monitor for up to 4 weeks If improved, send praise letter (1 or 2*) If not - 8
8	Meeting with Principal – failure of year or place at EISM discussed	Principal	

Timings are for guidance only. We can, at our discretion, fast track any case if we deem this to be necessary.

### Intervention strategies to promote better punctuality

Stage	Action	Person responsible	Next stage
1	If a student receives a late mark, tutor will discuss the reason for lateness as part of a five minute reflection during the same day.  Three late marks in a week will result in a Year Leader Reflection time on Thursday of that week.	Tutor/ Class Teacher	2  Closely monitor for up to 4 weeks

2	Send Punctuality letter 1 alerting parents to concerns for students whose punctuality is below 94%	Tutor	If improved, send praise letter (1 or 2*) If not - 3
3	Meet/phone call to discuss issues with parents	Tutor	Closely monitor for up to 4 weeks If improved, send praise letter (1 or 2*) If not - 4
4	Send letter Punctuality letter 2. Arrange meeting to draw up punctuality support plan	Year Leader	Closely monitor for up to 4 weeks If improved, send praise letter If not - 5
5	Meet with Head of Pastoral to review punctuality action plan – discuss issues and targets and renew	Head of Pastoral	Closely monitor for up to 4 weeks If improved, send praise letter (1 or 2*) If not - 6
6	Meet with Head of School to discuss the way forward and draw up an individualised contract	Head of School	Closely monitor for up to 4 weeks If improved, send letter (1 or 2*) If not - 7
7	Meeting with Principal to discuss the way forward	Principal	Closely monitor for up to 4 weeks If improved, send praise letter (1 or 2*)