



PARENT HANDBOOK

Ready for life

TABLE OF CONTENTS

| | |
|--|-----|
| Parent Partnership Agreement..... | 1 |
| Mission and Vision..... | 4 |
| Innovative Elements (Discovery Forest, Curiosity Labs and Life Skills..... | 4 |
| Leadership Team..... | 5 |
| School Calendar..... | 6 |
| Fee Structure..... | 7 |
| Uniform..... | 8 |
| School Policies..... | 9 |
| Cultural Consideration Policy for Staff Policy | 10 |
| Assessment Policy..... | 18 |
| Marking Policy..... | 31 |
| Attendance Policy..... | 35 |
| Coeducation Policy | 39 |
| CU Guidance Policy..... | 41 |
| Extracurricular Activities and Events Policy..... | 45 |
| Fee Policy..... | 48 |
| Health and Safety Policy | 51 |
| Healthy Eating and Food Safety Policy | 54 |
| Inclusion Policy..... | 58 |
| Parent Engagement Policy..... | 69 |
| PE Policy..... | 72 |
| Records Management and Confidentiality Policy..... | 78 |
| Safeguarding Policy..... | 80 |
| Student Behaviour Policy..... | 91 |
| Student Mental Health Policy..... | 109 |
| Student Performance Reports Policy | 111 |
| Student Protection Policy..... | 114 |
| Sustainability Policy | 124 |
| Licensing Policy..... | 131 |
| KG MoE Subjects Policy (Arabic, Islamic & Social Studies)..... | 133 |
| Drug Free Environment Policy..... | 136 |
| Staff Well-Being Policy..... | 139 |
| Transportation Policy..... | 141 |
| School Governance Policy..... | 144 |
| Educational Risk Policy..... | 154 |
| Student Wellbeing Policy | 159 |
| AJ Group Staff Eligibility Policy..... | 161 |
| Values and Ethics Policy..... | 175 |
| Employment Policy..... | 179 |
| Digital Policy..... | 182 |

TABLE OF CONTENTS

| | |
|--|-----|
| Health and Safety Policy (English)..... | 186 |
| Health and Safety Policy (Arabic)..... | 189 |
| Building and Facility Management Policy..... | 192 |
| OSH General Policy Statement..... | 196 |

PARENT PARTNERSHIP AGREEMENT

Welcome to Excel International School. We are committed to providing an exceptional education that prepares our students for senior school and beyond. As one of the most affordable schools in Al Ain, we offer a high-quality academic program featuring a broad range of subjects alongside engaging extra-curricular activities. The Excel International School Parent Partnership Agreement outlines how we can work together to offer your child our British Curriculum to make this possible.

Excel International School will:

- Provide an environment for each child to feel happy and confident
- Provide a creative curriculum to meet each child's age and stage
- Encourage all children to do their best at all times
- Inform parents of your child's progress at regular intervals
- Discuss with parents any concerns or problems affecting a child's behavior or development
- Send regular photos, videos, observations and activity descriptions for your child with their Key Person through the Excel International School Education App (With the signed permission from both parents).
- Send home children's art work in individual folders each term, to document your child's progress.
- Offer parent teacher meetings each term.

Parents and Carers will:

- Provide detailed contact information (telephone and mobile numbers, email, etc.) and inform us immediately of any changes to this information. Agree to provide current and up to date information as required.
- Support and adhere to the school's Policies and Guidelines: e.g. Health and Safety, Medical, behavior, discipline directives, Uniform, Transport and Fee Terms and Conditions as approved by Ministry of Education (MOE) and Abu Dhabi Education and Knowledge (ADEK)
- Adhere to school/ADEK attendance policy and inform the school of any sickness or any other reasons for absences.
- Let the School know about any concerns or problems which may affect child's behavior.
- Not bring any valuable items and unsafe objects to the school.
- Become involved with the Excel International School by reading the parent information boards and weekly curriculum planning.
- Participate in all special events.
- Ensure that child is collected at the times agreed.
- Agree to pay all fees on or before the due dates.
- Has informed the school to the best of my ability of all physical, medical, academic and behavioral problems concerning my child.
- Understand that he/she must inform the school of any specific problem concerning my child's ability to participate in any school's activity.
- Agree to inform the school of another individual who will drop off/pick up the child from the school.

PARENT PARTNERSHIP AGREEMENT

- Understand that parent has the right to complain written or verbal in a polite and professional manner.
- At Excel International School, we have a working partnership with all parents on a mutual respect for each other. Staff are trained to be courteous and respectful to parents and in return we expect staff members to be treated with the same respect and to be spoken to in a quiet, courteous manner especially when in the vicinity of the other staff, parents and children. The school has the right take the appropriate legal actions as per the ADEK/MOE.
- Fill the undertaking to inform the school and submit.

INDEMNITY POLICY

I, parent of the below named child, being the lawful parent or guardian do hereby agree that Excel International School, it's Principal, Floor Supervisors, teachers, staffs, assistants, officials, volunteer helpers or owners, hold no responsibility of whatsoever nature, in respect of my child:

- Prior to actual delivery of the child into the custody of the school's staff inside the grounds, likewise after the child has been collected from the school grounds by a person authorized by me to do so on a normal school day.
- At any other time unless the child is in the direct custody or control of said teachers whilst on an approved outing or function arranged by the School.
- Unless an injury is caused by or has resulted from a neglected act of an employee, School Principal, Supervisors, teachers, staffs, assistants, volunteer helpers authorized to act for or on behalf of the school.

I also hereby agree:

- To keep the school, or any of its Principal, supervisors, teachers, staffs, assistants, officials, voluntary helpers or owners absolutely harmless, fully and effectively indemnified against all actions, claims, liabilities, damages, expenses, costs, charges fees (including medical, judicial or attorney's), whatsoever, which are suffered by the school as a consequence of any accidental injury or contraction of any virus/disease by the child.

I, undersigned, lawful parent or guardian of the below child also hereby accept and agree that in the case of accident, or injury occurring, to, or virus/disease contracted by the child, the School Principal, the School Staff or any person in charge of the school.

I understand that the school has full authority to take the necessary decision to ensure appropriate emergency medical treatment of my child by the School Staff or if necessary at government hospital/- clinic if I cannot be reached at the emergency numbers as per HAAD.

This form is valid for the entire duration of the child's stay at Excel International School.

PARENT AGREEMENT TO SCHOOL POLICIES

My signature indicates that I have read, understood and agree to all Policies, Terms and Conditions of the School.

| | | | |
|-----------------------------|--|-------------------|--|
| Name of the Parent: | | Signature: | |
| Name of the Student: | | | |
| Grade: | | Date: | |

FOR OFFICE USE ONLY

| | | | |
|------------------------------|--|-------------------------------|--|
| RECEIVED AND CHECKED: | | RECEIVED AND APPROVED: | |
| DATE: | | DATE: | |



OUR MISSION

Excellence Standards

We prioritize academic excellence by maintaining rigorous educational standards.



Dream Fulfillment

We are committed to helping students realize their aspirations by providing personalized guidance and support.



Lifelong Learning

Our approach to education goes beyond imparting knowledge; we inspire a lifelong curiosity and passion for learning.



Confident Growth

We focus on the holistic development of our students, fostering self-confidence, humility, and a sense of compassion.



Creative Atmosphere

We thrive on innovation and creativity. Our forward-thinking curriculum provide a stimulating environment where students can experiment and innovate.



Performance Rewards

We believe in recognizing and rewarding students' dedication and excellence.



OUR VISION

At EXCEL we aim to nurture our young people to be **achievers of extraordinary determination**, who set the right goals in areas of education, morality, attitude, ethics, and values.



Discovery Forest

Awe-inspiring nature-filled resource area creatively designed for curious young minds as they pass through Key Stage 1 and Key Stage 2



Curiosity Labs

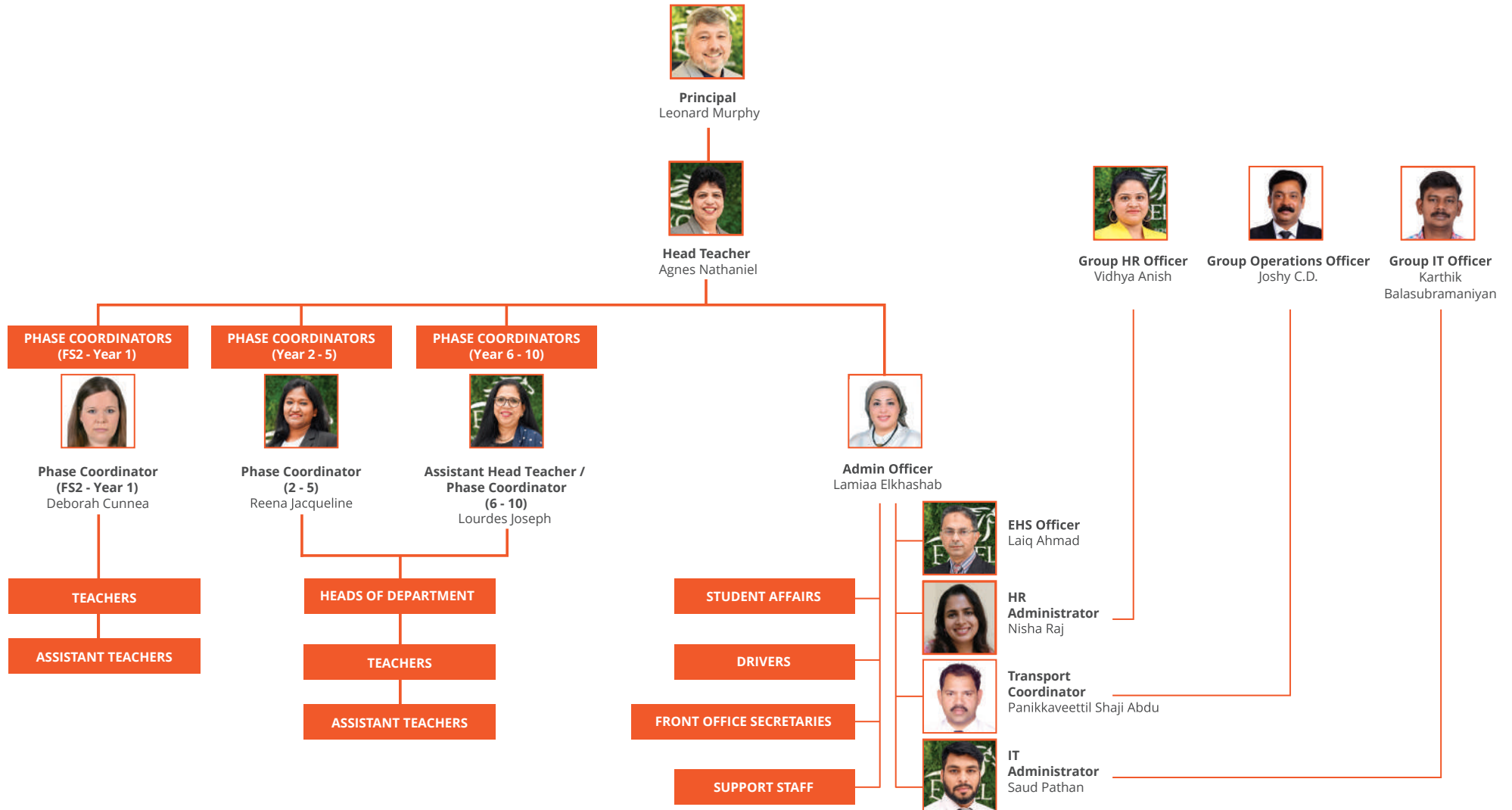
The answer to quench the thirst for curiosity of the restless and inquisitive minds of Key Stage 3, where most learning patterns are established



Life Skills Training Track

Emotional intelligence with self-awareness and empathy, communication and interpersonal skills and other life skills for young adults of Key Stage 4

LEADERSHIP TEAM 2025 - 26



ADEK SCHOOL CALENDAR - BRITISH - EXCEL INTERNATIONAL SCHOOL (9335) - 2025 - 2026 (INSTRUCTIONAL DAYS: 180)

| Term-1 | | | | | | | | Term-2 | | | | | | | | Term-3 | | | | | | | | | |
|--------|----|----|----|----|----|----|------|--|----|----|----|----|----|----|------|----------------------------|--|----|----|----|----|----|------|-----|-----|
| M | T | W | T | F | S | S | Week | M | T | W | T | F | S | S | Week | M | T | W | T | F | S | S | Week | | |
| | | | | 1 | 2 | 3 | | 5 | 6 | 7 | 8 | 9 | 10 | 11 | W16 | Term 2 for Students Starts | 1 | 2 | 3 | 4 | 5 | 6 | 7 | W35 | |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 | | 12 | 13 | 14 | 15 | 16 | 17 | 18 | W17 | | 8 | 9 | 10 | 11 | 12 | 13 | 14 | W36 | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | | 19 | 20 | 21 | 22 | 23 | 24 | 25 | W18 | | 15 | 16 | 17 | 18 | 19 | 20 | 21 | W37 | |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 | | 26 | 27 | 28 | 29 | 30 | 31 | 1 | W19 | | 22 | 23 | 24 | 25 | 26 | 27 | 28 | W38 | |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 | W1 | Academic Year for Students Starts | 2 | 3 | 4 | 5 | 6 | 7 | 8 | W20 | | 29 | 30 | 1 | 2 | 3 | 4 | 5 | W39 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | W2 | Prophet Muhammad's Birthday | 9 | 10 | 11 | 12 | 13 | 14 | 15 | W21 | | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | W3 | | 16 | 17 | 18 | 19 | 20 | 21 | 22 | W22 | Mid Term Break 2 for Students | 13 | 14 | 15 | 16 | 17 | 18 | 19 | |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | W4 | | 23 | 24 | 25 | 26 | 27 | 28 | 1 | W23 | | 20 | 21 | 22 | 23 | 24 | 25 | 26 | |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | W5 | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | W24 | | 27 | 28 | 29 | 30 | 31 | 1 | 2 | |
| 29 | 30 | 1 | 2 | 3 | 4 | 5 | W6 | | 9 | 10 | 11 | 12 | 13 | 14 | 15 | W25 | Term 2 for Students Ends | 3 | 4 | 5 | 6 | 7 | 8 | 9 | |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 | W7 | | 16 | 17 | 18 | 19 | 20 | 21 | 22 | | Eid al-Fitr | 10 | 11 | 12 | 13 | 14 | 15 | 16 | |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 | W8 | Mid Term Break 1 for Students | 23 | 24 | 25 | 26 | 27 | 28 | 29 | | Spring Break for Students - 16-Mar To 27-Mar | 17 | 18 | 19 | 20 | 21 | 22 | 23 | |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 | W9 | | 30 | 31 | 1 | 2 | 3 | 4 | 5 | W26 | Term 3 for Students Starts | 24 | 25 | 26 | 27 | 28 | 29 | 30 | |
| 27 | 28 | 29 | 30 | 31 | 1 | 2 | W10 | | 6 | 7 | 8 | 9 | 10 | 11 | 12 | W27 | | 31 | 1 | 2 | 3 | 4 | 5 | 6 | |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | W11 | | 13 | 14 | 15 | 16 | 17 | 18 | 19 | W28 | | | | | | | | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | W12 | | 20 | 21 | 22 | 23 | 24 | 25 | 26 | W29 | | | | | | | | | |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | W13 | | 27 | 28 | 29 | 30 | 1 | 2 | 3 | W30 | | | | | | | | | |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 | W14 | | 4 | 5 | 6 | 7 | 8 | 9 | 10 | W31 | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | W15 | Eid Al Etihad, Term 1 for Students Ends | 11 | 12 | 13 | 14 | 15 | 16 | 17 | W32 | | | | | | | | | |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | | | 18 | 19 | 20 | 21 | 22 | 23 | 24 | W33 | | | | | | | | | |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | | New Year | 25 | 26 | 27 | 28 | 29 | 30 | 31 | W34 | Day of Arafat, Eid al-Adha | | | | | | | | |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | | Winter Break for Students - 08-Dec To 02-Jan | | | | | | | | | | | | | | | | | |
| 29 | 30 | 31 | 1 | 2 | 3 | 4 | | | | | | | | | | | | | | | | | | | |

- Public Holiday
- Term 1, Term 2 and Term 3 days
- Mid Term Break

Notes*
• Public holiday dates are tentative and are subject to official announcements.

ADEK APPROVED FEE STRUCTURE FOR ACADEMIC YEAR 2025 - 26

| Type of Fee | Mode of Payment | JKG & SKG | Gr. 1 & 2 | Gr. 3 to 6 |
|--|--|----------------------|-----------------------|------------------------|
| Registration Fee (Non Refundable) | For New Students: At the time of admission | 500 | 500 | 500 |
| | For existing students: in April to confirm enrolment for next A.Y. | | | |
| Tuition Fee | Total Tuition per Year | 18,260 | 20,130 | 22,190 |
| | Tuition Fee per Month (for 10 months) | 1,826 | 2,013 | 2,219 |
| Transport Fee | Total Transport Fees per year | 4,000 | 4,000 | 4,000 |
| | Transport Fee per Month (for 10 months) | 400 | 400 | 400 |
| | | Gr. 7 & 8 | Gr. 9 & 10 | Gr. 11 & 12 |
| Registration Fee (Non Refundable) | For New Students: At the time of admission | 500 | 500 | 500 |
| | For existing students: in April to confirm enrolment for next A.Y. | | | |
| Tuition Fee | Total Tuition per Year | 24,460 | 26,960 | 29,710 |
| | Tuition Fee per Month (for 10 months) | 2,446 | 2,696 | 2,971 |
| Transport Fee | Total Transport Fees per year | 4,000 | 4,000 | 4,000 |
| | Transport Fee per Month (for 10 months) | 400 | 400 | 400 |

- Tuition fee is inclusive of textbook fees.
- Uniforms fees will be charged separately

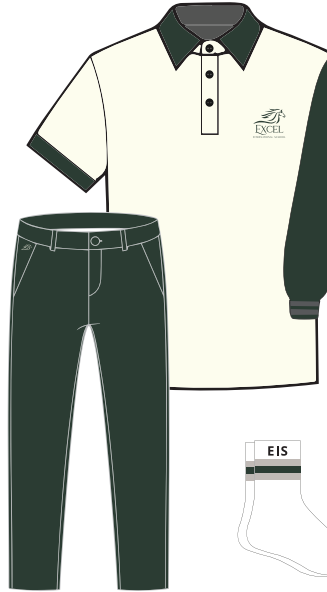
SIBLINGS DISCOUNTS:

- 10% Discount on tuition fee for 2nd and 3rd Siblings.
- 15% Discount on tuition fee for 4th or more Siblings.

The above fee schedule is in accordance with ADEK guidelines and approvals.
Please contact the school administration for any queries.

KG BOYS & GIRLS UNIFORM

Off-White Polo T-Shirt with dark green round collar, strip on sleeves



Dark Green Pants



Grey Jacket with dark green sleeves



White Socks with Grey, green and Grey strip



Black Leather Shoes

Off-White Polo T-Shirt with dark green collar, strip on sleeves and checked Pinafore



Grey Jacket with dark green sleeves



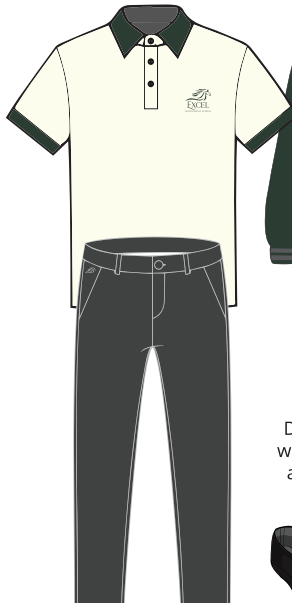
White Socks with Grey, green and Grey strip



Black Leather Shoes

GRADE 1 - 4 BOYS & GIRLS UNIFORM

Off-White Polo T-Shirt with dark green round collar, strip on sleeves



Dark Grey Pants

Grey Jacket with dark green sleeves



Dark Grey Socks with white, green and white strip



Black Leather Shoes

Grey Jacket with dark green sleeves



Dark Grey Socks with white, green and white strip



Leggings for girls Dark Grey

Off-White Polo T-Shirt with dark green round collar, strip on sleeves

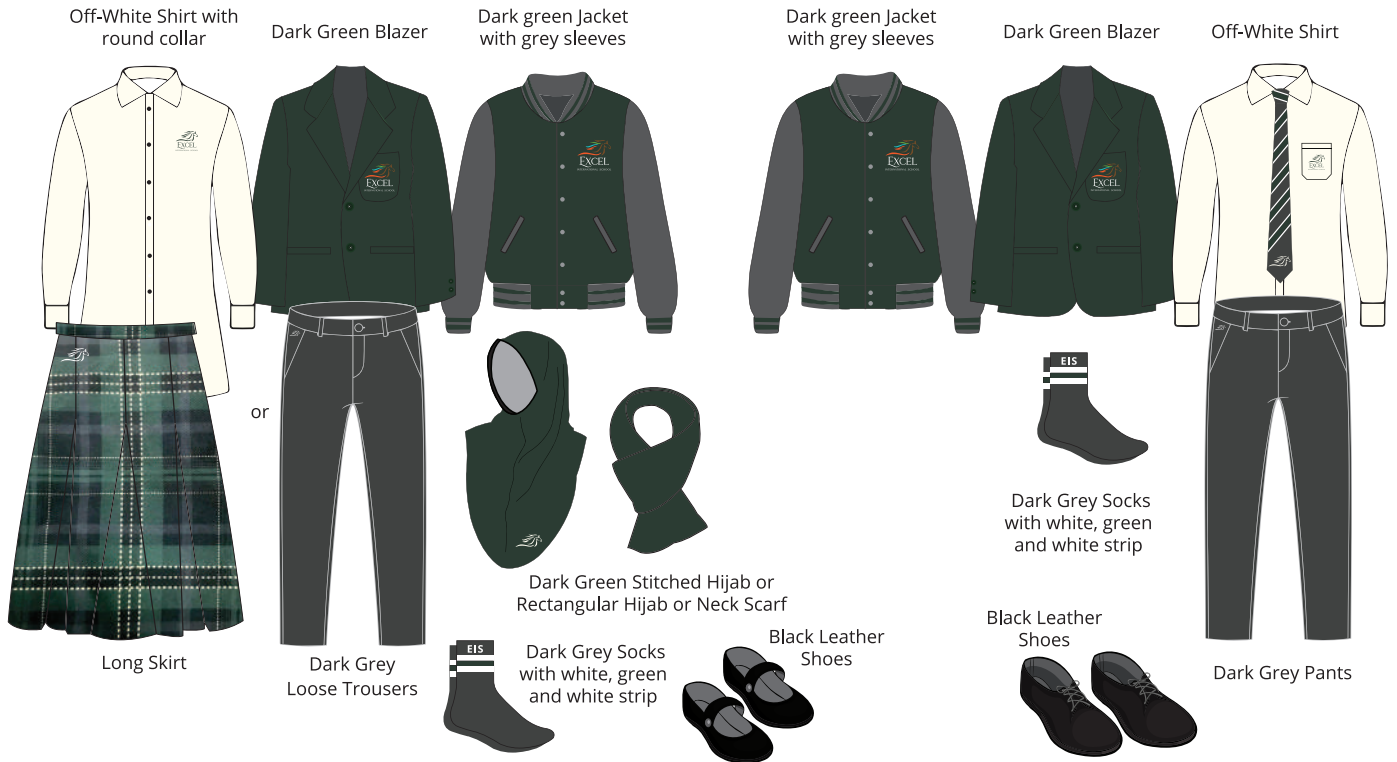


Checked Skirt

Black Leather Shoes



GRADE 5 TO 9 GIRLS & BOYS UNIFORM



GRADE 10 TO 12 GIRLS & BOYS UNIFORM



PE UNIFORM

Off-White Shirt with house colours



Off-White Shirt with house colours



Black Stitched Cap



Black Stitched Hijab or Rectangular Hijab (Optional)



White Tennis PE Shoes



PE UNIFORM

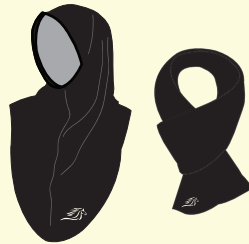
Off-White Shirt with house colours



Off-White Shirt with house colours



Black Stitched Cap



Black Stitched Hijab or Rectangular Hijab (Optional)



White Tennis PE Shoes



WINTER JACKET



Grade 1 - 8



SCHOOL POLICIES



| | |
|----------------------|--|
| POLICY TITLE: | Cultural Consideration Policy for Staff |
| DEPARTMENT: | Human Resources |

| | |
|------------------------------------|--------------------------------|
| Policy Contact: HR Administrator | Issue Date: 15/06/2025 |
| School: Excel International School | Next Revision Date: 15/06/2026 |
| Reference No: AJS-HRD-011 | Version No: 2 |

Purpose

The purpose of the policy is to provide guidance to employees on cultural consideration in the UAE to assist them in developing awareness on topics and practices that are culturally appropriate.

Scope/Target Audience

This policy applies to all the staff within the AJ Group of Schools.

Policy Statement

Our group is committed to fostering an inclusive and diverse workplace that respects and values UAE's Cultural sensibility.

Staff Cultural Consideration

1. Adherence to UAE Legislation

- All employees are expected to understand, respect, and adhere to the requirements identified in this policy, the Code of Conduct for Education Professionals in General Education (MoE, 2022), MOE Circular No. 1 of 2022 Regarding Private School's Compliance with National Identity Requirements in the School Environment, MoE Circular No. 1 of 2023 Regarding Promoting a Safe School Environment, and all other legislation in the UAE.
- All School Employees are expected to respect cultural consideration as regulated within the laws of UAE including but not limited to:
 - Respecting the constitution, laws and orders issued by public authorities in implementation thereof, observance of public order and respect for public morals, is a duty of all residents of the union (Article 44, Constitution of the UAE).
 - Preserving the Islamic and Arab principles and values, public morals, and the values, traditions, and systems of the state. (Clause 11, Article 11, Federal Decree Law No. (18) of 2020 Concerning Private Education).
 - Respect for national identity and sovereignty. (Clause 12, Article 11, Federal Decree Law No. (18) of 2020 Concerning Private Education).
 - Penalties are applied for "Manufactur[ing], import[ing], export[ing], possess[ing], acquir[ing] or transfer[ing] with the intention of exploitation, distribution or display

to others, writings, drawings, photographs, films or symbols or other things if they violate public morals. (Article 416, Federal Decree Law No. (31) of 2021 Promulgating the Crimes and Penalties Law).

2. Community Conduct

Employees shall conduct themselves in ways that are mindful of cultural consideration, including the following:

- Respecting the UAE's cultural and social norms, values, and traditions.
- Refraining from (directly/indirectly) promoting inappropriate stereotypes, preconceptions, and assumptions about the UAE and the region.
- Refraining from directly or indirectly encouraging any behavior, practice, or displays that are
 - culturally inconsiderate, such as drug and alcohol use, smoking, violence, promoting alternative gender identity and sexual orientation, indoctrination, etc.
- Refraining from using symbols, colors, or imagery associated with any movement/beliefs related to political, social, or extremist religious groups which are culturally inconsiderate, such as misrepresentations of prominent figures, images that are gratuitously violent or sexual in nature, representation of pride movement, extremist ideas, etc.).
- Refraining from conducting any activities and/or using any content that leads to the indoctrination and promotion of religious/political extremism, racism, bullying, and all other forms of
 - discrimination.
- Refraining from holding rallies, demonstrations, and protests on school premises or while holding a school-related event offsite.
- Ensuring that one's appearance is culturally considerate. Examples include but are not limited to:
 - Covering of visible body tattoos and any type of piercings for men and women.
 - Appropriate clothing in line with the school's dress code.
 - Ensuring the appropriateness of all school-organized events and celebrations to UAE culture, in adherence with this policy.
- Adhering to the laws of the UAE by conducting themselves accordingly.

3. Dress Code

Everyone has a role in setting the standards for the school. As our professionalism continues to grow, employees need to exhibit the look that confirms our professionalism in front of our stake holders, parents, students and co-workers. For this reason, what we wear to work is very important to each of us. Dress code gives us a standard for our professional appearance and model appropriate standards for students.

- Clothing should avoid being excessively tight-fitting or revealing

- Jewellery and make up should be modest
- Dress code for gentlemen includes:
 - Formal long / full Sleeves (no casual t-shirts)
 - Formal short / half Sleeve
 - Blazer & Tie (occasionally)
 - Smart pants (jeans are not permitted during instructional days)
 - Academic and Admin staff must wear closed formal shoes
 - Support and Maintenance Staff must wear closed shoes
- Ladies Dress code for ladies includes:
 - Skirt and dress (below the knee) or smart pants (jeans are not permitted during instructional days).
 - Tops, short/long sleeves to cover the shoulder (no sleeveless & low necklines)
 - Academic and Admin staff must wear sandal or shoes (flip flops are not permitted)
 - Female Support Staff must wear closed shoes
- PE Teachers
 - PE teachers are typically required to wear comfortable athletic wear that allows for ease of movement and physical activity.
 - Personal Hygiene
 - All members must maintain proper personal hygiene. Examples of improper personal hygiene include, but are not limited to, dirty fingernails, bad breath, body odor and dirty or unkempt hair.
 - Implementation of dress code and requirements
 - In instances of extreme dress code violations, staff may be required to return home and change. Staff found in violation of the dress code will receive a verbal warning from their line manager. Repeated violations may result in formal written warnings, all of which will be recorded in the staff file, and disciplinary actions will be initiated.

4. Code of Conduct

Code of conduct confirms the educational professional's moral, educational, and professional responsibility under a set of standards and principles that describe the anticipated professional and ethical behavior and regulates the nature of educator roles in the school.

a. Mutual Expectations

It is expected that the school will:

Provide for a creative and rewarding working and learning environment which:

- Is safe and healthy and ensures as far as reasonably practicable that all staff, students and visitors to the school are protected from any risk to their health and safety;

- values diversity and the desire to achieve understanding, respect and inclusion across its diverse community.
- strongly supports learning and continuous improvement by encouraging broad-based staff views, challenges to conventional thinking and a “can do” approach, and by having a strong commitment to staff development and the seeking of regular feedback from staff about their working environment;
- uses decision-making processes which are fair, transparent, prompt, efficient and apply natural justice;
- is free from discrimination and harassment, by not accepting behaviour that might reasonably be perceived as bullying or intimidating;
- develop and keep up to date best practice policies and procedures as required by and which support Ministry requirements
- ensure staff are aware of obligations and responsibilities under policies, procedures and guidelines and expect that they will observe them at all times.

It is expected that the staff will:

- demonstrate commitment to the school’s values through their professional behaviour;
- be aware of and observe the school’s regulations, policies and procedures at all times;
- be familiar with and ensure all individuals are treated in a fair and equitable manner in all matters;
- carry out their duties with honesty and integrity and refrain from any fraudulent, corrupt or improper conduct which might discredit or damage the school’s reputation;
- report known and suspected instances of fraud, corrupt or improper conduct through the school’s reporting mechanisms;
- treat all members of the school community with courtesy and respect, and respect all School property and facilities; contributing to the continuous quality assurance processes of the school by providing honest and constructive feedback about their working environment;
- not engage in conduct which amounts to or may be perceived as discriminatory or harassment nor behaving towards other persons in a manner which may reasonably be perceived as bullying or intimidating; making efforts to minimize disputes, to seek prompt resolutions and to avoid conflicts of interest; • support and assist members of the school community wherever possible;

b. Conflict of Interest:

A conflict of interest arises where personal associations or interests interfere with professional conduct.

- Staff are to avoid conflicts of interest, conducting themselves with honesty, fairness and propriety.
- Staff are not to take improper advantage of their school position to obtain benefits for themselves or others.

c. Influence to secure advantage:

- Staff members should not use their access to or knowledge of the School policies, systems, processes or people to obtain advantages not generally available to other staff.
- Staff members must use School resources only for legitimate School purposes for which they are provided, and not for personal purposes unless specific approval has been granted.

d. Appropriate relationships with children

Employees in schools are in a position of trust and have a duty to protect young people from discrimination and harm and to maintain appropriate professional boundaries. School employees are expected to act in an open and transparent way that would not lead any reasonable person to suspect their actions or intent.

e. Health and safety:

Employees must adhere to the school's Health and Safety policy, procedure and guidance and must ensure that they take every action to keep themselves and everyone in the school environment safe and well. This includes taking immediate safety action in a potentially harmful situation (either at school or off-site) by complying with school and Ministry guidelines and collaborating with colleagues and Ministry agencies.

f. Use of school premises & equipment

- The School equipment and premises are available only for school-related activities and should not be used for fulfilment of another job or post or for excessive or regular personal use, unless authorised in writing and in advance by the Management.
- This includes photocopy facilities, stationery, telephones and computers and premises. Any school equipment that is used outside school premises should be returned to the school after the designated time period.
- The Staff must report damaged or defective equipment and facilities to the Operations Supervisor and must ensure that where such damage or defect is a danger to health and safety that action is taken to protect others from such danger.

g. Confidentiality and disclosing data

All employees at the school come into contact with a significant volume of data and information in relation to students, staff, school activities and many other matters.

- Staff should not disclose sensitive information about the school such as employee Salaries, benefits to other parties, for example, parents, colleagues or internet blogs unless for informational use in School.
- Staff should not disclose sensitive information about the school such as employee salaries, benefits to other parties, for example, parents, colleagues or internet blogs, unless for informational use in School.
- All communication with the media must be directed through the Principal or their designate.

h. No Gossip Policy

In the workplace, gossip is an activity that can drain, distract and downshift employee job satisfaction. In order to have a more professional, gossip free workplace, employees are expected to:

- Not speak or insinuate another person's name when that person is not present unless it is to compliment or reference regarding work matters.
- Refuse to participate when another mentions a person who is not present in a negative light.
- Choose not to respond to negative email or use email to pass on private or derogatory information about any person in the school.
- If another employee does something unethical, incorrect, against procedures, or disruptive the employee will use the proper channels to report this to the person in authority to take corrective action.

i. Excellence

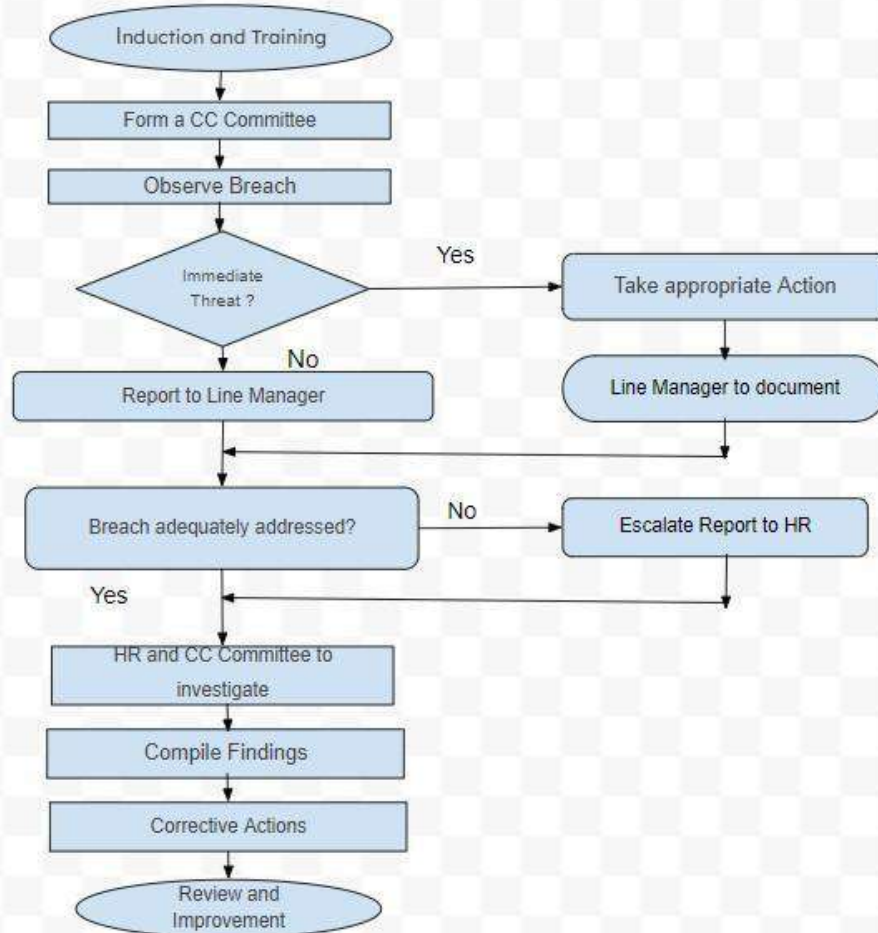
Staff should strive to achieve excellence in their work, evidenced by high standards of service and continuous improvements in work performance. Staff are expected to keep up to date with trends, advances and changes in the knowledge, skills and expertise in their discipline or field of work.

5. Process and Procedure for reporting and responding to any cultural consideration breach:

- An induction on cultural awareness shall be arranged by the school for all new staff, accompanied by annual refresher training for all employees to ensure the continual awareness of cultural considerations in the UAE.
- A committee, comprising both academic and administrative staff, shall be established by the school to oversee and address any violations of the cultural consideration policy.
- Any employee who observes or experiences a potential breach of cultural consideration should promptly identify and document the incident to the line manager by providing details such as the nature of the breach, date, time, location, and individuals involved.

- If the breach poses an immediate threat or harm, employees are encouraged to take appropriate actions to address the situation, ensuring their safety and the safety of others.
- The line manager receiving the initial report should document the information in a formal written report. This report should include a summary of the incident, any evidence available, and the names of witnesses, if any.
- If the breach is not adequately addressed at the line manager level or if the line manager is implicated in the breach, the employee should escalate the report to the Human Resources department and Cultural Consideration Committee.
- Human Resources and Cultural Consideration Committee will initiate a thorough and impartial investigation into the reported cultural breach. This may involve investigating all parties involved, gathering evidence, and consulting with relevant stakeholders.
- The confidentiality of the reporting employee and others involved will be maintained to the extent possible, while still conducting a thorough investigation.
- Once the investigation is complete, Human Resources will compile findings and recommendations. These will be shared with relevant stakeholders, including the employee who reported the breach and any affected parties.
- If a cultural breach is substantiated, appropriate corrective actions will be taken. This may involve disciplinary measures like issuing warning letter, cultural sensitivity training, termination or other interventions aimed at preventing future breaches.
- The organization will periodically review reported cultural breaches and the effectiveness of the resolution process to identify areas for improvement and ensure ongoing compliance with the Cultural Consideration Policy.

CULTURAL CONSIDERATION POLICY - PROCESS AND PROCEDURE



| | |
|----------------------|--------------------------|
| POLICY TITLE: | Assessment Policy |
| DEPARTMENT: | Academic |

| | |
|--|--------------------------------|
| Policy Contact: Assessment Coordinator | Issue Date: 20/05/2025 |
| School: Excel International School | Next Revision Date: 20/05/2025 |
| Reference No: | Version No: 3 |

Policy Statement And Aims

At Excel International School, assessment is one of the most important tools for educational improvement as it helps create a culture of using data and evidence to evaluate and enhance the performance of students, staff, and schools. This policy sets out the basic requirements for the creation of a culture of assessment in schools.

Our assessment framework aligns with ADEK requirements by:

- Creating a culture of using data and evidence to evaluate and enhance performance of pupils, staff, and school
- Defining clear expectations for evaluation, measurement, and analysis of academic readiness, learning progress, skill acquisition, values/attitudes, and educational needs.
- Implementing high-quality internal and external assessment methods using data-driven decision-making.
- Ensuring assessment data is analyzed, monitored, and shared with relevant stakeholders

Our assessment aims are to:

- Provide clear guidelines on the approach at EIS to formative and summative assessment.
- Support pupil learning through meaningful feedback and guidance.
- Provide accurate records of pupil's achievement and progress that will inform planning and target setting.
- Enable assessment to be an integral part of the planning cycle and promote effective teaching and learning.
- Inform teaching practices and curriculum delivery aligned to Edexcel standards
- Track pupil progress against benchmark thresholds.
- Encourage children to begin taking responsibility of their own learning and be aware of their progress and next steps.
- Enable senior leaders to identify strengths and weaknesses of the school.
- Prepare pupils for board examinations and future educational challenges
- Provide clear communication to parents and stakeholders
- Ensure inclusive assessment practices for all learners

- Raise each child's self-esteem and confidence and their awareness of areas which require attention, by involving them in evaluating their achievements and in setting personal targets; and,
- Provide relevant information to governors, parents, outside agencies and transition coordinators

Statutory Requirements

This policy ensures full compliance with ADEK School Assessment Policy (Version 1.2, September 2025) and Edexcel curriculum requirements.

ADEK Compliance:

- **Assessment Framework:** Clear purpose, types, and structure across all phases
- **Moderation and Standardisation:** Regular quality assurance processes
- **Benchmark Thresholds:** Measures of attainment and progress against curriculum standards
- **Grading Guidelines:** Transparent marking schemes and performance descriptors
- **Feedback and Reporting:** Structured communication supporting pupil learning
- **External Assessments:** Implementation of ADEK-mandated standardised benchmark assessments.
- **Accommodation and Modifications:** Support for pupils with additional learning needs
- **Assessment Integrity:** Prevention and mitigation measures for academic misconduct

Assessment Principles

- All assessments at EIS is guided by these core principles aligned with ADEK requirements:
- Assessment drives educational improvement - using data and evidence to enhance performance
- Assessment is standard-based- aligned with Edexcel curriculum standards and benchmark thresholds
- Assessment is fair and inclusive - accommodation provided for pupils with additional learning needs (ALN).
- Assessment promotes integrity - maintaining academic honesty and preventing misconduct
- Assessment involves the whole community- engaging pupils, parents, and staff in assessment practices.
- Assessment is data-driven - systematic analysis informs teaching and learning decisions
- Assessment builds capable learners - pupils understand expectations and monitor their progress.

1. TYPES OF ASSESSMENTS

a. Internal Assessments

We implement various internal assessments as appropriate to curriculum, age, purpose, and need:

- Diagnostic: Identify pupil strengths, weaknesses, knowledge, and skills
- Placement: Match pupils with appropriate learning experiences
- Screening: Determine need for specialized assistance or interventions
- Pre-assessments: Establish baseline for measuring learning progress
- Formative: Provide in-process feedback to modify instruction and support
- Summative: Evaluate learning at conclusion of units, terms, or academic year

b. External Assessments

- Standardised Benchmark Assessments (SBA): IBT for Arabic (Reading test for Years 4-10), GL Progress Tests (PTE, PTM, PTS) for Years 4-10 in English, Mathematics, and Science
- Board Examinations: Edexcel GCSE/IGCSE examinations for Year 10 pupils
- International Assessments: PISA, TIMSS, PIRLS as required by ADEK

2. Phase-Specific Assessment Requirements

- Kindergarten: Early Primary
- Cycle 1: Years 1-6 (Primary)
- Cycle 2: Years 7-9 (Middle School)
- Cycle 3: Year 10 only (partial Secondary)

a. Early Primary

Assessment Type: Formative assessment only through continuous observation

Methods:

- Observational assessment during play and structured activities
- Learning journeys with photographs and written observations
- Development tracking across all seven areas of learning
- Recording: Student Portfolio to record students learning journeys and progress tracking systems
- Reporting: Termly progress sharing with parents through consultations and learning journeys

b. Cycle 1 - Primary Phase (Years 1-6)

Assessment Type: Formative assessment till Year 4, Summative Assessment and Formative Assessment for Year 5 & 6

Methods:

- Continuous questioning and classroom discussions
- Peer and self-assessment opportunities
- Teacher observation and feedback

- Problem-solving activities and learning engagements
- Recording: Teacher assessment records and pupil progress tracking aligned to curriculum standards
- Reporting: Termly progress reports focusing on development and next steps

c. Cycle 2: Years 7-9 (Middle School) - Cycle 3: Year 10 only (partial Secondary)

Assessment Type: Formative and summative assessment

Formative Methods:

- Regular questioning and classroom discussions
- Peer and self-assessment using clear success criteria
- Digital quizzes and problem-solving activities
- Ongoing teacher feedback and observation

Summative Methods:

- End of unit assessments using varied question types
- Performance tasks and project-based assessments
- Mock examinations (Years 9-10)
- Year 10: Edexcel GCSE/IGCSE board examinations

Recording: Digital mark books and assessment tracking systems

Reporting: Termly reports with grades, detailed feedback, and progress against benchmark thresholds

3. Formative Assessment Requirements: Our Formative Assessment Practices Include:

- Regular, continuous assessment of all pupils with shared learning outcomes and success criteria
- Balanced assessment design with equitable weighting and appropriate cognitive demands aligned to Edexcel standards
- Peer and self-assessment opportunities enabling critical thinking about work quality and next steps
- Varied assessment methods including observation, questioning, discussions, digital tools, and problem-solving
- Accommodations and modifications for pupils with additional learning needs (ALN)
- Assessment differentiation maintaining clear success criteria while catering to diverse needs
- Pupil target setting helping pupils set challenging goals and monitor progress
- Data-driven interventions using assessment information to address gaps and promote progress

4. Summative Assessment Requirements : Our Summative Assessment Practices Ensure:

- Quality assessment procedures using selected response, constructed response, performance tasks, and projects aligned to curriculum standards
- Varied and challenging questions increasing in rigor to promote higher-order thinking and accurate measurement
- Appropriate accommodation for pupils with different abilities and additional learning needs
- Systematic data analysis including skills-based breakdowns and group-specific tracking for targeted interventions
- Clear rubrics and marking schemes aligned with curriculum standards and consistently applied
- Regular moderation protocols with documented sessions to ensure grading consistency and prevent grade inflation
- Benchmark threshold application defining minimum expected performance levels
- Academic integrity protocols including clear proctoring procedures and misconduct prevention

5. Mandatory and Non- Mandatory Assessments

a. Board Examinations

Year 10 Requirements:

- All eligible pupils registered for Edexcel GCSE/IGCSE examinations
- High-performing pupils encouraged to sit highest-level options
- Parent communication documented regarding examination choices
- Study leave granted (maximum 4 weeks annually with ADEK approval)

b. Standardized Assessments

To ensure that students' attainment and progress are measured against international standards, the school administers a range of standardized benchmark assessments throughout the academic year. These assessments provide valuable data on student learning, cognitive development, and subject proficiency. The results are analyzed to identify trends, inform instructional planning, and support school improvement initiatives in line with ADEK and national educational priorities.

TABLE A- details the 'Standardized Assessment' by grade and subject.

| Standardized Assessment | Provider | Subject | Targeted Grades / Students | Type | Administrati on Period | Purpose / Description |
|--|-------------------------|--------------------------------|---|--|--|--|
| CAT4 (Cognitive Abilities Test) | GL Education | Cognitive Abilities | Year 4 – Year 10 | <i>Non-Mandatory</i> | <i>Once a year – Term 1</i> | Assesses students' cognitive potential across verbal, non-verbal, quantitative, and spatial reasoning to identify learning profiles and support personalized teaching. |
| IBT – SBAs | ACER | Arabic | Year 4 – Year 10 | <i>Mandatory</i> | <i>Once a year – Term 3</i> | Measures student performance in Arabic in alignment with international standards. |
| GL – PTS (Progress Test Series) | GL Education | English, Mathematics, Science | Year 4 – Year 10 | <i>Mandatory</i> | End of the Year (Term 3) | Evaluates attainment and progress in core subjects to benchmark against UK and international norms. |
| Phonics Screening Check | Internal / School-based | English – Early Reading Skills | Year 1 (and intervention follow-up in Year 2) | Non-Mandatory (School-based diagnostic) | End of the Year-Term 3 | Assesses students' ability to decode and blend phonemes to identify those needing additional early reading support. |
| PIRLS (Progress in International Reading Literacy Study) | ACER / IEA | Reading Literacy | Year 5 | <i>Mandatory (National participation)</i> | <i>As per ADEK/Ministry schedule (Once in 5 years)</i> | International study assessing trends in reading comprehension and literacy among primary students. |
| TIMSS (Trends in International Mathematics and Science Study) | IEA / ACER | Mathematics, Science | Year 4 and Year 8 (Every 4 years) | <i>Mandatory (National participation)</i> | <i>As per national schedule</i> | Evaluates student achievement in Mathematics and Science in an international context, providing comparative performance data. |

c. a: Communication of Assessment Information

Prior to administering any Standardized Benchmark Assessment (SBA), teachers and coordinators ensure that students are well informed about the following:

- The purpose of the assessment and how results will be used.
- The format and structure of the assessment (e.g., online/multiple choice/cognitive tasks).
- The time duration and assessment schedule.
- The testing environment and procedures to be followed.
- The expectations regarding academic honesty and test conduct.
- The support provided to help students understand test instructions and prepare confidently.

6. Grading System

a. Assessment Weights (Formative & Summative Assessments)

The following table shows the distribution of assessment weightings for each year group. Formative assessments contribute to ongoing learning, while summative assessments evaluate mastery at the end of units or terms.

| Year | Formative Assessment (1) | Formative Assessment (2) | Summative Assessment | End of Year |
|-----------|--------------------------|--------------------------|----------------------|-------------|
| Year 1-4 | 50% | 50% | - | 100% |
| Year 5-10 | 25% | 25% | 50% | 100% |

Note:

- Formative assessments: Support learning by providing feedback to students and teachers.
- Summative assessments: Measure mastery of subject content at the end of a unit, term, or year

b. Grading Key / Performance Descriptors

The following table outlines the judgement key used to describe student performance based on percentage scores. This ensures clarity and consistency in reporting and grading.

| Grade | Judgement / Descriptor | Percentage Range (%) |
|-------|------------------------|----------------------|
| A | Outstanding | 90 – 100 |
| B | Very Good | 80 – 89 |
| C | Good | 70 – 79 |
| D | Acceptable | 60 – 69 |
| E | Weak | 50 – 59 |
| F – G | Very Weak | Below 50 |

This grading key is applied consistently across formative, summative, and term-end assessments to ensure transparent reporting of student performance.

c. Standardized Assessment Reporting – Stanine Scores

- Stanine scores are used to report student performance on standardized assessments such as CAT4 and GL Progress Test Series (PTS).

- The stanine scale ranges from 1 (very low) to 9 (very high), with the average performance at 5.
- Stanine scores provide a norm-referenced measure, showing how a student performs compared to peers nationally or internationally.
- Interpretation of Stanine Scores:

| Stanine | Descriptor | Approx. Percentile Range |
|---------|---------------|--------------------------|
| 1 | Very Low | 1 – 4 |
| 2 | Low | 5 – 11 |
| 3 | Below Average | 12 – 23 |
| 4 | Average Below | 24 – 39 |
| 5 | Average | 40 – 59 |
| 6 | Average Above | 60 – 75 |
| 7 | Above Average | 76 – 88 |
| 8 | High | 89 – 95 |
| 9 | Very High | 96 – 99 |

Note:

- Stanine scores are used for benchmarking and identifying learning needs, but do not contribute to the student’s final grade in the school’s internal assessment system.
- Teachers use stanine results to inform interventions, differentiation, and enrichment planning

d. Academic Grades Requirements

- Final grades reflect student achievement towards standards and learning outcomes only
- Attendance, behaviour, attitude, and participation reported separately
- Grading system clearly communicated to all stakeholders
- Annual review of grade boundaries and benchmark thresholds

7. Responsibilities

- The Assessment Coordinator assumes overall responsibility for the implementation of this policy and ensures that all staff members are made aware of this policy and any related documents.
- Each Subject Leader supports teachers in planning assessment tasks and ensures accurate record-keeping as required.
- Each Class Teacher is responsible for maintaining student records, administering assessment tasks, updating and reporting results, and identifying any learning difficulties a student may encounter, seeking support where necessary.
- The Assessment Leader, Senior Leadership Team, Subject Leaders, and Head Teacher are responsible for disseminating good practice across the school, supporting all staff to feel confident in implementing effective assessment strategies.

8. Accommodations And Modifications

a. Catering for Additional Learning Needs (ALN)

- The SOD audit is carried out annually in Term 1 using standardized tests.
- Children's scores and teacher concerns determine their inclusion on the Additional Needs Register (scores of 70 or below) and the level at which they are entered.
- Children with additional needs are given special consideration. Staff work closely with the Head of Inclusion to develop an Individual Education Plan (IEP), for each child requiring support.
- The IEP aims to address the child's additional needs and allows small, achievable targets to be set. IEPs are reviewed termly, and new targets are established as appropriate.
- For children with more severe learning difficulties, school staff assess needs and develop specialized programs, which are monitored regularly.

b. Accommodation Types:

- Extended time: Additional time for completion of assessments
- Alternative formats: Large print, digital formats, or audio versions
- Physical accommodations: Separate room, special seating arrangements
- Scribe support: Adult to write responses as dictated by pupil
- Reader support: Adult to read questions aloud
- Breaks: Frequent or extended breaks during assessments

c. Monitoring and Review:

- Termly review of accommodation effectiveness.
- Annual evaluation of accommodation policies and procedures.
- Staff training on accommodation implementation.
- Pupil and parent feedback collection

9. Quality Assurance And Moderation

a. Internal Quality Assurance

- Regular moderation meetings within phase teams (minimum once per term)
- Cross-phase discussions ensuring progression and consistency
- Calibration sessions aligning practices with established standards and curriculum expectations
- Annual review of assessment types, marking consistency, and validity.
- External moderation through Edexcel examination processes where applicable

b. Moderation Protocols

- Teachers use rubrics clearly aligned with curriculum standards to assess pupil work consistently and fairly.
- Pupils guided to apply these same rubrics when evaluating their own work and that of their peers, promoting self-reflection and constructive peer feedback.
- Regular, thoroughly documented moderation sessions conducted to collectively review, compare, and agree upon pupil grades.
- Clear criteria and descriptors defining levels of pupil performance for grading consistency.
- Rigorous protocols to prevent grade inflation and ensure accurate representation of pupil achievement

10. DATA ANALYSIS AND UTILISATION

a. Systematic Data Analysis

The school systematically analyses assessment data to monitor student progress, identify learning needs, and inform teaching strategies. This ensures that all decisions regarding instruction, interventions, and curriculum planning are evidence-based.

- Triangulation of internal and external assessment data
- Identification of performance gaps and discrepancies
- Skills-based breakdowns and group-specific tracking.
- Data-driven instructional planning and strategy refinement

b. Intervention Design

- Targeted interventions based on assessment analysis
- Support for pupils with additional learning needs
- Challenge programmes for high-performing pupils
- Regular monitoring of intervention effectiveness

11. Assessment Integrity

a. Maintaining Academic Honesty

- In compliance with Federal Decree Law No. (33) of 2023, the school ensures that all assessments are conducted with integrity and fairness. Measures include:
- Educating students on the importance of academic honesty and ethical conduct.
- Providing proper physical conditions for examinations, including adequate lighting and desk spacing.
- Training invigilators to identify and prevent potential misconduct.
- Establishing clear mechanisms for identifying and managing instances of cheating or malpractice.
- Applying penalties in accordance with the ADEK School Student Behavior Policy.
- Reporting serious violations to ADEK as required.

12. Assessment Security and Data Protection

a. Security and Integrity of Assessment Resources and Data

- The school ensures the integrity and security of all assessment resources, including instruments, confidential assessment materials, and student records.
- All assessment data, including individual student and school-level results, are managed in compliance with Federal Law No. (45) of 2021 Concerning the Protection of Personal Data and the ADEK School Digital Policy.
- Only authorized staff have access to confidential assessment materials and data.

b. Data Sharing and Confidentiality

- The school is not authorized to share any student assessment data with third parties without the written consent of parents and approval from ADEK.
- All procedures for storing, accessing, and transmitting assessment data follow strict confidentiality protocols to safeguard student information.

13. Reporting And Communication

a. Reporting to Parents

- Termly reports including grades and detailed feedback on academic progress and skills development.
- Parent-teacher consultations conducted twice per term.
- Year 10: Additional updates regarding board examination preparation

b. Reporting to eSIS

- Academic grades are reported accurately and consistently in the eSIS system.
- Alignment with benchmark thresholds is maintained.
- Compliance with ADEK School Reporting Policy requirements is ensured.

14. Building Assessment Culture

a. Staff Development

- Training on assessment goals, targets, and best practices
- Professional development on external assessment administration
- Data analysis and reporting training
- Support for new staff in school assessment approaches

b. Pupil Development

- Familiarity with assessment practices and protocols
- Digital literacy skills development
- Critical thinking and reasoning skills embedded across curriculum
- Assessment-capable learners who understand expectations and monitor progress

c. Parent Engagement

- Training sessions on assessment understanding
- Engagement opportunities supporting child's assessment success
- Clear communication of assessment purposes and results
- Partnership in supporting learning at home

15. Assessment Calendar

a. Annual Planning

- Assessment details submitted to ADEK Activity System one week before academic year
- Include internal assessments, SBAs, board exams, and other required assessments
- Coordinator details, testing days, and grade levels specified
- Regular updates maintained throughout academic year

16. Monitoring And Evaluation

a. Internal Indicators

The school monitors and evaluates its assessment practices to ensure effectiveness, reliability, and alignment with curriculum standards. The following indicators are used:

- Pupil progress tracking against benchmark thresholds to monitor academic growth.
- Assessment participation rates and completion statistics to ensure engagement and compliance.
- Data quality and consistency measures to verify accuracy and reliability of results.
- Staff confidence and competence in implementing assessment practices.
- Parent and pupil satisfaction with assessment communication and reporting.
- Findings from monitoring activities are reviewed by the Assessment Leader and Senior Leadership Team to inform professional development, instructional planning, and policy refinement

b. Annual Review Process

- Policy effectiveness evaluation using internal indicators
- Stakeholder feedback collection and analysis
- Alignment check with ADEK requirements and curriculum changes
- Continuous improvement planning based on findings

17. Policy Review And Approval

a. Review Schedule

- Annual policy review using internal indicators
- Governing Board approval ensuring alignment with school goals
- Updates communicated to all stakeholders
- Implementation of revised procedures as required

| | |
|----------------------|-----------------------|
| POLICY TITLE: | Marking Policy |
| DEPARTMENT: | Academic |

| | |
|--|--------------------------------|
| Policy Contact: Assessment Coordinator | Issue Date: 20/05/2025 |
| School: Excel International School | Next Revision Date: 20/05/2025 |
| Reference No: | Version No: 3 |

POLICY STATEMENT

At Excel International School, marking is an integral part of the assessment process that provides meaningful feedback to pupils, informs teaching practices, and supports learning progression. Our marking practices align with ADEK requirements and curriculum standards to ensure consistency, fairness, and educational value.

Aims Of Marking

- Monitor pupil progress against curriculum standards and learning objectives
- Provide timely, constructive feedback that guides pupil improvement.
- Assess understanding and diagnose learning gaps.
- Inform future teaching planning and target setting.
- Ensure marking consistency across the school.
- Establish clear learning targets for individual pupils.
- Evaluate teaching effectiveness and curriculum delivery .
- Support pupil self-reflection and ownership of learning.

Marking Principles

- **Timely:** Work marked promptly to maximise learning impact
- **Purposeful:** Marking relates directly to learning objectives and success criteria
- **Constructive:** Feedback focuses on improvement and next steps
- **Consistent:** Common approaches used across subjects and phases
- **Manageable:** Sustainable workload for teachers whilst maintaining quality
- **Meaningful:** Comments are specific, actionable, and age-appropriate
- **Standards-based:** Aligned with curriculum expectations and benchmark thresholds

Types Of Marking

1. Formative Marking

- **Purpose:** Provide ongoing feedback during learning process.
- **Methods:** Verbal feedback, written comments, symbols, peer marking.
- **Focus:** Progress towards learning objectives and next steps .
- **Frequency:** Regular and ongoing throughout lessons and units

2. Summative Marking

- Purpose: Evaluate achievement at end of learning period .
- Methods: Grades, marks, rubric scores, performance levels .
- Focus: Attainment against curriculum standards and benchmark thresholds
- Frequency: End of units, terms, and academic year

3. Diagnostic Marking

- Purpose: Identify specific learning needs and misconceptions
- Methods: Detailed analysis of errors and understanding gaps
- Focus: Individual learning requirements and intervention planning
- Frequency: As needed based on pupil performance.

Marking Methods

1. Written Feedback





- Positive comments: Celebrate achievements and strengths
- Developmental comments: Specific guidance for improvement
- Questions: Promote deeper thinking and reflection
- Targets: Clear, achievable next steps for learning

2. Verbal Feedback

- Interactive marking: Marking with pupil present
- Immediate feedback: During lessons and activities
- Conferences: Individual discussions about progress and targets
- Documentation: Record of verbal feedback given (VF marking)

3. Marking Symbols

Suggested Shorthand/Codes to be used when marking work (from Early Years onwards) in Writing.

| | |
|---|---------------------------|
| P | Punctuation |
|  | Word missing |
| Cap | Capitalization |
| v.t. | Verb Tense |
|  | Make one word or sentence |
| sp. | Spelling |
| pl. | Plural |
|  | Unnecessary word |
|  | Wrong word order |
| art. | Article |

4. Procedures of Marking

When teachers mark, they should:

- Mark work at the earliest opportunity, particularly if the next lesson builds on what has been taught earlier.
- Ensure marking relates to the learning objectives, success criteria and individual learning targets.
- Focus on both attainment and effort.
- Use the agreed code for marking.
- Try to mark with the child where possible (interactive marking).
- When work is discussed with a child it should be marked to show verbal feedback has been given.
- Allow specific time for children to read, reflect and respond to marking by taking appropriate action
- Check back to ensure that appropriate action has been taken by the child.
- Use the information gained together with other information to adjust future teaching plans and determine future targets and interventions.
- Ensure that their handwriting/language is neat and appropriate to the age and ability of the child.

5. Pupil Involvement in Marking

Pupil involvement in the marking process is vitally important and should be encouraged. Methods may vary according to age and ability, but can include: traffic lights, smiley faces, success criteria checklists, and pupil-written comments.

Self-Assessment

- Pupils may mark their own work at the teacher's discretion (e.g., mental math tests or spelling tests).
- The emphasis is on pupils identifying their successes, addressing misconceptions, and providing opportunities for early teacher intervention.

Peer-Assessment

- When appropriate, and after careful teacher modelling, pupils may assess a partner's work.
- Initially, the focus should be on identifying strengths using the agreed success criteria.
- Peer assessment encourages collaboration, discussion, and reflection on learning.

Shared Marking

- Teachers may use one piece of anonymized work to mark as a class using an interactive whiteboard or visualizer.
- This allows teachers to model the marking process, demonstrate how to apply success criteria, and reinforce key learning points.
- Teachers must monitor how well pupils respond to comments and understand their individual learning targets.

Monitoring and Evaluation of this Policy

To ensure consistency and effectiveness across the school, regular moderation of marking is scheduled as part of the school's monitoring calendar.

This policy is monitored by Senior Leadership Team (SLT) Middle Leadership team (MLT) through:

- Work sampling
- Pupil interviews
- Classroom observations

Written and verbal feedback will be provided to staff, highlighting good practice and identifying areas for development.

| | |
|----------------------|--------------------------|
| POLICY TITLE: | Attendance Policy |
| DEPARTMENT: | Academic |

| | |
|------------------------------------|--------------------------------|
| Policy Contact: Principal | Issue Date: 15/06/2025 |
| School: Excel International School | Next Revision Date: 15/06/2025 |
| Reference No: EIS-Acad-001 | Version No: 2 |

Introduction:

Regular attendance at school is essential if successful development and proper academic progress are to be achieved. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as a part of their duty of care, monitors part or whole day absences.

The school is also governed by ADEK, which has regulations regarding the number of days of student absences. These policies should be read in conjunction with Policy 54 and Policy 55 of the Private Schools Policy and Guidance Manual 2024-25.

Policy Statement:

Our school actively promotes and encourages 100% attendance for all pupils. Our aim is to ensure that pupils arrive at school and to lessons on time.

| School Timings | MONDAY - THURSDAY | FRIDAY |
|-----------------------|-------------------|---------------------|
| FS2 | 7:45 AM – 2:10 PM | 7:45 AM to 11:00 AM |
| Year 1 – 10 | 7:45 AM – 2:10 PM | 7:45 AM to 11:00 AM |

We strive for attendance that is consistently outstanding for all groups of pupils. We will reward good attendance with termly certificates in assembly.

| | |
|-----------------------|---------------|
| OUTSTANDING | 98% and above |
| Very Good | 96% |
| GOOD | 94% |
| ACCEPTABLE | 92% |
| UNSATISFACTORY | below 92% |

Excel International School Attendance Policy

1. Student Attendance

- Daily Attendance is mandatory for all students from the first day of the school year.
- Students are expected to attend school on time each day and for all classes unless prior permission has been granted for absence.
- The school reserves the right to take corrective action against repeated tardiness or absenteeism.
- Attendance will be recorded by the homeroom teacher and administrative staff on the school's management system.

2. Flexible Attendance for KG Students

- **New Policy Addition:**
For KG students, flexible attendance options are available, offering part-time or full-time attendance slots. Parents must select their preferred option at the beginning of the term.
 - **Part-time Option:** Students attend school on pre-determined days or for half-day sessions.
 - **Full-time Option:** Students attend full school days, five days a week.
 - This will be agreed upon during the registration process and communicated clearly to parents at the beginning of the academic year.

3. Student Absence

- Excused Absences include illness, family emergencies, or other valid reasons approved by the school. A written explanation or medical certificate is required for excused absences.
- Unexcused Absences: Any absence without prior notification or a valid reason will be considered unexcused and recorded as such in the school's system.

4. Responsibilities

- **Parents:** Ensure that their child attends school regularly and on time. In case of illness or an emergency, parents should inform the school on the day of absence.
- **School:** Will communicate attendance records and policies clearly with parents and take corrective action if necessary.
- **Principal:** Has the authority to approve or reject leave requests, with discretion to allow exceptions in extenuating circumstances.

5. Early Pick-Ups and Late Drop-Offs

- **New Documentation Requirement:**
Parents must submit requests for early pick-ups or late drop-offs in writing via email or through the school's app.
 - **Planned Early Pick-Ups:** Should be communicated 24 hours in advance, using the school's established channels (email/app).
 - **Emergency Pick-Ups:** Parents may notify the school by phone, but a follow-up written confirmation is required within 24 hours.
 - The school will maintain a record of these requests for accountability and safety purposes.

6. Procedures for Absence Notification

- Parents must inform the school administration in writing about any planned absences, providing valid reasons.
- For illness-related absences of four days or more, a DOH medical certificate must be submitted upon return to school. Otherwise, parents must provide an excuse letter by email or in writing.
- In case of frequent absences without a valid excuse, the school will follow up with parents through phone calls, emails, and official letters.

7. Handling Unresponsive Parents

- **New Follow-Up Process:**
If a student is frequently absent without prior notification, and parents fail to respond to school communications, the school will follow a step-by-step escalation process:
 - **Initial Contact:** Homeroom teacher will call the parents after the first unexcused absence.
 - **Second Contact:** School administration will send an official email after two unexcused absences.
 - **Escalation:** If parents remain unresponsive after multiple attempts, the school will issue a formal letter and may consider reporting the case to ADEK for further action.

8. Attendance for Students of Determination (SAN)

- Students of Determination may be granted special attendance exemptions based on their needs, as outlined in their Individualized Education Plan (IEP).
- Parents of SOD students are encouraged to communicate regularly with the school's Special
- Education department to ensure that any necessary attendance flexibility is accommodated.

9. Principals' Authority for Leave and Exemptions

- The Principal may grant students leave for medical reasons or other extenuating circumstances. Applications for such leave must be submitted in writing, with appropriate documentation (e.g., medical reports).
- The school will make exceptions in cases where ADEK's guidelines allow special provisions, such as long-term illnesses or significant family emergencies.

10. Leave Application and Approval Procedures

- Parents must fill out the school's Leave Request Form for planned absences, which can be found on the school website or requested from the admin office.
- **Medical Leave:** For absences of more than two consecutive days, a doctor's note must be
- submitted.
- **Other Leave:** For non-medical reasons, approval is subject to the school's discretion, based on the importance of the leave.

11. Attendance Monitoring and Reporting

- The school administration will monitor student attendance daily and provide reports to parents regularly.
- Attendance issues, if persistent, will be discussed in meetings with parents to ensure corrective action is taken.
- School reports submitted to ADEK will include attendance summaries as required by regulatory authorities.

12. Communication of Attendance Policy

- The updated attendance policy will be communicated to all parents via the Parent Handbook and will be available on the school's website.

- Any updates to the policy will be shared with parents in writing through official school channels.

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| POLICY TITLE: | Coeducation Policy |
| DEPARTMENT: | Administration |

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| Policy Contact: Principal/Head Teacher | Issue Date: 20/06/2025 |
| School: Excel International School | Next Revision Date: 20/06/2025 |
| Reference No: EIS-Acad-001 | Version No: 1 |

Policy Purpose

The purpose of this policy is to establish clear guidelines regarding coeducation practices at Excel International School. It aims to:

- Identify requirements for the sharing and/or separation of spaces according to gender.
- Define expectations regarding the gender of staff members in accordance with school type and student year levels.
- Promote a respectful, inclusive, and equitable learning environment for all students while maintaining cultural sensitivity and adherence to regulatory standards.

Policy Statement

Excel International School is committed to providing a safe, inclusive, and equitable educational experience for all students, regardless of gender. The school upholds the values of respect, dignity, and equality in all educational and social settings. Gender considerations in space allocation and staffing are guided by regulatory frameworks, cultural norms, and the developmental needs of students.

Scope

This policy applies to all school facilities, activities, and personnel of Excel International School, including academic and non-academic spaces, administrative offices, and extracurricular programs.

Policy Guidelines

1. Shared and Separate Spaces According to Gender

a. Classrooms:

- Coeducational classrooms are permitted for all year levels from FS2 to Year 5. Year 6 onwards classes are separated right through for all subjects.
- Seating arrangements should promote respect and inclusivity among students of all genders.

b. Restrooms and Prayer Rooms:

- Separate restroom and prayer rooms is provided for male and female students and staff.
- Signage and access are clear to maintain privacy, dignity, and safety.

c. Sports and Physical Education:

- Mixed-gender activities are only conducted in lower year levels where appropriate and developmentally suitable.

d. Extracurricular and Common Areas:

- Shared use of libraries, canteen, playgrounds, and assembly halls is permitted, with supervision ensuring respectful behavior and designated areas for boys and girls.

2. Gender of Staff According to School Type and Year Level

a. Kindergarten and Lower Primary (FS2 – Year 1):

- Female teachers and assistants are used for classroom teaching and direct supervision.
- Male staff serve in administrative, support, or specialized subject roles (e.g., PE, Music) under appropriate supervision.

b. Upper Primary and Middle School (Year 6 onwards):

- Both male and female teachers are employed, ensuring gender balance and appropriate representation across subjects.
- Staff model respectful professional interactions at all times.

c. Student Support and Wellbeing Staff:

- Counseling, health, and pastoral care services ensure gender-appropriate staff availability to provide comfort and confidentiality to all students.

d. Administrative and Support Staff:

- Positions are open to all genders, provided the individual demonstrates cultural sensitivity and professional conduct consistent with school values.

Implementation and Monitoring

- The Principal/Head Teacher is responsible for ensuring that coeducation guidelines are effectively implemented and reviewed annually.
- Heads of Departments ensure classroom and activity arrangements comply with the policy.
- Human Resources align recruitment practices with this policy, maintaining gender balance and suitability according to role and year level.

Review Cycle

This policy is reviewed every year or earlier if required by changes in ADEK or Ministry of Education regulations.

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| POLICY TITLE: | CU Guidance Policy |
| DEPARTMENT: | Academic |

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| Policy Contact: CU Guidance Counsellor | Issue Date: 18/06/2025 |
| School: Excel International School | Next Revision Date: 10/06/2025 |
| Reference No: 0024 | Version No: 2 |

Introduction

At Excel International School, we are committed to ensuring that every student is equipped with the knowledge, skills, and guidance to make informed decisions about their future. By integrating career and university (CU) guidance into our academic program, we support students in making smooth transitions into higher education, vocational training, and employment opportunities.

To strengthen this process, the school uses the Unifrog platform, which provides a structured, student-centred digital tool to explore careers, prepare applications, and monitor progress.

This policy is aligned with the requirements of the ADEK Private Schools Policy and Guidance Manual – Career and University Guidance.

Purpose

The purpose of this policy is to:

- Regulate the provision of a high-quality CU guidance program across the school.
- Ensure that students from Cycle 2 onward develop an awareness of careers, workplace skills, and educational pathways.
- Identify the institutional, qualification, and functional requirements for CU Guidance Counsellors.
- Mandate annual evaluation and reporting of CU guidance outcomes to ADEK.
- Integrate Unifrog as a central tool for career exploration, university applications, and tracking student pathways.
- Guarantee equitable access to CU guidance services for all students, including Students with additional learning needs, gifted and talented students, and those from diverse linguistic, social-economic, and cultural backgrounds.

Definitions

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| Additional Learning Needs (ALN) | Individual requirements for additional support, modifications, or accommodations within a school setting on a permanent or temporary basis in response to a specific context. This applies to any support required by students of determination and those who have special educational needs and/or additional barriers to learning, access, or interaction in that specific context (e.g., dyslexic, hearing or visually impaired, twice exceptional, or gifted and/or talented). For example, a student with restricted mobility may require lesson accommodations to participate in Physical Education and building accommodations to access facilities but may not require any accommodations in assessments. Equally, a student with hearing impairment may require adaptive and assistive |
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| | technology to access content in class and may also require physical accommodations (e.g., sit in the front of the class to be able to lip read) to access learning. |
| Career | The learning and work journey an individual will undertake in their professional lifetime. |
| Career and University (CU) Guidance | The process of guiding students in exploring the world of work, making informed decisions about their career, discovering alternative learning pathways, and providing support in preparing applications for postsecondary education and careers. |
| Career and University (CU) Guidance Counsellor | An individual who implements the school's CU guidance program by providing advisory and administrative CU guidance counselling services to students. |
| Continuing Professional Development | All activities undertaken by staff to improve their knowledge, skills, competencies, and performance on a regular basis. CPD includes in-person training, online training (synchronous or asynchronous), coursework, short certificate and degree programs, mentorship programs, peer/collaborative learning, academic conferences, research projects, observational visits, and community programs to share teaching best practices. CPD excludes planning hours and general staff meetings. |
| Cycle | A cycle is a stage in the primary and secondary educational process and is classified in Abu Dhabi as the following: Kindergarten (Pre-KG/FS1-KG2/Year1), Cycle 1 (G1/Y2-G5/Y6), cycle 2 (G6/Y7-G8/Y9) and Cycle 3 (G9/Y10-G12/Y13). Private schools teaching Ministry of Education (MoE) curriculum may follow MoE cycles: KG, Cycle 1 (G1-G4), Cycle 2 (G5-G8) and Cycle 3 (G9-G12). |
| Full-time Equivalent (FTE) | Total workload equivalent to that of a full-time workload for a position. For example, 1 FTE for a single position may be filled by 1 staff member taking on the entirety of the full-time workload or 2 staff members taking an half of a full0time workload each. |
| Gifted and Talented | Gifted students demonstrate exceptional ability in one or more domains. Talented are those who can transform their giftedness into exceptional performance. |
| Higher Education | A type of postsecondary education based on academic learning, leading to a degree/certification issued by a higher education institution (e.g., university, colleges, academics, etc.). |
| Postsecondary | Describes the period that takes place following the completion of secondary school (Cycle 3). Postsecondary options include postsecondary education, employment, sabbaticals, etc. |
| Postsecondary Education | All educational pathways (higher and TVET education) following the completion of secondary school (cycle 3). |

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| <p>Technical and Vocational Education and Training (TVET)</p> | <p>A type postsecondary education based on occupational/technical learning, leading to an award/certification issued by a TVET institution (e.g., technical colleges, polytechnics, etc.).</p> |
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Policy Framework

1. CU Guidance Program

Excel International School's CU guidance program shall include the following components:

- a. **Philosophy** – Fostering an early sense of aspiration for lifelong learning and postsecondary readiness.
- b. **Cycle-Specific Approach** –
 - *Cycle 2 (Year7–9)*: Early career awareness, self-awareness activities, and introduction to Unifrog career library.
 - *Cycle 3 (Year10–12)*: In-depth exploration of career pathways, postsecondary options, structured use of Unifrog for profile building and applications, workplace exposure, and internships (Currently the school has Year 10)
- c. **Skill Development** – Embedding soft skills such as communication, collaboration, and problem-solving, and resilience through workshops, Unifrog skill profiles, and enrichment programs.
- d. **Community Engagement** – Linking students with alumni, universities, and industry professionals, and employers through career fairs, guest lectures, workplace visits, internships, and job-shadowing opportunities.
- e. **Parent Engagement** – Providing orientation sessions for parents on career pathways and Unifrog use.
- f. **Counsellor Support** – Ensuring the availability of at least one full-time equivalent (FTE) CU Guidance Counsellor per 250 students in Cycle 3, in accordance with ADEK requirements.

2. CU Guidance Counsellor

Appointment: The school shall appoint at least one FTE CU Guidance Counsellor as per 250 Cycle 3 students.

Qualifications: A minimum of QFE 7 (Bachelor's degree) and ongoing professional development.

Responsibilities:

- Use Unifrog to track and guide students' career and university planning.
- Support each Cycle 3 student (Grade 9 onward) in building their Unifrog portfolio, subject selection, and university applications.

- Provide administrative support for application processes (recommendations, transcripts, etc.).
- Ensure equity and inclusivity by supporting students of determination, gifted and/or talented, and those requiring additional learning support.
- Establish and maintain partnerships with universities, TVET institutions, and employers.
- Organize CU guidance events, workplace exposure programs, and maintain a CU guidance calendar.
- Engage parents in the guidance process while emphasizing student agency.
- Professional Development: Counsellors will complete at least 25 hours of annual CPD and maintain membership in a professional organization related to CU guidance.

3. Monitoring And Evaluation

The school will use both internal measures and Unifrog reporting tools to track program effectiveness. Indicators will include:

- Student Coverage – Percentage of Cycle 2 and Cycle 3 students receiving CU guidance via Unifrog.
- Counsellor-Student Ratio – Compliance with ADEK’s target ratio of 1:250 for Cycle 3.
- Graduate Destination – Percentage of graduates entering higher education, TVET, or employment.
- Top 3 Destination Success – Percentage of graduates accepted into one of their top three preferred institutions/employers.
- Post-Graduation Tracking – Systematic follow-up of graduates for at least one year after leaving school to record destinations and transitions.

Annual reports will be submitted to ADEK as per compliance requirements.

4. REVIEW

This policy shall be reviewed annually to ensure compliance with ADEK updates and to address evolving student needs and postsecondary opportunities.

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| POLICY TITLE: | Extracurricular Activities and Events Policy |
| DEPARTMENT: | Academic |

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| Policy Contact: Principal/Head Teacher | Issue Date: 20/06/2025 |
| School: Excel International School | Next Revision Date: 20/06/2027 |
| Reference No: | Version No: 1 |

Policy Purpose

The purpose of this policy is to establish clear guidelines for the planning, implementation, and evaluation of Extracurricular Activities (ECAs) and school events at Excel International School. The policy aims to:

- Ensure that the school offers a variety of structured activities outside the formal curriculum that meet a broad range of student interests, needs, and talents.
- Provide opportunities for scientific, intellectual, cultural, artistic, athletic, and philanthropic enrichment.
- Support students in developing essential physical, social, emotional, and cognitive skills and attributes.
- Enhance student wellbeing and foster both individual and team-based talents.
- Set out ADEK-aligned guidance to ensure the safe, inclusive, and effective delivery of all ECAs and events.

Policy Statement

Excel International School is committed to the holistic development of every student. The school recognizes that learning extends beyond the classroom and that extracurricular activities and events play a vital role in shaping students' character, promoting wellbeing, and nurturing lifelong skills. All ECAs and events are designed to be inclusive, age-appropriate, and culturally sensitive, fostering a spirit of engagement, leadership, and excellence.

Scope

This policy applies to all extracurricular activities, clubs, after-school programs, school-wide events, educational trips, competitions, and community-based initiatives conducted under the authority of Excel International School.

Policy Guidelines

1. Range and Inclusivity of Activities

- The school offers a diverse range of ECAs covering academic, artistic, cultural, athletic, and philanthropic domains.
- Participation opportunities are available for all students, regardless of gender, nationality, or ability.
- Activities reflect the school's mission to inspire creativity, collaboration, and global citizenship.

2. Educational Value and Skill Development

- ECAs and events are designed to complement the curriculum and contribute to the development of key life skills, including leadership, teamwork, resilience, problem-solving, and empathy.

- Activities encourage students to explore new interests, enhance self-discipline, and develop a balanced lifestyle.
- 3. Student Wellbeing and Character Building**
 - ECAs actively promote students' physical, emotional, and social wellbeing.
 - Activities and events reinforce values such as respect, integrity, and inclusiveness.
 - Participation enhances students' confidence, sense of belonging, and overall happiness at school.
 - 4. Health, Safety, and Supervision**
 - All ECAs and events comply with ADEK's health, safety, and child protection standards.
 - Adequate staff supervision is required at all times, ensuring that ratios meet regulatory expectations.
 - Risk assessments are conducted for all off-campus events and educational trips.
 - Parental consent is obtained for student participation in off-campus or high-risk activities.
 - 5. Staff Roles and Responsibilities**
 - The Principal/Head Teacher is responsible for the overall approval and monitoring of ECAs and events.
 - The ECA Coordinator oversees planning, scheduling, and coordination across departments.
 - Teachers and facilitators ensure that each activity is purposeful, safe, and inclusive.
 - Support staff assist in logistics, supervision, and event management as required.
 - 6. Community Engagement and Service Learning**
 - The school promotes philanthropic and community-based projects that encourage social responsibility and civic awareness.
 - Students are encouraged to participate in service-learning initiatives that foster empathy and contribute positively to the wider community.
 - 7. Evaluation and Continuous Improvement**
 - All ECAs and events are regularly reviewed to assess educational outcomes, student engagement, and safety compliance.
 - Feedback from students, staff, PULSE Forum and parents inform future planning and program development.
 - Annual reports on ECA participation and impact are submitted to the Principal/Head Teacher and governing body for review.

Implementation and Monitoring

The Principal/Head Teacher, in collaboration with the ECA Coordinator and Heads of Department, ensure this policy is implemented effectively across all divisions. Compliance is monitored through regular evaluations, feedback surveys, and review meetings.

Review Cycle

This policy is reviewed every two (2) years, or earlier if required by updates to ADEK regulations or internal school directives.

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| POLICY TITLE: | Fee Policy |
| DEPARTMENT: | Administration |

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| Policy Contact: Principal/Head Teacher | Issue Date: 15/08/2025 |
| School: Excel International School | Next Revision Date: 15/08/2026 |
| Reference No: EIS-SAD-001 | Version No: 2 |

Introduction

EIS aims to inspire our young people to become achievers with extraordinary determination, establishing the right goals in education, morality, attitude, ethics, and values. The participation and support of the parent community are vital to achieving this ambitious vision, which relies heavily on the financial stability of the organization.

The school's fee policy is designed to maintain this stability and to provide for higher levels and quality in all areas. It is aligned and consistent with ADEK guidelines.

Mode Of Payment

The total approved tuition fee for one academic year is split into:

- AED 500 NON-REFUNDABLE Registration Fees: Payable by all new and existing students four months before the start of the next academic year. This fee is collected to confirm seats and gauge student strength for the next academic year, which greatly aids in planning and filling vacancies.
- First Instalment: The first instalment is payable before the beginning of Term One.
- Monthly Instalments: The remaining fee is divided into nine monthly instalments, payable at the beginning of each month.
- Fee Structure: Please check the attached fee structure on our website through the link: <https://eisalain.com/admissions/fees>

THE TOTAL FEES FOR THE ACADEMIC YEAR CAN BE PAID USING ANY OF THE FOLLOWING OPTIONS:

- In one instalment: Full fee payment at the beginning of the academic year.
- Ten monthly instalments: Payable at the beginning of each month.

Refunds

- The AED 500 registration fee is NON-REFUNDABLE, unless the student is not enrolled in school due to a lack of seats.
- Tuition fees are refundable on a pro-rated basis.
- If a student is withdrawn during the academic year, tuition fees for the month of withdrawal will be retained.
- If a student attends any day in a month, the school has the right to retain the tuition fees and transportation fees for that month.
- If the school fails to enrol the student, registration fees will be reimbursed to parents/guardians in full.

Consequences For Fee Irregularities

Failing to pay tuition fees as per school policy:

- SMS reminders will be sent to parents on the 10th, 17th, and 25th of the month, preferably when an instalment is due.
- The school has the right to withhold report cards and answer scripts for fee defaulters.
- The school may suspend a student for up to three days after sending three warning notices to parents or guardians.
- Defaulting students will not be allowed to continue in school in the subsequent year.
- Registration fees for the following academic year will not be accepted unless parents clear the tuition and transport fees of the previous year.
- If a student takes leave or does not attend classes for personal reasons, the due fee must be paid for the duration of absence. No refund will be given, and no adjustments will be made in such cases if fees were paid earlier.

Books & Uniforms

- Books are included in the tuition fees for the student for the entire academic year. In the event of a transfer or withdrawal from the school, the book fees must be paid.
- All original receipts should be retained. Queries or reimbursement letters will not be entertained without the original receipts.
- No photocopied books or uniforms bought from outside the school will be allowed.
- The uniform fee, once paid, is non-refundable. Uniforms should be picked up within two weeks of purchase.

School Transport

- The school transport is provided on a term basis and not on a monthly basis. However, transport fees can be paid either on a term basis or on a monthly basis along with tuition fees.
- Once enrolled, the transport fee must be paid for the full term, just as tuition fees are payable once admitted to the school.
- Full transport fees must be paid during short vacations or holidays such as winter breaks, post-term vacations, during exam time, and during government-declared holidays. It is only not payable during July/August (summer vacations).
- Once enrolled and paid, no refund of transport fees will be given for any reason. Transport fees cannot be adjusted with any other fees.
- For students whose fees are paid by ministries or companies, transport fees cannot be refunded or adjusted against other fees or transferred to another sibling for any reason.
- One-way transport is not provided. Full fees must be paid even if only one-way transport is desired.
- To cancel the transport service, the Transport Authorization Form should be submitted to the Operations Department before the 25th of the current month, or the transport fee for the subsequent month will have to be paid in full.
- School transport cannot be withdrawn temporarily or suspended for short periods for any reason.

GUARANTEEING ENROLLMENT FOR THE SUBSEQUENT ACADEMIC YEAR

If full payment of any outstanding dues is not made by the 10th of May, in addition to paying the Dhs 500 registration fees for the next academic year, the following will apply:

- The concerned student(s) can continue attending school until the end of the academic year, but will lose enrollment for the subsequent academic year, and the corresponding seat(s) will be available for new applicants.
- Results of tests, examinations, and the transfer certificate (TC) will be withheld until payment is made in full.
- The concerned student(s) will be retained in our school on the ESIS system and will not be able to join another school until obtaining clearance from our school.
- If full payment of the total outstanding balance is made after the above-mentioned final deadlines, the aforementioned consequences will still be applicable, and the concerned student(s) will lose enrollment for the subsequent academic year.

Payment By Departments

- For students' fees paid by ministries or companies, parents are required to pay the fees regularly and claim refunds once received in full.
- Under no circumstances will the school issue a paid receipt or reimbursement letter for an amount that has not been paid.
- The school will not issue payment invoices in advance before the start of the next academic year.

Issuing Of Transfer Certificates

If any student leaves the school for any reason during the academic year, the following applies before the issuance of the TC:

- If leaving between the 1st and 15th of the month, the current month's fee is to be paid.
- If leaving between the 15th and the end of the month, the current and next month's fees are to be paid.
- TCs and pursuing certificates will not be issued during the third term unless fees are cleared.

The tuition fees are due prior to the start of the academic year and are payable in advance of attendance at the start of each term. Tuition fees will be invoiced from the time of admission to ensure that payments can be processed before the start of the term. If your circumstances change, it is essential that you contact us in advance of the deadline so that we can guide you on available options. Please note that all tuition fees are in accordance with the fee structure established by EIS under the guidance of ADEK's School Fee Framework.

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| POLICY TITLE: | Health and Safety Policy |
| DEPARTMENT: | Operations / Health and Safety Department |

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|------------------------------------|-------------------------------|
| Policy Contact: Admin Officer | Issue Date: Sept 2024 |
| School: Excel International School | Next Revision Date: Sept 2026 |
| Reference No: | Version No: 2 |

Purpose

The purpose of this policy is to ensure that all schools provide a safe, healthy, and supportive environment for students, staff, visitors, and contractors.

It establishes a framework for managing occupational safety and health (OSH) risks in compliance with ADEK requirements, ADOSH 4.0 standards, and UAE Federal Law.

This policy reinforces the school's commitment to the prevention of injuries, illnesses, and environmental harm.

Scope

This policy applies to:

- All school campuses, facilities, and operations including classrooms, laboratories, canteens, playgrounds, and offices.
- All employees, students, visitors, volunteers, and contractors.
- All school-related activities, whether during school hours, after-school programs, trips, or events.

Policy Statement

All schools are committed to:

- Providing and maintaining safe premises and facilities.
- Promoting a culture of health, safety, and well-being.
- Identifying and controlling hazards through risk assessment and regular inspections.
- Complying with all applicable ADEK, ADOSH, and national legislation.
- Consulting with employees and students on safety matters.
- Responding promptly and effectively to any emergency or incident.

Legal and Regulatory Framework

This policy aligns with the following frameworks and laws:

- ADEK Health, Safety and Environment (HSE) Framework – 2024
- ADOSH 4.0 – Occupational Safety and Health System Framework (OSHMS)
- Federal Law No. 8 of 1980 (UAE Labour Law)
- Federal Law No. 12 of 2018 on Integrated Waste Management
- NCEMA 6000 – Emergency Preparedness Standard
- UAE Fire and Life Safety Code of Practice (2018)

Roles and Responsibilities

1. School Management / Principal

- Ensure this policy is implemented and maintained.
- Allocate adequate resources for OSH activities.
- Approve risk assessments, emergency procedures, and training plans.

- Lead a culture of safety across all operations.

2. OSH Department / Safety Officer

- Develop and update OSH procedures and records.
- Conduct periodic risk assessments, inspections, and audits.
- Investigate incidents and recommend corrective actions.
- Maintain compliance with ADEK and ADOSH reporting requirements.
- Deliver training and awareness sessions for staff and students.

3. Employees

- Follow all safety instructions, procedures, and training provided.
- Report hazards, near-misses, and incidents immediately.
- Use personal protective equipment (PPE) when required.
- Maintain safe working practices and a tidy work environment.

4. Students

- Follow school safety rules and staff instructions.
- Report unsafe behavior, damaged equipment, or hazards.
- Participate actively in school safety drills and awareness programs.

5. Contractors and Visitors

- Comply with all school OSH requirements and access procedures.
- Follow the Contractor Management Policy and work permit conditions.
- Report any incidents, unsafe conditions, or emergencies immediately.

Risk Management

- Schools must implement a comprehensive risk assessment process for all activities and facilities.
- Control measures must be designed to eliminate or minimize risks to acceptable levels.
- Risk Assessment Registers must be maintained and reviewed regularly, especially after incidents or changes in operations.

Health and Safety Procedures

Each school must establish written procedures for key areas, including:

- Emergency Preparedness and Evacuation
- Fire Safety Management
- First Aid and Medical Emergencies
- Hazardous Material Control
- Manual Handling and Ergonomics
- PPE Usage and Maintenance
- Incident Reporting and Investigation
- Contractor and Visitor Management
- School Transportation Safety

Training and Awareness

- All employees will receive OSH induction training upon joining.
- Regular refresher training will be provided annually.

- Specialized safety training (fire warden, first aid, chemical handling, etc.) will be given as per role.
- Safety awareness programs will be organized for students to promote safe behaviors.

Health and Well-being

- Schools shall promote staff and student wellbeing and mental health.
- Healthy lifestyle campaigns and safe recreational environments will be encouraged.
- Schools will ensure access to clean drinking water, healthy meals, and comfortable learning spaces.

Incident Reporting and Investigation

- All incidents, near-misses, and injuries must be reported to the OSH Officer immediately.
- An Incident Investigation Report must be completed within 48 hours.
- Findings will be reviewed, and corrective/preventive actions implemented.
- Records will be maintained for monitoring and review by ADEK or internal audits.

Monitoring and Review

- Regular inspections, audits, and risk reviews will be conducted to ensure compliance.
- Health and safety performance indicators will be monitored and analyzed.
- Policy effectiveness will be reviewed annually or after any major change in law or incidents.

References

- ADEK Health, Safety & Environment Framework (2024)
- ADOSH 4.0 – Occupational Safety and Health System Framework
- Federal Law No. 8 of 1980 (UAE Labour Law)
- Federal Law No. 12 of 2018 (Waste Management)
- UAE Fire and Life Safety Code (2018)
- NCEMA 6000 – National Emergency Preparedness Framework

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| POLICY TITLE: | Healthy Eating and Food Safety Policy |
| DEPARTMENT: | Operations / Health and Safety Department |

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| Policy Contact: Admin Officer | Issue Date: Sept 2022 |
| School: Excel International School | Next Revision Date: Sept 2026 |
| Reference No: | Version No: 2 |

Purpose

The purpose of this policy is to promote healthy eating habits and ensure that all food provided, served, or consumed on the premises of Excel International School is safe, nutritious, and hygienically prepared. The policy supports the physical and mental well-being of students and staff, in compliance with ADEK, ADAFSA, and the UAE Ministry of Health regulations.

Scope

This policy applies to all canteen services, school kitchens, and food vendors operated or managed by JORY CATERING SERVICES – SOLE PROPRIETORSHIP L.L.C. within Excel International School. It also covers all staff and students consuming food or beverages at school, and all events, field trips, and extracurricular activities involving food preparation or distribution.

Policy Statement

The Excel International School is committed to:

- Providing healthy and balanced food options to promote lifelong wellbeing.
- Ensuring that all food sold or served meets ADAFSA food safety and hygiene standards.
- Preventing foodborne illnesses and allergic reactions through safe handling practices.
- Educating students on the importance of nutrition, hydration, and healthy lifestyle choices.

Legal and Regulatory Framework

This policy is established in line with:

- ADEK Health, Safety & Environment Framework (2024)
- Abu Dhabi Agriculture and Food Safety Authority (ADAFSA) – Food Code (2020)
- Federal Law No. 10 of 2015 on Food Safety
- ADOSH 4.0 – Occupational Health and Safety Requirements
- UAE Cabinet Resolution No. 39 of 2017 – School Health Standards
- World Health Organization (WHO) – School Nutrition Guidelines

Objectives

- Encourage students and staff to make healthy and informed food choices.
- Ensure that all school food meets nutritional and hygiene standards.
- Prevent food-related illnesses and allergic reactions.
- Promote a safe and supportive environment for eating and drinking.
- Support sustainability and waste reduction in school food operations.

Roles and Responsibilities

1. School Principal / Director

- Ensure compliance with ADEK and ADAFSA food safety requirements.
- Approve food suppliers, vendors, and menu plans.
- Provide resources for food hygiene training and inspection.

2. OSH Department / Health and Safety Officer

- OSH Officer and Nurse conduct regular food safety inspections in canteens and kitchens.
- Maintain a Food Safety Register (OSH-R-42A) with inspection results.
- Ensure staff and vendors complete food safety and hygiene training.
- Report and investigate food-related incidents or complaints.

3. Canteen Operator / Food Vendor

- Obtain all required ADAFSA permits and food handler medical certificates.
- Maintain proper hygiene during storage, cooking, and serving.
- Implement temperature control for hot and cold foods.
- Label all foods correctly, including expiry dates and allergen information.
- Prevent contamination and pest access in food areas.

4. School Nurse / Clinic

- The EIS also maintains student food allergy records.
- Respond promptly to food-related allergic or medical emergencies.
- Coordinate with canteen staff, teachers, and parents on allergy management plans.

5. Teachers and Supervisors

- Encourage healthy eating in class, breaks, and during events.
- Ensure students wash their hands before eating.
- Reinforce food safety awareness messages.

6. Students and Parents

- Support the school's healthy eating guidelines.
- Students are prohibited from bringing food items such as energy drinks or fast food.
- Inform Excel International School of any allergies or dietary restrictions.

Healthy Eating Guidelines

- Meals and snacks served must be nutritionally balanced, including fruits, vegetables, proteins, and whole grains.
- Avoidance of fried, high-sugar, and high-salt items.
- Provide safe drinking water accessible to all students.
- Encourage the use of reusable lunch boxes and bottles to promote sustainability.
- Prohibit the sale or promotion of junk food, energy drinks, and carbonated beverages.
- Water stations will be available throughout the school.

Food Safety and Hygiene Requirements

- All food handlers must wear clean uniforms, gloves, hairnets, and masks.
- Handwashing facilities with soap and paper towels must be available.
- Surfaces, utensils, and equipment must be sanitized before and after use.
- Raw and cooked foods must be stored separately to prevent cross-contamination.
- Refrigerators must be maintained at below 5°C, and hot foods above 60°C.
- Food waste must be collected daily and disposed of hygienically.

Food Storage and Temperature Control

- Food deliveries must be checked for temperature, expiry, and condition.
- Perishable items must be labeled with delivery and use-by dates.
- Cold storage and freezers must have temperature monitoring logs.
- Dry storage must be well-ventilated and pest-free.
- Expired or spoiled food must be disposed of immediately.

Food Allergy Management

- Maintain an Allergy Register (OSH-R-42B) with details of students' allergies.
- Clearly label all food items that contain common allergens (e.g., nuts, dairy, gluten, eggs).
- Train canteen and supervisory staff in anaphylaxis recognition and EpiPen use.
- Display allergen awareness posters in food service areas.

Food Poisoning and Incident Response

- Any suspected food poisoning case must be reported to Excel International School's Clinic and OSH Department immediately.
- Affected individuals should receive prompt medical attention.
- The Food Incident Report Form (OSH-F-42A) must be completed.
- The OSH Officer must investigate the source, isolate suspect food, and inform ADAFSA if required.
- Preventive actions must be recorded and implemented.

Training and Education

- All food handlers must complete ADAFSA-approved Food Safety and Hygiene Training.
- Students should receive nutrition and hygiene education through classroom programs and campaigns.
- Annual awareness events should promote healthy eating, sustainability, and wellbeing.

Food Safety Audits and Inspections

- The OSH Officer and School Clinic team will conduct monthly inspections of food facilities.
- External audits may be conducted by ADAFSA or ADEK.
- Any non-compliance findings must be corrected immediately.

Sustainability and Waste Reduction

- Minimize food waste through careful portion control and menu planning.
- Promote eco-friendly practices, including recycling and composting where possible.
- Avoid the use of single-use plastics in food service operations.

Monitoring and Review

- The OSH Officer will maintain a Food Safety Monitoring Log (OSH-R-42C).
- Policy effectiveness will be reviewed annually or after any food safety incident.
- Updates will reflect new ADAFSA or ADEK regulations.

References

- ADEK Health, Safety & Environment Framework (2024)
- Abu Dhabi Agriculture and Food Safety Authority – Food Code (2020)
- Federal Law No. 10 of 2015 on Food Safety

- ADOSH 4.0 – Health and Hygiene Standards
- UAE School Health Guidelines (Ministry of Health)
- WHO School Nutrition Guidelines (2023)

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|----------------------|-------------------------|
| POLICY TITLE: | Inclusion Policy |
| DEPARTMENT: | Academic |

| | |
|------------------------------------|--------------------------------|
| Policy Contact: Head of Inclusion | Issue Date: 18/06/2025 |
| School: Excel International School | Next Revision Date: 10/06/2025 |
| Reference No: 0018 | Version No: 3 |

Introduction

Excel International School is dedicated to provide each and every one of our kids a suitable and excellent education. As outlined in Federal Law No. 29 of 2006, EIS supports a rights-based approach to education for all pupils in which a sense of equity and inclusion is ingrained in all facets of the community. The policy offers guidelines to make sure the school is supported in building internal capacity to recognise and remove obstacles that limit the academic success and educational experience of Students with Additional Learning Needs.

Purpose

The purpose of this policy is to give teachers, phase coordinators, middle leaders, and staff member's guidelines on how to recognise and assess students who might have Additional Learning Needs. The quality standards of ADEK will be upheld by this policy.

The following are the specific premises of this policy:

- Excel International School (EIS) has the responsibility to identify Students with Additional Learning Needs
- EIS has the responsibility to foster collaborative home school partnerships to support Students with Additional Learning Needs
- EIS has the responsibility to provide arrange of opportunities and to monitor and evaluate programs for Students with Additional Learning Needs
- Teachers, with support of the Head of Inclusion Department, have the responsibility to identify the Students with Additional Learning Needs in their classes
- Teachers have the responsibility to select and implement a variety of teaching strategies for inclusion in programs for the range of Students with Additional Learning Needs in their classes
- EIS has to provide opportunities for staff development in the education of students with Additional Learning Needs to teachers and other appropriate personnel
- Teachers, with support of the Inclusion Teacher and /or Head of Inclusion Department have the responsibility to prepare the Documented Learning Plan (Individual Educational Plan - IEP) for Students with Additional Learning Needs

TERMS THAT YOU NEED TO KNOW IN EIS:

| | |
|------------------|--|
| Inclusion | Inclusion is seen as a universal human right. The aim of inclusion is to embrace all people irrespective of race, gender, disability, medical or other need. It is about giving equal access and opportunities and getting rid of discrimination and intolerance |
| | Individual requirements for additional support, modifications, or accommodations within a school setting on a permanent or temporary basis in response to a specific |

| | |
|--|---|
| Additional Learning Needs (ALN) | context. This applies to any support required by students of determination and those who have special educational needs and/or additional barriers to learning, access, or interaction in that specific context (e.g., dyslexic, hearing or visually impaired, twice exceptional, or gifted and/or talented). For example, a student with restricted mobility may require lesson accommodations to participate in Physical Education and building accommodations to access facilities but may not require any accommodations in assessments. Equally, a student with hearing impairment may require adaptive and assistive technology to access content in class and may also require physical accommodations (e.g., sit in the front of the class to be able to lip read) to access learning. |
| Instructional accommodations | Any adjustments to the way in which teaching takes place, including lesson delivery and behavior management, so that it is suitable for the needs of students with additional learning needs. |
| Environmental accommodations | These are available to students who benefit from adaptations within the learning environment. These can include the following: preferential seating (i.e., seating at the front of the class) limiting distracting stimuli. increased distance between desks. |
| Assessment accommodations | An assessment accommodation is defined as a change in how an assessment is presented or how the applicant is asked to respond. Accommodations may include changes in the presentation format, response format, assessment setting, timing, or scheduling. |
| Annual review | An annual review meeting comprises of the Inclusion teacher, phase coordinator, social worker / counsellor, that meet to discuss progress and provision for any students with additional learning needs who require a highly personalized approach to learning |
| Clinical assessment report | A report arising from assessment of a student, conducted by a clinical psychologist, education psychologist, speech and language pathologist, doctor, or other suitably qualified professional. |

Vision

To provide equal opportunities to all children, regardless of their individual characteristics, their learning needs and to promote a sense of belonging and acceptance within their class and school.

Mission

- To build self-confidence, humility and love towards learning and create a sense of belonging to the school community and UAE values

- Raising pupils' performance levels in class and extracurricular activities in accordance with their abilities

Our Values

To achieve our vision and mission, Excel International School will work consistently with these values:

- Children accept the rules of behaviour that lead to a happy and caring community
- We encourage children to develop a sense of responsibility for their own learning, be self-evaluative and involved with targets for their own improvement
- We celebrate children's talents and achievements

Admission Process

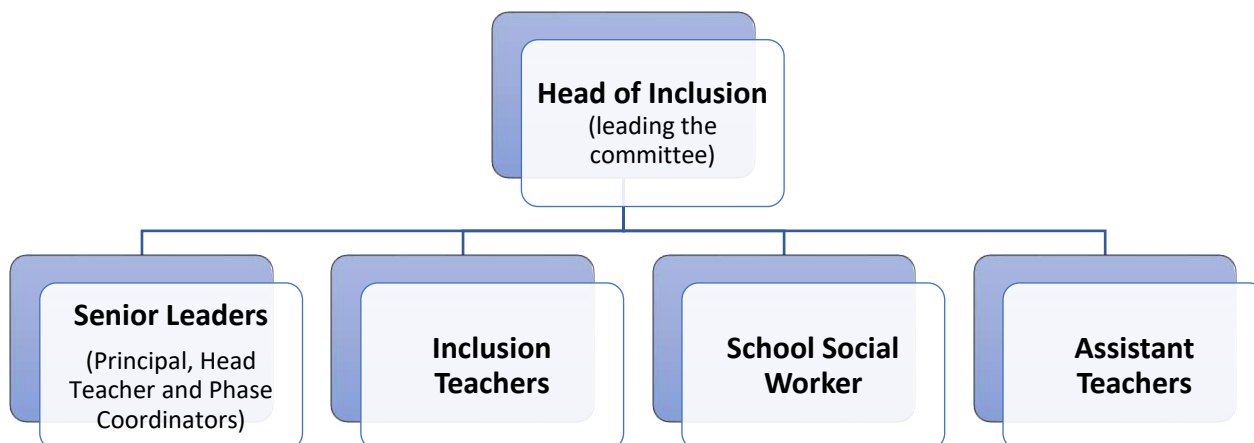
In line with the principles of Federal Law No. (29) Of 2006 Concerning the Rights of People with Disabilities and its amendments, Students with Additional Learning Needs shall, under no circumstance, be denied a place at a preferred school, provided the school has the capacity to admit them in the appropriate grade/year.

As a school, EIS observes the following steps during the admission process of Students with Additional Learning Needs:

- To prioritize Students with Additional Learning Needs and their siblings in the same school
- To request original clinical assessment reports from parents completed by a specialist
- To support the transition process for all students with additional learning needs such as students starting school for the first time, transferee from a specialized or any educational provision and from exchange programs
- To provide any accommodation during assessment as it is a part of the school's admission process

Inclusion Committee

Excel International School is committed to providing an inclusive school environment to all. In EIS, a committee has been formed to provide such support and service to Students with Additional Learning Needs. The following are involved in creating an Inclusion Committee led by the Head of Inclusion and together with the Safeguarding Committee:

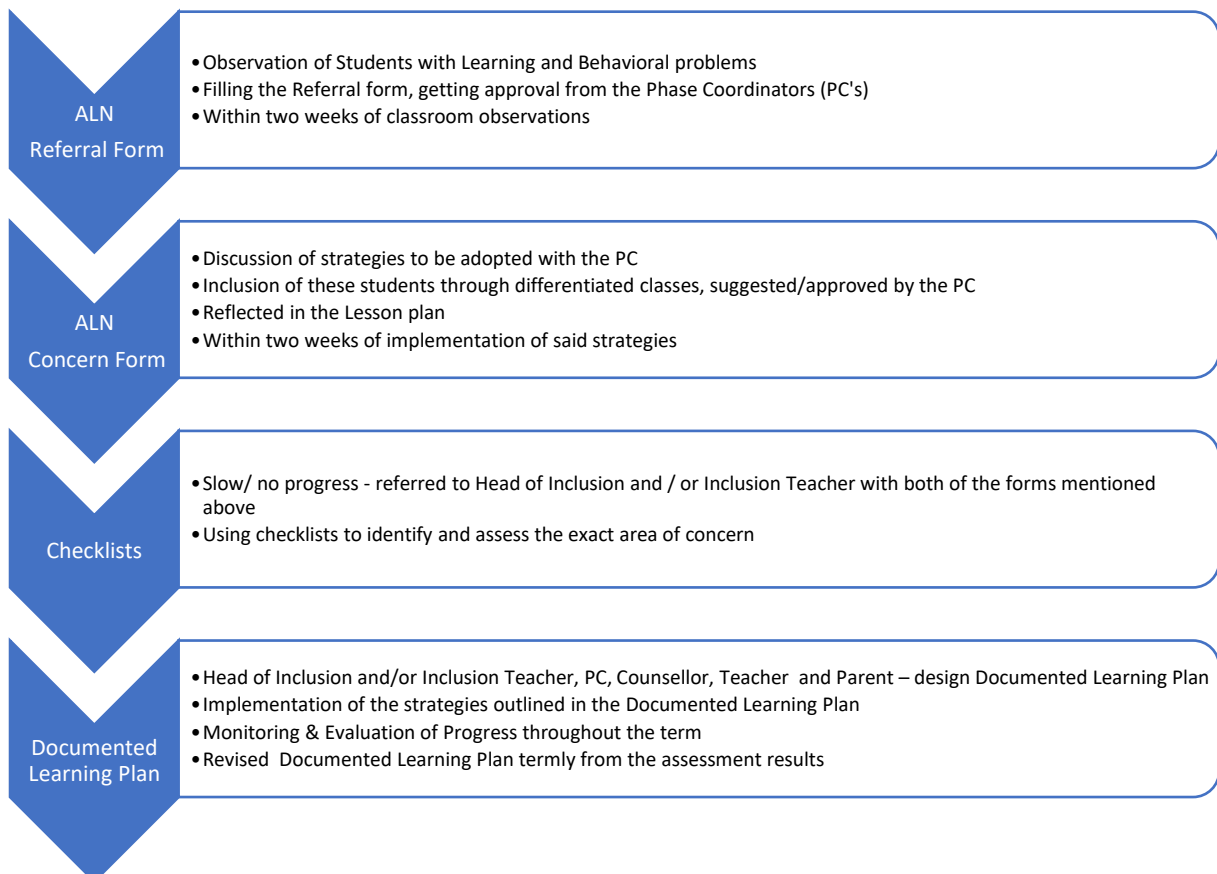


Physical Accessibility In School

The school adheres to the universal design approach to provide accommodation and accessibility for students with Additional Learning Needs, among are the following:

- Accessibility in parking spaces, pathways and playgrounds
- Ramps from the ground floor going to the play area and Discovery Forest
- Stairs with handrails and tactile indicators on each step
- Signage placed visible for the students, staff and visitors
- Accessible bathrooms
- Personal Emergency Evacuation Plan (PEEP)
- Access to school buses
- Risk Assessment
- Desk and chairs with suitable seating arrangement
- Specialized teaching spaces such as Discovery Forest, Laboratories, Language Room, Art Room and sports facilities
- Classroom acoustics and lighting
- Dedicated spaces for intervention (SAN Resource Room, Library)
- Non-digital teaching and learning resources
- Digital teaching and learning resources
- Lift or ramp from ground floor to the first floor *(to be installed in the near future)*

Identification Procedure for Student With Additional Learning Needs (ALN)



Assessment

Early identification of Students with Additional Learning Needs is vital. The class teacher informs the Phase Coordinator and the Head of Inclusion or the Inclusion Teacher of any concerns at the earliest opportunity so that early intervention can be put in place as required. They are done through the following:

- Observation in different environmental settings
- Usage of Checklists
- Conducting specific and relevant test according to the student's need
- External assessment may require from outside the school (by experts, clinicians)

The Inclusion Teacher and /or Head of Inclusion works closely with parents, teachers, counsellors and phase coordinators to plan an appropriate program of intervention and support.

Identification Procedure For Gifted And Talented Students:

1. Screening/Nomination

- Nomination done by Teachers, Parents and Phase Leaders of a student showing giftedness and talent

2. Data Collection

- Student's data will be collected from standardized tests, continuous and summative assessment, projects, achievements and performance

3. Multiple Criteria Evaluation

- From the data collected, students are then categorized in their specific criteria (Intellectual Giftedness, Academic Giftedness and Psychomotor or Creative Talent)

4. Review and Decision-Making

- Upon setting the student's criteria, goals and objectives will be discussed and documented in their ALP and communicated to the Teachers, Parents and Phase Leaders

5. Monitoring and Review

- Progress Trackers and ALP assessments will be followed to review the progress

Multiple Criteria

Upon data collection and analysis, Gifted and Talented Students will be categorized in different criteria:

- Intellectual Giftedness
- Academic Giftedness in a specific subject
- Psychomotor and Creative/Visual Arts Talent

INTELLECTUAL
GIFTEDNESS

- A child is considered or put under this criterion if he/she has shown exemplary marks in all of his/her subjects (95 and above final marks each term in all subjects, excluding elective subjects)

ACADEMIC GIFTEDNESS

- If a child is showing excellent performance in a specific subject/s, he/she will be put under this criterion (95 and above marks in a subject per term)

PSYCHOMOTOR AND
CREATIVE / VISUAL ARTS
TALENT

- A child will be put under this criterion if he/she has showcased his/her outstanding abilities during sports competitions, school performance, art projects and literary works

Once the child is under a certain criterion, support services and plan will be taken by the Inclusion Teacher, Teachers, HODs and Phase Coordinators. Close monitoring will also be observed through trackers and assessment.

Documented Learning Plan (Dlp)

Strategies employed to enable the student to progress in Academics, Communication, Language, Social-Emotional and Behaviour skills will be recorded within a Documented Learning Plan which is an Individualized Educational Plan (IEP) for the students of determination (SoD), an Individual Behavioural Plan (IBP) for students having behavioural problems, Individual Action Plan (IAP) for students with Additional Learning Needs and an Advanced Learning Plan (ALP) for the gifted and talented students.

The Documented Learning Plan (DLP) is the working document of students with Additional Learning Needs. It has all the basic details of the students. The Documented Learning Plan has the following elements:

| | |
|---|---|
| <p>Individualized Education Plan (IEP) -for Students of Determination (SoD)</p> | <ul style="list-style-type: none"> ○ Student's basic information ○ Relevant assessment data ○ Background information ○ Accommodations for learning ○ Special Educational Program – Subject wise (English, Math, Arabic) and skill wise (communication, language, social – emotional, behaviour) ○ Human resources ○ IEP Development team |
| <p>Individual Behaviour Plan (IBP) -for students having behavioural problems</p> | <ul style="list-style-type: none"> ○ Student's basic information ○ Objective/Goal Setting ○ Behavioural Analysis ○ Strategies and Interventions ○ Action Plan ○ Monitoring and Evaluation ○ Documentation or Record-keeping ○ IBP Development Team |

| | |
|--|--|
| <p>Advanced Learning Plan (ALP) -for students who are gifted and talented</p> | <ul style="list-style-type: none"> ○ Student’s Profile ○ Table of Data Collected ○ Goals and Objectives (Short and Long Term) ○ Advanced Learning Strategies and Curriculum Modifications ○ Outcome or Results to track progress ○ Social and Emotional Support Services ○ Parent Collaboration and Student Involvement ○ ALP Development Team |
| <p>Individual Action Plan (IAP) -for students with Additional Learning Needs (ALN)</p> | <ul style="list-style-type: none"> ○ Student’s basic information ○ Student’s area of strengths ○ Student’s area of difficulty ○ Background information ○ Long term and Short term goals (English and / or Math) ○ Strategies and Accommodations ○ Resources ○ Support Schedule ○ Monitoring and Reflection notes |

The Risk Assessment and Personal Emergency Evacuation Plan (PEEP) will be included / attached in student’s ALN Folder and will be reviewed termly.

Nature Of Intervention

1. **Additional Learning Needs:** The Inclusion Teacher and / or Head of Inclusion, Phase coordinator, Teacher and Assistant Teacher will decide on the action needed to help the student to progress in the light of their earlier assessment. This may include:
 - Different learning materials or special equipment
 - Some group or individual support.
 - Monitor its effectiveness.
 - Staff development and training to introduce more effective strategies.

Students with Additional Learning Needs are provided with “Push-in sessions” and “Pull-out sessions.”

Push-in and Pull-out sessions

| | Push-in sessions | Pull-out sessions |
|----------------|--|--|
| What are they? | Specialists work closely with students in the general education classroom. Instructional support, differentiated instruction, or related | Specialists work closely with students outside of the general education classroom. Instructional support or related services are provided in small groups or one-on-one in a separate setting. |

| | | |
|---------------|---|---|
| | services are provided in the classroom | |
| How it works? | Push-in sessions happen in general education classrooms. The general education teacher, learning support teacher, inclusion teacher work collaboratively. Push-in provider brings the instructions and any necessary materials to the students. | Pull-out sessions typically happen in a setting outside the general education classroom. While the general education teacher is an important resource, he/she is rarely involved in pull-out sessions. Instead, the specialist provides the instruction, and it doesn't have to be integrated with the general education curriculum. It really depends on a student's needs. The student's goes to the pull-out provides room to work one-to-one or in small group setting. |

Pull-out sessions are provided twice in a week for students with Additional Learning Needs. The Push-in sessions are provided mainly in the English and Math classes. During the pull-out sessions the student's goals and interventions are given as per their needs that are mentioned in the Documented Learning Plan (IEP).

Pull-out sessions are taken by the Inclusion Teacher and / or Head of Inclusion on a one-to-one basis and the Learning Support Teachers in small groups.

1. **Gifted and Talented:** The Inclusion committee will be providing support program and services to help achieve the goals and targets of the gifted and talented students. Mentors will be assigned in ensuring that the students will receive full support in their training and sessions. These services will include:
 - ✓ Curriculum Modifications from Teachers
 - ✓ Extracurricular Activities
 - ✓ Mentor-Mentee meetings
 - ✓ Training and Practice sessions
 - ✓ Counselling support with the School Social Worker
 - ✓ These are all documented and recorded in the Advanced Learning Plan. Progress trackers and checklists will be used all together and will be reviewed per term.

Monitoring And Evaluation

The Teacher and Inclusion Teacher monitor the progress of students with Additional Learning Needs in school. The Inclusion Teacher and/ or Head Teacher is involved in supporting teachers involved in preparing Documented Learning Plan (Individual Educational Plan) for children. The Inclusion Teacher and / or Head of Inclusion and the class teacher hold regular meetings to review the work of the school in this area. The Head of Inclusion, Inclusion Teacher, Head Teacher, Phase Coordinators, Teachers and Assistant Teachers meet frequently to discuss the students' progress and well-being. The Inclusion Teacher and/or Head of Inclusion and the teacher will record the student's level of learning and progress, which will be reviewed during the time of final evaluation.

Partnership With Parents

Achievement for all – To improve the engagement of parents of Students with Additional Learning Needs with the school:

- At the stages of the special needs process, the school keeps parents fully informed and involved.
- The school takes into account the wishes, feelings and knowledge of parents.
- The school encourages parents to make an active contribution to their student’s education and over-all development.

While writing the Documented Learning Plan (IEP) for the students with Additional Learning Needs, the school encourages the parent to be part of the team, as they are very important and they play a vital role in the student’s life. Their suggestions and comments are considered during the time of planning the goals and objectives for the students.

While drafting the risk assessment, parents are involved and are questioned on essential details that are necessary to write in the risk assessment.

The school conducts a Parent-Teacher meeting per term with parents of students with Additional Learning Needs to share the progress that they have attained in that particular term. Parents are well informed about their child’s entire support plan. Parents are aware that they can call the school to discuss about the student’s concerns, needs and interventions even in between the term whenever necessary.

In school, if a child is suspected to have ALN symptoms, the parents are called in for a formal meeting to discuss about the identified diagnosis. Parents are then well guided to the external agency for a formal professional diagnosis for a “Psychoeducational Assessment.” The school will also share information to the parents of any outside interventions like speech therapy, physiotherapy, occupational therapy and sensory integration sessions if necessary for the student. The school will provide them of the external agency that the school has an active collaboration with.

Role Of Principal and Senior School Leadership

The Principal and Senior School Leadership’s responsibilities to students with Additional Learning Needs include:

- Ensuring that provision of a high standard is made for Students with Additional Learning Needs
- Ensuring that students with Additional Learning Needs are fully involved in school activities
- Having regard to the ADEK Inclusion Policy when carrying out these responsibilities
- Ensuring that the Risk Assessment is done with all the Students with Additional Learning Needs
- Being fully involved in developing, monitoring and subsequently reviewing Inclusive policy
- Providing an annual report to parents on the school’s inclusive Policy, on the work done by the Inclusion Teacher and /or Head of Inclusion and progress made by students with Additional Learning Needs

Role Of Head of Inclusion

In our school, the Head of Inclusion:

- Manages the day-to-day operation of the policy
- Co-ordinates the provision for individual student

- Equips every member of staff with the confidence to address Students with Additional Learning Needs
- Manages responses to student's special needs
- Supports and advises colleagues
- Seeks advice from external agencies as and when required
- Contributes to and manages the records of all students with Additional Learning Needs
- Manages school-based assessment and completes the documentation required
- Acts as a direct link with parents
- To adhere to the rules from the Ministry of Education for People of Determination

Role Of Inclusion Teacher

Being the Inclusion Teacher has the role of:

- Advocating and implementing teaching strategies to cater the students' needs
- Collaborating with Teachers in developing and delivering inclusive lesson plans
- Partnering with specialists and other professionals to provide necessary support to students
- Participating and drafting the Documented Learning Plan
- Regularly assessing and monitoring the child's progress to ensure they are meeting their goals and adjust support if needed
- Maintaining open communication with parents in regards to their child's progress and support
- Engaging in professional development and remain updated with inclusive teaching strategies
- Managing and utilizing resources to support inclusive education

Role of Teacher

The role of the Teacher includes:

- Adapting teaching methods and materials to accommodate the diverse learning needs of students
- Working collaboratively with the Inclusion Committee to support students with additional learning needs
- Fostering a welcoming, respectful and supportive classroom environment
- Monitoring the academic and social progress of the student with ALN and provide timely feedback
- Providing appropriate accommodations and modifications to support the student
- Reflecting and evaluating teaching practices that best works with the student

Role of Assistant Teacher

The Assistant Teacher is expected to:

- Support the Teacher in implementing differentiated instruction to small groups or individual students to reinforce learning
- Assist in facilitating class activities and provide targeted support to students with ALN
- Work closely with the Teacher and Inclusion Teacher to ensure that inclusive strategies are done properly and accordingly
- Assist in managing classroom behaviour to help create a positive learning environment
- Provide feedback and help document the students' progress to the Teacher
- Assist in preparation and use differentiated resources and materials that are conducive in learning

Role of Learning Support Assistant (Shadow Teacher)

The Learning Support Assistant (shadow Teacher) is expected to:

- Provides academic, social, and emotional support under the guidance of the class teacher and Inclusion Department.
- Assists in implementing Individual Education Plans (IEPs) and accommodations as outlined by the Inclusion Team.
- Supports differentiated instruction and promote active participation and independence of the student.
- Monitors student progress and shares relevant feedback with teachers and the Inclusion Team.
- Encourages positive behaviour and ensures consistency with the school's Behaviour Management Policy.
- Maintains confidentiality and demonstrates professionalism in all interactions.
- Participates in training, meetings, and professional development sessions as directed by the school.

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|----------------------|---------------------------------|
| POLICY TITLE: | Parent Engagement Policy |
| DEPARTMENT: | Administration |

| | |
|--|--------------------------------|
| Policy Contact: Principal/Head Teacher | Issue Date: 20/06/2025 |
| School: Excel International School | Next Revision Date: 20/06/2025 |
| Reference No: | Version No: 1 |

Policy Purpose

The purpose of this policy is to establish a clear framework for effective and meaningful engagement between Excel International School and parents. The policy aims to:

- Set out ADEK's expectations regarding schools' engagement with parents and guardians.
- Outline the requirements for a Parent-School Agreement and a Parent Handbook.
- Define parents' roles and responsibilities in supporting their child's learning, development, and wellbeing.
- Encourage schools to provide multiple opportunities for parents to participate actively in school life.
- Promote consistent, transparent, and respectful communication between the school and parents.

Policy Statement

Excel International School acknowledges that parents and guardians are essential partners in the educational process. The school is committed to fostering a culture of collaboration, trust, and open communication, ensuring that parents play an active role in supporting their children's academic, social, and emotional development.

Through this partnership, the school aims to enhance student outcomes, strengthen community engagement, and ensure alignment between home and school values.

Scope

This policy applies to all staff, parents, and guardians associated with Excel International School. It governs all aspects of parent-school communication, participation, and collaboration in both curricular and extracurricular contexts.

Policy Guidelines

1. Parent-School Agreement (PSA)

- The school maintains a Parent-School Agreement outlining the shared responsibilities of the school, parents, and students.
- The PSA defines expectations related to attendance, discipline, communication, academic support, and adherence to school policies.
- Parents are required to review and sign the agreement upon enrollment and at the beginning of each academic year.
- The agreement serves as a formal commitment to maintaining a positive and cooperative partnership between parents and the school.

2. Parent Handbook

- A comprehensive Parent Handbook is provided annually to all parents and guardians.

- The handbook includes information on the school’s philosophy, code of conduct, academic calendar, curriculum overview, safety procedures, communication channels, and contact details.
- The handbook is reviewed and updated annually to ensure relevance and compliance with ADEK regulations.
- Parents are encouraged to familiarize themselves with its contents and adhere to all stated policies and procedures.

3. Parental Role in Learning, Development, and Wellbeing

Parents play a vital role in their child’s success and are expected to:

- Encourage regular attendance, punctuality, and active participation in learning.
- Reinforce positive attitudes toward education and school values at home.
- Monitor academic progress and communicate constructively with teachers regarding concerns or achievements.
- Support their child’s wellbeing by fostering a balanced lifestyle that includes healthy routines, rest, and emotional support.

The school provides opportunities for parents to access guidance and resources on how to best support their child’s development.

4. Parent Involvement in School Life

The school promotes and facilitates parental involvement in various aspects of school life, including:

- Parent-Teacher Conferences to discuss student progress.
- Workshops and seminars on learning strategies, wellbeing, and child development.
- School events and celebrations that promote community spirit.
- Volunteer opportunities in extracurricular and community programs.
- Parent Advisory Committees to represent parent perspectives and contribute to decision-making processes.

Parental involvement is recognized as a valuable contribution to the school’s continuous improvement efforts.

5. Communication and Collaboration

- The school is committed to maintaining open, respectful, and timely communication with parents.
- Information is shared regularly through emails, newsletters, school portals (Edunation), and scheduled meetings.
- Teachers and staff communicate professionally, ensuring that all correspondence is clear, accurate, and responsive.
- Parents are encouraged to engage positively and constructively in all interactions with school staff and leadership.
- Confidentiality and respect for privacy is maintained in all communications.

- The School Principal/Head Teacher holds overall responsibility for the implementation and monitoring of this policy.
- The Parent Relations Coordinator manages communication channels, parent programs, and feedback systems.
- The school leadership team reviews engagement activities annually to assess effectiveness and ensure alignment with ADEK standards and community needs.

Review Cycle

This policy is reviewed every year, or earlier if required by ADEK regulations, school leadership decisions, or stakeholder feedback.

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|----------------------|------------------|
| POLICY TITLE: | PE Policy |
| DEPARTMENT: | Academic |

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|------------------------------------|--------------------------------|
| Policy Contact: PE Teachers | Issue Date: 20/06/2025 |
| School: Excel International School | Next Revision Date: 20/07/2025 |
| Reference No: 001 | Version No: 3 |

At Excel International School, our primary goal is to foster a deep-rooted enthusiasm for physical education (PE) and sports, ensuring that every student has the chance to excel in their PE lessons, sports activities, and active playtimes. We are committed to providing a safe and stimulating environment where students can learn new skills, develop their physical abilities, and cultivate a lifelong passion for health and fitness.

Through a comprehensive PE and sports program, both within and outside the school premises, we aim to nurture healthy and active young individuals who are well-prepared for the challenges ahead. Our program emphasizes not only skill development but also the values of determination, respect, encouragement, body language, and effective communication, instilled through both intra-house and inter-school competitions.

At Excel International School, we are committed to fostering the physical and mental well-being of our students from an early age. Understanding the importance of physical activity in the overall development of young children, we have dedicated a comprehensive 1 hour and 20 minutes of physical education (PE) period for our Kindergarten (KG) to grade eight students

Purpose

- Establish minimum requirements for PE and school sports provision for all students.
- Promote the importance of staying active throughout the day through structured and unstructured physical activities.
- Require school to develop internal policies and physical literacy frameworks to guide their PE and sports programs.
- Ensure that PE and school sports cater to the individual needs of all students, including those with additional learning needs and gifted/talented students.
- Standardize essential elements required in school PE curriculum, including pedagogy and assessment.

Objectives of PE

- Provide equal access and opportunities for all students from KG to Grade 7 to participate in physical education classes.
- Develop and enhance coordination, control, and fine motor skills.
- Cultivate cooperation and social skills.
- Promote physical well-being and positive attitudes towards health, hygiene, and fitness.
- Guide students in improving the quality and control of their performance.
- Foster an appreciation for safe practices and sportsmanship.
- Cultivate an enjoyment and positive attitude towards physical pursuits.
- Educate students about major game skills, techniques, tactics, and rules.

This objective will be fulfilled by offering one hour and twenty minutes per week of high-quality physical education activities to every student in our school, in addition to extracurricular and playground activities.

Staying Active

Moderate- to vigorous intensity physical activity (MVPA) (To meet the target of having each student engage in a daily average of at least 30 minutes)

Holistic Activity Goal: EIS provide opportunities for students to be active throughout the school day to reach the target of averaging at least 30 minutes per day of MVPA within the school setting (contributing to a daily goal of 60 minutes within the school and home settings). This include:

- Opportunities for students to be active during breaks and recesses, with safe spaces for activity, provision of equipment, and opportunities for students to engage in informal play as well as semi-formal and formal physical activity.
- Initiatives involving optimizing the physical environment of classrooms and the whole school to reduce sitting time and encourage standing, walking, and moving during curriculum time.
- Short, frequent activity breaks during classes to allow students to stretch and, where possible, raise their heart rates and engage their core muscles.
- Engagement with key stakeholders to increase awareness of broader sports programs within schools.
- Attention to individual students or particular groups of students identified as the least active, without risking the possibility of their stigmatization, by providing additional support to increase their physical activity levels and engage more widely in PE and sports.

School Strategy for MVPA:

Implementing a school strategy for daily 30 minutes of physical activities can greatly benefit students' physical and mental health. Here's a structured approach to incorporating these activities:

1. Circle Time (10 minutes)

Engage students in basic exercises to start the day energetically.

Activities:

Stretching: Full-body stretches focusing on major muscle groups.

Hand Movements: Arm circles, wrist rotations.

Light Cardio: Jogging in place, jumping jacks.

Mindfulness Breathing: Deep breathing exercises to promote relaxation.

Routine Example:

1. 2 minutes of full-body stretches.
2. 3 minutes of hand and wrist movements.
3. 3 minutes of light cardio.
4. 2 minutes of mindfulness breathing.

2. Review Time (10 minutes)

Objective: Refresh and energize students

Activities:

Chair Exercises: Seated leg lifts, seated twists.

Balance Exercises: Standing on one leg, toe touches.

Coordination Drills: Cross-body movements like touching the opposite knee or elbow.

Mini Yoga Session: Simple poses like tree pose or child's pose.

Routine Example:

1. 2 minutes of chair exercises.
2. 3 minutes of balance exercises.
3. 3 minutes of coordination drills.
4. 2 minutes of mini yoga.

3. Breaks (10 minutes)

Objective: Utilize break times for short bursts of physical activity.

Activities:

Active Games: Simon says, hopscotch.

Movement Challenges: Obstacle courses, relay races.

Free Play: Encourage running, jumping, and playing tag.

Dance Breaks: Play music and have a dance-off.

MVPA SCHEDULE

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|----------------------|----------------------|--------------------------------|----------------------|-----------------------------------|
| BREATHING EXERCISE | BREATHING EXERCISE | BREATHING EXERCISE | BREATHING EXERCISE | BREATHING EXERCISE |
| STRETCHING EXERCISES | STRETCHING EXERCISES | STRETCHING EXERCISES | STRETCHING EXERCISES | STRETCHING EXERCISES |
| FREEHAND EXERCISES | AEROBIC EXERCISES | MUSCLE STRENGTHENING EXERCISES | AEROBIC EXERCISES | BALANCE AND FLEXIBILITY EXERCISES |

At Excel International School, we recognize the importance of incorporating physical activity throughout the school day to enhance the health and well-being of our students. To promote an active lifestyle and ensure that children remain focused and energized for learning, we have implemented a policy of short, frequent activity breaks.

- At the start of each period, students are provided with simple physical fitness exercises designed to get them moving and ready for learning.

- These short activity breaks include exercises such as stretching, jumping jacks, or light aerobic movements to help increase blood flow and oxygen to the brain, improving concentration and cognitive function.
- The goal is to make physical activity a natural and enjoyable part of the school day, promoting a positive attitude towards fitness and overall well-being.

Context

At Excel International School, our PE activities focus on developing students' physical competence, confidence, and knowledge of the body in action. We encourage creativity, competitiveness, cooperation, and the ability to face various challenges both individually and as part of a team. Our program promotes positive attitudes towards healthy and active lifestyles and encourages students to think differently to excel in a wide range of physical activities.

Curriculum:

Our PE curriculum encompasses various activities, including athletics, gymnastics, swimming, aerobics, major games (both indoor and outdoor), and competitive events.

The curriculum is designed to progress gradually, building upon students' prior learning while challenging them to improve their skills and abilities as they advance through the school.

Uniforms and Discipline

All students are required to wear proper PE uniforms during PE days to ensure hygiene and safety. Discipline is maintained through adherence to safety protocols, including the removal of jewelry, appropriate hair ties, and compliance with instructions and safety rules during activities.

Assessment for Learning

Assessment in PE is ongoing, with teachers observing students' progress and making assessments based on their performance. Students are encouraged to evaluate their own work and suggest improvements, fostering self-reflection and growth. Teachers record and use this information to plan future lessons and provide annual progress reports to parents.

Extracurricular Activities

In addition to regular PE classes, Excel International School offers AJ Club activities, Emirates Cup tournaments, Sports Day events, and Parents' Sports Fests to provide students with opportunities for further skill development, teamwork, and sportsmanship.

By providing a comprehensive PE and sports program, we aim to empower our students to lead healthy, active lives and develop essential skills that will benefit them throughout their lives.

Program of Activities at Excel International School

Students will engage in a diverse range of enjoyable physical activities, encompassing:

- Athletics
- Gymnastics
- Aerobics
- Major Games (Indoor and Outdoor)
- Competitions

The curriculum planning for Physical Education (PE) is conducted in three phases: long-term, medium-term, and short-term. The long-term plan outlines the PE activities scheduled for each term.

Activities are carefully structured to build upon students' prior learning experiences. While catering to students of all abilities, each activity area incorporates a progressive scheme of work, challenging students as they advance through the school.

Grade-Level Breakdown:

Kindergarten

Physical Development in KG classes is integral to children's academic progress and overall well-being. Activities are tailored to Development Matters age bands and Early Learning Goals, focusing on enhancing coordination, control, manipulation, and movement. Children are encouraged to gain confidence in their physical abilities and understand the positive impact of physical activity on their bodies.

Grade 1-4: Students in these grades will be exposed to

- Games (Indoor and Outdoor)
- Athletics
- Gymnastic Activities
- Aerobics Activities are designed to be inclusive and offer opportunities for both indoor and outdoor engagement.

Grade 5-8: Students in these grades will participate in:

- Games (Indoor and Outdoor)
- Athletics
- Competitions (individual and group)
- Gymnastics

Activities emphasize the understanding and application of game principles, teamwork, and individual skill development.

Excel International School Additional Physical Education Activities:

AJ Club Activities

The AJ Club offers a diverse range of sports activities for students beyond regular school hours, including:

- Swimming (Boys and Girls)
- Karate (Boys and Girls)
- Football (Boys)
- Cricket (Boys)
- Basketball (Boys and Girls)
- Badminton (Boys and Girls)

Al Ain Juniors Premier League (AJPL)

Junior students from Grade 7 and below across all AJ Group Schools are selected to participate in the AJPL. Teams compete in league-cum-knockout matches, following the format of international Premier League tournaments in Cricket and Football.

Inter-School Fixtures

Excel International School engages in fixtures with other local schools, providing students with competitive opportunities to apply the skills they have acquired in their lessons. These fixtures foster teamwork, cooperation, and sportsmanship among students. Trials are conducted to ensure fair representation and accessibility for all students.

Emirates Cup

The Emirates Cup offers Grade 4-6 students the chance to participate in Football (Boys) and Throw ball (Girls) on UAE National Sports Day. Students are divided into teams named after the seven Emirates of the UAE.

Sports Day

Organized by the PE leader, Sports Day encourages all students to participate in competitive events, allowing them to showcase their skills and develop teamwork and sportsmanship. Parents are encouraged to attend and support their children during this event.

Excel Parents Sports Fest

The Parents Sports Fest provides opportunities for parents to engage in various games throughout the year. This initiative promotes unity and growth within the school community

Uniform Policy

All students must adhere to the prescribed P.E uniform on designated P.E days. It is essential to educate children on the significance of wearing appropriate attire for maintaining hygiene and ensuring their health and safety.

To ensure safety during P.E lessons, students are required to:

- Refrain from wearing any jewelry, including watches, during P.E sessions.
- Secure their hair back using suitable accessories to prevent injury to themselves or others.

Disciplinary Measures

P.E forms an integral part of the national curriculum, and as such, misbehavior in other lessons should not result in exclusion from P.E activities. However, students posing a risk to themselves or others during P.E sessions should be promptly removed from the situation and educated about safe conduct during physical activities.

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| POLICY TITLE: | Records Management and Confidentiality Policy |
| DEPARTMENT: | Academic |

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| Policy Contact: Administrative Officer | Issue Date: 22/06/2025 |
| School: Excel International School | Next Revision Date: 22/07/2026 |
| Reference No: 001 | Version No: 002 |

Introduction

Maintaining clear, accurate, and secure records is essential to the effective functioning of Excel International School. Our records serve as the foundation for informed decision-making, provide evidence of student progress and staff performance, and ensure our compliance with legal and regulatory obligations. This policy outlines our commitment to managing records responsibly and safeguarding the confidential information entrusted to us.

Purpose

The purpose of this policy is to establish clear guidelines for the creation, maintenance, storage, and disposal of all school records. It also highlights the importance of handling sensitive and confidential data with the utmost care and professionalism, in line with legal and ethical standards.

Scope

This policy applies to all individuals who interact with school records, including teaching and administrative staff, contractors, volunteers, and any other parties granted access to school data. It encompasses both physical and electronic records.

Importance of Accurate and Clear Records

Records play a vital role in the daily operations of the school. Whether documenting student attendance, academic performance, medical needs, or staff qualifications, the clarity and accuracy of our records:

- Support continuity of care and learning for students
- Facilitate effective communication between staff, parents, and external agencies
- Provide evidence in cases of review, inspection, or dispute
- Reflect our professional integrity and accountability

All entries must be made honestly, promptly, and without alteration unless clearly documented. Staff are expected to ensure records are detailed and fact-based.

Handling Confidential Information

Much of the information recorded by the school is sensitive and is retained either electronically or in physical versions. This includes, but is not limited to, data concerning:

- Student records, academic results, and behavioural records
- Medical information and emergency contacts
- Staff employment history and personal details
- Financial or legal documentation
- Complaints, suggestions, feedback, survey responses, call logs, and correspondences with parents.

Education, the school's learning management system (LMS), maintains and tracks student data, attendance, fee accounts, discipline, and academic results, among other things. When necessary, the system generates relevant reports, statistics, and analyses. Other departments have kept accurate and confidential data in accordance with school and legal guidelines.

To protect the privacy and rights of individuals, confidential information is:
Stored securely, in digital or printed formats.

- Accessed only by authorised personnel who have a legitimate reason to do so
- Shared only with informed consent or under lawful authority
- Disposed of safely when no longer needed, using secure methods such as shredding or digital wiping

All staff must exercise discretion and uphold the trust placed in them when handling private information.

Record Retention and Disposal

Records must be retained in accordance with the school's official retention schedule and relevant legal frameworks. Retention periods will vary depending on the type of record, its purpose, and any applicable regulations.

Once a record has reached the end of its useful life, it must be disposed of securely.

- Paper records are shredded or destroyed using approved methods
- Digital records are permanently deleted from all systems and backups

Roles and Responsibilities

- School Leaders are responsible for ensuring staff understand and follow this policy, and for reviewing and updating procedures as needed.
- All Staff are responsible for creating and managing records in line with this policy and reporting any concerns about data breaches or record inaccuracies.
- IT Personnel are responsible for the secure digital storage and backup of electronic records.

Breaches and Non-Compliance

Any breach of this policy—whether through neglect, misuse, or unauthorised disclosure of information—may lead to disciplinary action. In serious cases, breaches may be referred to legal or regulatory authorities. All staff must understand their responsibilities and seek clarification when unsure.

Review of Policy

This policy will be reviewed on an annual basis, or sooner if required due to legislative changes, emerging risks, or changes in school procedures. Feedback from staff and stakeholders is welcome to ensure the policy remains relevant and effective.

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| POLICY TITLE: | Safeguarding Policy |
| DEPARTMENT: | Academic |

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| Policy Contact: Social Worker | Issue Date: 08/06/2025 |
| School: Excel International School | Next Revision Date: 10/06/2026 |
| Reference No: 0023 | Version No: 002 |

Introduction

At Excel International School (EIS), we promote safe practices and protect students from harm, maltreatment, and exploitation to ensure the development and growth of every student, as is their right as per Federal Law No. (3) Of 2016 Concerning Child Rights. This policy sets out the priorities and processes for safeguarding and promoting the welfare and security of students and lists procedures to adhere to when dealing with allegations of abuse and maltreatment.

Purpose

The purpose of this Safeguarding policy is:

- To set out ADEK's requirements in relation to safeguarding and the promotion of student welfare
- To define a clear line of accountability within EIS to ensure safeguarding protocols are fully implemented
- To define procedures for identifying and reporting cases or suspected cases of student maltreatment
- To outline the security requirements at EIS to ensure effective supervision and duties of security guards, school visiting and departure procedures, and an established system for managing security breaches
- To set out ADEK's requirements in relation to the use of Closed-Circuit Television (CCTV) cameras at EIS
- To define the training requirements to ensure all staff carry out duties responsibly, effectively, and appropriately to facilitate a safe environment for students to grow and learn

Definitions

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| Additional Learning Needs | Individual requirements for additional support, modifications, or accommodations within a school setting on a permanent or temporary basis in response to a specific context. This applies to any support required by students of determination and those who have special educational needs and/or additional barriers to learning, access, or interaction in that specific context (e.g., dyslexic, hearing or visually impaired, twice exceptional, or gifted and/or talented). For example, a student with restricted mobility may require lesson accommodations to participate in Physical Education and building accommodations to access facilities but may not require any accommodations in assessments. Equally, a student with hearing impairment may require adaptive and assistive technology to access content in class and may also require physical accommodations (e.g., sit in the front of the class to be able to lip read) to access learning. |
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| At Risk of Harm | The inability to safeguard one's own wellbeing |
| Authorised Personnel | Personnel who are authorised by ADEK or other relevant government entities to visit a school and access its premises and resources for a specific purpose. |
| Behaviours of concerns | Any pattern of behaviour, or perception of behaviour, that interferes with or is at risk of interfering with optimal learning, wellbeing, physical safety, and/or engagement in pro-social interaction with peers and adults (Smith & Fox, 2003) |
| Duty of Care | The obligation to safeguard stakeholders, to maintain their health, safety, and wellbeing, and to take steps to reduce the risk of reasonably foreseeable harm while under the school's supervision (on its premises, utilizing its systems, or engaging in school-organised activities off-campus) |
| Governing Board | The governing board of a school, appointed by the school owners, and including qualified representatives and parents. The governing board is the senior authority of the school, with responsibility for the overall governance of its activities |
| In Loco Parentis | Meaning "on place of a parent", in situations when parents are absent. |
| Maltreatment | Refers to abuse (physical, emotional, and sexual), and includes neglect, exploitation, bullying, and Cyberbullying of a student. |
| Parent | The person legally liable for a child or entrusted with their care, defined as the custodian of the child as per the Federal Decree Law No. 3 of 20216 Concerning Child Rights. |
| Safeguarding | The protection of students from the risk of harm, including maltreatment and other types of risks that impact their overall health and development, wellbeing, and safety. |
| Safeguarding Lead (or Committee) | An individual (or group of individuals) responsible for the implementation of the safeguarding policy and practices and ensures compliance by the school community. This position can be filled by any relevant position in the school such as the Child Protection Coordinator, School Counsellor, social Worker, Head of Wellbeing, etc. |
| Security Breach | An incident that compromises or results in an unauthorised disclosure of or unlawful access to protected space, persons, systems, and/or information. Security breaches stemming from accidental or deliberate action have the potential to cause damage (financial, legal, or school wide consequences, etc) to school assets or reputation and includes both confirmed and suspected incidents. |
| Staff | An individual employed by a school on a remunerated contractual basis regardless of employment mode (internal, external/ third-party, etc.) |
| Student | A resident who is enrolled in an educational institution in Abu Dhabi |
| Student Protection | Synonymous with child protection, all measures, steps, and actions that must be taken to prevent, protect, and support students from risk of maltreatment while they are under the supervision of the educational institution. |

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| Supervision | The state of being responsible, having the duty of care, and keeping watch over an individual in the interest of their and others' security while under the care of the school or an individual employed at the school, whether onsite, while utilising its systems, and /or taking part in all activities organised by the school offsite. |
| Visitor | For the purpose of this policy, a visitor is any temporary visitor (e.g., a parent or a relative of a student, prospective student and their parents, inspectors, contractors, etc.) entering the school premises. An invited visitor is anyone visiting the school on a temporary basis to interact with students (i.e., a speaker, career fair representative, etc.) and includes volunteers, who are engaged by an educational institution on a non-remunerated basis to interact with students (e.g., parent chaperones, etc.) |
| Whistle blowing | An instance where an individual passes on information about organisational malpractice (e.g., fraud, corruption, miscarriage of justice, risk of serious harm to an individual, risks or damage to the environment and other actions against public interest) taking place at or near, their place of employment or education. |

Policy

1. Safeguarding Supervision

Duty of Care and In Loco Parentis: All members of staff in EIS have the duty of care towards the students and are responsible for their wellbeing, safety, and protection whilst they are under the school's supervision. The Principal and the Head Teacher accepts In Loco Parentis responsibility for all students whilst under the school's supervision.

2. Safeguarding Policy

At Excel International School, we are committed to ensuring the safety and well-being of all our students. This Safeguarding Policy outlines our processes, procedures, and aspirations in line with the guidelines set by the Abu Dhabi Department of Education and Knowledge (ADEK). Our goal is to create a safe and supportive environment where every student can thrive.

a. Policy Requirements: EIS has developed a Safeguarding Policy and communicates this actively to the whole school. The policy includes the following elements:

- Statement of the School's Overall Safeguarding Processes, Procedures, and Aspirations
 - **Commitment to Safeguarding:**
 - We are dedicated to protecting all students from harm and ensuring their well-being.
 - Our safeguarding processes are designed to be comprehensive, inclusive, and proactive.
 - **Processes and Procedures:**

- We have clear protocols for identifying, reporting, and managing safeguarding concerns.
- Our staff is trained to recognize signs of abuse and respond appropriately.
- We ensure confidentiality and sensitivity in handling all safeguarding matters.
- **Aspirations**
 - To create a safe and nurturing environment for all students.
 - To continuously improve our safeguarding practices through regular training and updates.
 - To engage the whole school community in promoting student well-being.

b. School Safeguarding Practices in Line with ADEK Wellbeing Policies

- Alignment with ADEK Policies:
 - Our safeguarding practices are developed in line with ADEK's wellbeing policies.
 - We ensure that all safeguarding matters are handled professionally and supportively.
- Practices Include:
 - Regular training for staff on safeguarding and child protection.
 - Clear reporting procedures for safeguarding concerns.
 - Support services for students, including counselling and mental health resources.
 - Collaboration with external agencies when necessary to ensure student safety.

c. Security Policy

- Physical Security:
 - Implementation of secure entry and exit points to monitor access to school premises.
 - Regular security drills and emergency procedures to prepare for potential threats.
 - Surveillance systems in place to ensure the safety of all students and staff.
- Digital Security:
 - Policies and procedures to protect students from digital threats, including Cyberbullying and online predators.
 - Regular updates to our digital security measures.
 - Education for students on safe internet use and digital citizenship.

d. Mechanisms to Measure and Monitor Safeguarding Practices

- Monitoring Mechanisms:
 - Regular reviews of safeguarding practices by the Designated Safeguarding Lead (DSL).

- Feedback mechanisms for students, parents, and staff to report concerns and suggest improvements.
- Use of data and reports to track the effectiveness of safeguarding measures and identify areas for improvement.

e. Identification of Resources for Safeguarding Provisions

- **Human Resources:**
 - Designated Safeguarding Lead (DSL) responsible for overseeing safeguarding practices.
 - Trained staff members to support the DSL and handle safeguarding concerns.
 - Access to external experts and agencies for additional support when necessary.
- **Material Resources:**
 - Secure infrastructure, including surveillance and access control systems.
 - Digital security tools and software to protect against online threats.
 - Educational materials and resources to raise awareness about safeguarding.

Appointment of a Safeguarding Committee or Lead: School has designated a person as a Safeguarding Lead, to oversee the school's overall safeguarding strategy. At EIS the Safeguarding Lead shall:

- Annually monitor and review the effectiveness of the school's Safeguarding Policy to ensure it is known, understood, and practiced appropriately by the school.
- To ensure that the safeguarding policies and procedures are adopted by the school's governing board and are fully implemented and observed.
- With the Principal, to ensure that all staff, volunteers, and invited visitors are informed of their responsibilities in relation to safeguarding procedures.
- To ensure parents have access to the school's Safeguarding Policy and all supporting documents, through all appropriate means (e.g., the school website).
- To develop an induction and training strategy to ensure all staff and volunteers receive information on the school's safeguarding arrangements.

3. Safeguarding Awareness

Safeguarding Awareness Strategies: At EIS we adopt strategies for safeguarding including the following elements, at a minimum:

- **Safe and Caring Environment:**

We provide a safe and caring environment where all students can learn, thrive, and develop the confidence to voice their ideas, feelings, and opinions.
- **Zero-Tolerance Approach:**

We adhere to a zero-tolerance approach to student maltreatment. Any visitor or member of the school community who has concerns about a student's well-being can easily follow the processes set out in the Student Protection Policy.
- **Monitoring At-Risk Students:**

- We monitor students known or thought to be at risk from harm, including those with additional learning needs who may experience heightened vulnerability.
- **Responding to Incidents:**
Our staff is trained to respond to safeguarding incidents appropriately, reassuring victims and/or witnesses who make a disclosure that they are being taken seriously and supported.
- **Positive and Transparent Environment:**
We foster a positive and transparent environment where students and staff feel comfortable liaising with members of the Safeguarding Committee or Lead regarding any concerns about the behaviour of a student, staff member, or visitor.
- **Online Safety:**
We are vigilant about student safety in online spaces, following the E-Safety & Acceptable Use Policy.
- **Health and Wellbeing Policies:**
We ensure that no school policy adversely affects or jeopardizes the health or well-being of a student, in line with the Wellbeing Policy.
- **Support and Counselling:**
We provide accessible, judgment-free support and counselling for all students, ensuring they know whom to turn to for advice and support within the school.
- **Compulsory Education:**
We ensure every parent understands their obligation to enrol their child in school as per Federal Law No. (39) of 2022 Concerning Compulsory Education. Sudden unexplained withdrawal of a student from school may be reported as a maltreatment concern, as per the ADEK Student Protection Policy.

4. Safeguarding and the Curriculum

The School Curriculum: At EIS we ensure that the curriculum addresses safeguarding measures by:

- Focusing on the development of students' self-esteem and self-regulation.
- Fostering a sense of respect and civility towards people and other living things.
- Enabling the development and improvement of communication skills and expression of consent.
- Developing an understanding of all aspects of risk including online behaviours and usage of social media.
- Assisting students in developing strategies for their self-protection and responses to peer pressure.
- Developing an understanding of how to be best responsible of their own and others' safety.

5. Safeguarding the School's Security

Implementing a School Security Systems: At EIS we have implemented a comprehensive security system to safeguard the school's assets, data, and people against any risk of harm.

- At EIS, we have been equipped with integrated and fully functioning access and security systems, including security video surveillance camera (CCTV systems).
- CCTV Systems: We have installed and maintain CCTV systems via an MCC licensed vendor, in compliance with the Manual of Surveillance Devices (MSS, 2022).
 - Contract Validity: We maintain a valid maintenance contract at all times with an MCC-licensed vendor
 - Coverage: School ensures that the CCTV cameras provide coverage / restrictions of the following areas:
 - All entrances and exits of the school building and grounds
 - All walkways and public areas (corridors, stairs, sports field, play areas, canteen, library).
 - Student pickup and drop off areas for private vehicles and buses.
 - Security areas (e.g., control room) and hazardous areas.
 - Exterior areas surrounding the school grounds.
 - Learning spaces (e.g., classrooms, Curiosity labs, labs, discovery forest).
 - Entrances to lavatories and prayer rooms.
 - All blind spots within school premises.
 - CCTV cameras are not installed inside lavatories, or any other areas where there is a reasonable expectation of privacy.
 - School have placed signs within the school premises indicating to the public that the area is under CCTV surveillance.
 - Regular Monitoring and Maintenance: School monitors monitor the functioning of their CCTV cameras on a daily basis and ensure they are working and providing appropriate coverage. In case any issues are identified that affect their functionality, schools shall inform the vendor immediately and ensure prompt action is taken to rectify the issue in line with the terms of their contract.
 - Access to Footage and Recording: School restricts access to CCTV footages and recording as follows:
 - Monitoring of CCTV Footage: School have a monitoring and control room for the purpose of monitoring CCTV footage. We ensure that only the vendor appointed CCTV specialist monitor the footage.
 - The Principal and the Head Teacher are authorised to access live CCTV footage of the school premises from their office.
 - Access Permission for Staff: The Principal, Head Teacher and vendor appointed CCTV specialist are authorised to retrieve and view CCTV recording. Principal and Head Teacher are authorised to permit other staff members to view CCTV footage on a need basis at the Principal's and Head Teachers discretion. School maintains a record of all individual granted permission to view the footage, where applicable.
 - Access Permission for ADEK Personnel: School will provide access to CCTV footage and recordings to authorised ADEK personnel upon request.

- **Copying and Distribution:** The copying or distribution of CCTV recordings is strictly prohibited and punishable by law in line with the Federal Decree Law No. (5) of 2012 on Combating Cybercrimes.
- **Escalation:** Where an incident captured in a CCTV recording requires clarification beyond the school level, the school will immediately notify ADEK in order to deal with the incident.
- **Deletion:** School will retain CCTV recording for a minimum of 180 days.

Security Guards: The security guard in the school shall:

- Be present at any given time at all entry points / gates. They will not leave their posts unless there is someone to replace them temporarily.
- Hold authorised licenses, as per the Staff Eligibility Policy.
- Remain alert and ensure safety and security on the school premises.
- Maintain a visitor's log by recording the visitor's name, ID signature, telephone number, purpose of visit, time of arrival, and the time of departure.
- Maintain a communication link between the security guard at the entry gate and the school reception / administration to authorise the entry of unknown persons.
- Provide with the appropriate handover procedures to facilitate the transition in the event of the school changing security providers.

School Visiting Procedures: School has developed procedures for visiting the school. The Principal and the Head Teacher have the right to deny or allow visitors in the school with good cause. The procedure for the visitors includes the following:

- All visitors to the school need to sign in at the security gate and obtain a visitor's access pass in exchange for a valid form of ID.
- Visitors must display their access passes, which are to be visibly worn at all times whilst on the school premises. Visitors are not authorised to enter classroom unless invited.
- Invited visitors remain under the supervision of a designated member of staff unless they are authorised personnel whilst on the school premises.
- Upon completion of the school visit, visitors must sign out at the security gate and return their visitor access passes upon leaving the school premises.
- **Granting Access to Authorised Personnel:** School provides authorised personnel (e.g., government inspectors) with access to their full premises and relevant resources (e.g., school reports, records, access to keys for locked areas, etc.), as per Federal Decree Law No. (18) of 2020 Concerning Private Education. School enables such personnel to monitor and interact with staff, students, and parents.
- School verifies the identity of the personnel and ensure they have a valid purpose for their requests, prior to providing access to the school's premises of resources
- School ensures that any access granted is in line with the requirements and purpose of the personnel's visit.
- Where access is provided to any school reports and records, Principal and the Head Teacher keeps the record of the personnel to whom the access was provided, the reports and records accessed by them, and the purpose for providing access.

School Departure Procedures: School has established school departure procedures to verify that student departures follow the parent-authorised methods for transitioning student supervision from the school to the home, such ensuring that:

- Only parent-authorised persons are picking up students.
- In sudden emergencies or late notice change of plan, parents need to call to inform the school of the name of the person picking up the child and the school logs the conversation including the name of the authorised person and forward the name to the security guards and PhaseCoordinators / teachers concerning the student.
- Security guard checks the identity of the person who has come to pick the students instead of the parent (as informed by the parent to the school) at the gate when handing over the student from the school.

Acceptable School Drop-Off and Pick-Up Timings: School has communicated to the parent acceptable drop-off and pick-up timings.

- School has ensured the supervision of students 45 minutes before the start of the school day and 90 minutes after school hours.
- School has notified the school gate closure time in the morning hours and after that time students will not be permitted inside the school without a valid reason.
- School notifies parents of their responsibilities towards children regarding the drop-off and pick-up during the parent orientation, circulars, etc.
- In instances where parents dropoff children at the school without the school's knowledge, the school will not be responsible for the safety of the child.

Special Events: At EIS, we ensure that the school has increased security measures in place of safeguarding the school during special events. School ensures that:

- Events are only open to the immediate family (parents and siblings of the student). Parents who wish to invite other guests inform the school by informing the school whom they are inviting and knowledge the form.
- Signage indicating accessible areas for visitors within the school premises is clearly displayed.
- Increased security is present when a larger number of visitors are expected.

Safeguarding the Privacy of the School Community: At EIS, we have measures to safeguard the privacy and identities of the school community in physical spaces (e.g., the reception area) and in the digital spaces like email lists, WhatsApp groups). School practices discretion with regard to the following:

- The school reception area is free of individually identifiable elements such as school timetables / class schedules, or photographs and names of members of the school community.
- School avoids sharing personal details i.e., email and mobile numbers if students, parents, or teachers without consent.

Managing Security Breaches: School has established system for managing security breaches to prevent the occurrence of a dangerous / harmful event, including intruders from gaining unauthorised access to the school grounds or confidential information. The following apply in our school:

- All school staff are aware of and have received training on the security breach procedure
- The designated Safeguarding Lead fulfil requirements as stipulated in this policy (see Section 2.2) including being of sound physical health.
- School conducts school emergency planning and subsequent drills by the OSH officer
- School has the ability to respond to the security breaches by backing up important data from the school IT system
- Every digital incident is recorded, documented, and signed by the Principal / Head Teacher and stored for auditing purposes
- Comply with the local regulatory requirements and report any security breach incidents to ADEK and / or appropriate authorities

6. Training

Training and Continuous Professional Development (CPD): At EIS we provide the following training and CPD to staff:

- Safeguarding training at induction, including for the governing board, staff, and volunteers. The staff training includes the following:
 - Identifying signs of student maltreatments or other safeguarding issues including what to do if the staff or volunteer or someone else is worried about a student.
 - Alerting staff to be vigilant to the specific requirements of the students at risk of harm, including students with additional learning needs.
 - Understanding the importance of not disregarding certain behaviours (e.g., banter, practical jokes), which can lead to culture of unacceptable behaviour in an unsafe environment, preventing students from coming forward to report them.
 - Detailing written records of events in a secure and accurate matter and respecting confidentiality.
 - Taking necessary actions in emergency situations, to prevent harm and danger.
 - Sharing information and a need-to-know basis only and not discussing the issue with colleagues or the parent community.
 - Making support available for individual staff members who may be suffering from wellbeing-related concerns.
 - Understanding of the school's security system and security breaches protocol.

7. Whistleblowing

Whistleblowing Mechanism: School has implemented a whistleblowing mechanism to enable any individual to raise concerns or allegations of organisational malpractice in confidence.

- For anyone who raises a concern, school protects their identity and ensure that the person not made to feel ashamed for reporting the concern. In case their identity becomes known, school takes measures to protect the individual from any negative repercussions such as harassment, reprisal, and stigmatisation.

8. Inclusion

Inclusive Provision: We ensure that the Safeguarding Lead works closely with the Social Worker / Counsellor, Inclusion Teacher, Health and Safety Officer as well as other relevant stakeholders (e.g., teachers, coordinators, parents) to promote the safeguarding and security of all students. We ensure the safeguarding practices and associated policies and

initiatives take into account the individual needs, communication and behaviour styles and engagement of students with additional learning needs, in line with the Inclusion Policy.

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| POLICY TITLE: | Student Behaviour Policy |
| DEPARTMENT: | Academic |

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| Policy Contact: Social Worker | Issue Date: 02/07/2025 |
| School: Excel International School | Next Revision Date: 04/07/2026 |
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Introduction

At Excel International School, we are committed to fostering a positive, safe, and inclusive learning environment where every student can thrive academically, socially, and emotionally. Our Student Behaviour Policy outlines the ADEK’s standards of conduct expected from all members of our school community to maintain a respectful and supportive atmosphere conducive to learning.

This policy is designed to promote positive behaviour, discourage misconduct, and ensure that any behavioural issues are addressed promptly and fairly. We believe that clear guidelines and consistent enforcement of rules help students understand their responsibilities and the consequences of their action, thereby encouraging personal growth and mutual respect.

Purpose

The purpose of this Student Behaviour Policy is as:

- Set out measures to proactively encourage positive student behaviours and prevent and address behaviour of concerns.
- Clarify expectations for student behaviour through a Code of Conduct with a unified set of minimum requirements.
- Instigate bullying prevention through a targeted school-level policy
- Support students who are finding it challenging to meet behavioural expectations through appropriate intervention.
- Outline requirements for dealing with student misconduct through a staged approach.

Defintions

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| Additional Learning Needs | Individual requirements for additional support, modifications, or accommodations within a school setting on a permanent or temporary basis in response to a specific context. This applies to any support required by students of determination and those who have special educational needs and/or additional barriers to learning, access, or interaction in that specific context (e.g., dyslexic, hearing or visually impaired, twice exceptional, or gifted and/or talented). |
| Behaviours of concerns | Also referred to as “challenging behaviour”, includes “any repeated pattern of behaviour, or perception of behaviour, that interferes with or is at risk of interfering with optimal learning, wellbeing, physical safety, and/or engagement in pro-social interaction with peers and adults (Smith & fox, 2003). This includes risky or illegal habits. |

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| Bullying | <p>Repeated physical, social, or verbal aggression exercised by a person who feels they are in a position of power, against another person who is perceived as different, weaker, or powerless, to achieve specific gains or draw attention, in a way that hurts this other person physically and/or emotionally. Bullying can be committed by groups or individuals, in person or online (Cyberbullying).</p> <p>The MoE National Bullying Policy for the Prevention of Bullying in Educational Institutions provides a complete framework for bullying and Cyberbullying.</p> |
| Code of Conduct | A school's principles, standards, and expectations for student behaviour at school and during school-related activities outside the school. It includes a clear statement of what constitutes positive behaviour and what constitutes misconduct. |
| Documented Learning Plan (DLP) | A plan which outlines any personalised learning targets, modifications to curriculum, additional support, or tools for learning which are agreed by school staff, parents, and students (where appropriate), including Individual Educational Plan (IEP), Individual Support Plans (ISP), Individual Learning Plans (ILP), Individual Behaviour Plan (IBP), Individual Counselling Plan (ICP), Advanced Learning Plan (ALP), etc. This may be to address any specific identified academic, behavioural, language, or social and emotional need. |
| Extracurricular Activities | Organised activities that students can participate in that are external to the school. Activities can be athletic, cultural, intellectual, philanthropic, and/or social in nature. |
| Misconduct | Conduct that is not in line with behavioural expectations or the school's Student Code of Conduct. |
| Tiered Model of Support | An approach to meeting the different needs of students with acknowledges that most needs can be met by the teacher (Tier 1: Universal), whilst some may require specific interventions (Tier 2: Targeted) and a few may require a high degree of personalisation and possibly external support by specialists (Tier 3: Intensive and Individualised). This includes models such as the Multi-Tiered System of Support (MTSS), Graduated Approach Model, and others. |
| Parent | The parent legally liable for a child or entrusted with their care, defined as the custodian of the child as per the Federal Law No. 3 of 2016 concerning child Rights (Wadeema's Law). |
| Positive Behaviour | The expected standards of Student behaviour as set out in the school's Student Code of Conduct. Such behaviour is conducive to the learning, wellbeing, and safety of the student and others in the school community. |
| Positive Handling | An approach to resorting to the least intrusive form of physical contact using reasonable force as the only available option to prevent harm to self and others. Positive handling involves not using more force than is reasonably required to intervene through physical contact, such as guiding an injured student to safety by the arm to more extreme circumstances such as restraining a student who is violently injuring a peer. |

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| Student Behaviour | A student’s responses to situations and stimuli, including the appropriateness or inappropriateness of their words, mannerisms, attitudes, and actions towards other students, staff, or members of the wider school community. |
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Policy

1. Student Behaviour Policy

1.1 This policy is developed to implement a Student Behaviour Policy, on line with the ADEK Wellbeing Policies, ADEK Inclusion Policy, and the National Policy for the Prevention of Bullying in Educational Institutions (MoE, n.d).

The school’s Student Behaviour Policy includes the following:

- An overarching positive behaviour model
- The school’s Student Code of Conduct
- Misconduct Policy and Procedures
- A policy on the prevention of bullying
- How school provide support and interventions for students

1.2 **Annual Review:** The school reviews the Student Behaviour Policy and the effectiveness of its implementation on an annual basis. School also annually reviews the record of incidents of misconduct and disciplinary procedures.

1.3 **Communication:** School takes active measures to ensure that the policy is clear and understood throughout the school community, and also ensures that parents acknowledge the policy by signing the school behaviour contract.

2. Positive Behaviour Model

2.1 **Positive Behaviour Model:** EIS implements a Positive Behaviour Model to promote, recognise, reward, and reinforce positive behaviour that consists of the following:

- The school’s underlying approach and principles in creating a culture to promote high standards of behaviour in alignment with the values of the school, including:
 - **UAE National Identity and Culture:** Respect for local values, traditions, religion, and culture, in line with the EIS Values and Ethics Policy and the EIS Cultural Consideration Policy.
 - **Positive School Environment:** Our school environment is welcoming, caring, safe, enriching, professional, and respectful to all, regardless of background, nationality, religion, ability/disability, race, gender, etc.
 - **Discipline & Wellbeing (AWARE APP):** A key component is the integration of the AWARE App, available via the Eduration Portal, which tracks individual student merits and demerits in real-time. Teachers and staff input behaviour data regularly into the AWARE system, ensuring transparency and consistency across the school. The behaviour data is

logged in the AWARE app is used to inform various rewards and interventions, particularly in the Spin-o-Wheel Award System.

- School-wide strategies and framework educates all students on positive behaviour such as social-emotional development, self-management, emotional regulation, respect for diversity, and bullying prevention and intervention.
- At EIS, teachers are trained on the school's Student Behaviour Policy and the positive management of student behaviour.
- School follows a clear and comprehensive communication on the role and obligations of parents in embodying and promoting positive behaviour.
- The School follows a procedures to identify students who are at risk of engaging in or appear in misconduct or behaviours of concerns
- The school provides support, interventions and follows procedures in cases of misconduct and behaviours of concerns, in line with the requirement set out in Section 6. Support and Interventions.

2.2 Reward system: EIS promotes positive behaviour through a diverse motivating reward system, tracked and supported via the AWARE app on the Eduration portal. School provides rewards not only for exhibiting positive behaviour but also in academics. **See Appendix 3**

Various rewards that school provides are as follows:

- **Best Class Award:** The requirements for this award are well known to the students. Students gain a variety of abilities through this award, including compassion, empathy, perseverance, and teamwork.
- **Spin-o-Wheel Award:** This is based on the cumulative merits and demerits recorded on the AWARE App. Students are assessed across criteria such as health and hygiene, punctuality, homework submission, uniform, discipline, and class participation. Eligible students are entered into a reward spin system.
- **Perfect attendance Award:** A student with a perfect attendance with zero absenteeism is awarded.
- **Good Behaviour Award:** Termly students who show improvement in their behaviour are awarded
- **Roadrunner Award:** When use the school bus, students who behave well and observe the bus's rules and regulations are recognised with awards. Students receive the Roadrunner Award in addition to the Driver and Bus Assistants.
- **Excel Star of the Month:** Every month, a student with the highest score on the set criteria for this award is nominated by the teachers.
- **Good Improvement Award:** Termly students who are struggling in academics yet have succeeded within their capabilities are awarded
- **Super Speller Award:** At the end of each term, students who receive perfect scores on all weekly spelling tests are awarded.
- **Math Wizard Award:** At the end of each term, students who receive perfect scores on all weekly mental math tests are awarded.
- **Voracious Reader Award:** At the end of each term, students who have earned maximum stars reading stories through English Reading Program and Arabic Reading Program are awarded.

- **Get Caught Reading Award:** All staff members receive a raffle ticket whenever they spot student reading, their names are entered into a drawing and students are awarded termly which encourages other students to read.
- **Academic Excellence Award:** Termly, students who have academically performed exemplary well by scoring 95% and above for Year 5 to Year 10 and 98% and above for Year 2 to Year 4 are awarded.

2.3 The school rewards students for displaying even minor positive attitudes and behaviour, particularly those at high risk of behavioural concerns, to motivate and encourage continued positive behaviour.

3. Promoting Positive Behaviour Through a Student Code of Conduct

3.1 **Student Code of Conduct:** EIS encourages positive behaviour amongst their student body by establishing a Student Code of Conduct that comprises the following at a minimum:

- The school provides a clear statement of action defining positive student behaviour, which includes:
 - Students to showcase due care and respect for the school, its staff, other students and the wider community by:
 - ✓ Complying with all the school rules.
 - ✓ Behaving safely and responsibly, and with regard to the safety and welfare of oneself and others.
 - ✓ Caring for the school's property and facilities as well as the property of others.
 - Students representing the school on public occasions need to promote a positive school image by advocating and acting as an ambassador
 - Students demonstrating a positive mindset and engagement with learning needs to
 - ✓ Attend school and classes on time and by providing an explanation for lateness and absences.
 - ✓ Students need to fulfill all responsibilities as a student's (e.g., completing class work) with a good work ethic, personal effort, honesty, and willingness to learn
 - ✓ Students shall behave responsibly and respectfully so they do not disrupt the learning of others within and outside the classroom
 - ✓ Students engage in extracurricular learning opportunities
 - Students need to demonstrate respect, and civility to others, including staff, other students, parents, and the wider community, by taking actions such as:
 - ✓ Speaking politely and behaving courteously with others (e.g., using "please", and "thank you" in speech, holding doors open for others, etc.).
 - ✓ Queuing in an orderly way and respecting others' positions in queues.
 - ✓ Respecting personal space and boundaries, including requesting consent to touch or use the belongings of others.

- ✓ Taking personal initiative to act as a “responsible citizen” of the school by not engaging in misconduct and protecting other students from bullying by intervening (when appropriate) and/or reporting incidents of misconduct witnessed.
- ✓ Showing sportsmanship when winning and losing.
- ✓ Students to consider the impact of words and actions on all students, staff, and parents.
- ✓ Students need to follow good hygiene practices (e.g., washing hands. Covering nose and mouth when sneezing/coughing, refraining from spitting, being mindful of unpleasant odors)
- ✓ Students shall be vigilant of caring for, supporting, and/or mentoring younger students, where appropriate
- ✓ Students to take personal initiative in promoting environmental awareness, conservation, and sustainable practices
- ✓ Students need to collaborate in open dialogues by engaging themselves in teamwork and possessing an open and welcoming attitude towards fellow students, particularly those who are new and students who are frequently bullied, etc.
- ✓ Students are to dress modestly and appropriately by following the school’s dress code and grooming rules
- ✓ Students are to respect the UAE national identity and cultural values in line with the Cultural Consideration Policy.
- ✓ Students are to recognise the diversity of the school and wider community, and not discriminating against others based on characteristics such as ethnic origin, nationality, culture, language, religion, gender, or ability/ disability

4. Misconduct Policy and Procedures

4.1 EIS creates a culture of applying positive behaviour approaches when dealing with student misconduct. We review the incident with the student and give them a chance to explain, understand, and take ownership and accountability for their misconduct. We equally analyse possible root causes for the student’s behaviour, engage the student in coming up with their own behaviour management strategies, and provide students with necessary social, emotional, and educational support to encourage positive behaviour as much as possible prior to resorting to any disciplinary measures.

4.2 **Policy Requirement:** EIS follows a structured and developmental approach to address misconduct in line with the ADEK’s four – tiered misconduct classification:

- This misconduct policy is applicable to students starting in Year 6 and the school follows slightly relaxed misconduct procedures for Year 2 to Year 5 and mainly focuses on Positive Behaviour approaches.
- **Levels of Misconduct:**
 - **FS2 – Year 1:** A developmentally appropriate and nurturing approach is followed focusing on modelling positive behaviour, building routines, and strengthening social-emotional skills through play, stories, guided interactions, and visual cues. Behaviour guidance emphasizes gentle correction, redirection, and positive reinforcement, with strong

collaboration between teachers and parents to build consistency between home and school

- **Year 2 – Year 5:** A restorative approach is followed with a focus on positive behaviour, modelling, and social – emotional learning. Concerning the Code of Behaviour Management for students. **See Appendix 1**
- **Year 6 – Year 10:** Misconduct is addressed through a graduated, fair process with appropriate disciplinary actions, always considering age, context, and needs. **See Appendix 2A, 2B, 2C & 2D**

4.3 Behavioural Management Committee: School has an effective Behavioural Management Committee.

- The committee reviews and discusses student behavioural concerns, and sees to that the disciplinary actions are fair and equitable to all students without exceptions. All disciplinary actions are appropriate to the student’s age and ability and the severity of the misconduct as per the levels identified.
- The committee members are available to convene at any given time to issue decisions and resolutions, in accordance with the urgency of the situation.

4.4 Preventive Mechanisms: EIS ensures that the student behaviour policy outlines the mechanisms by which students are offered appropriate opportunities and guidance to identify the motivation behind their actions and rectify if any negative behaviour before disciplinary action is taken (See Section 6. Support and Interventions)

4.5 Disciplinary Actions: EIS ensures that the student behaviour policy outlines acceptable disciplinary actions, with descriptions of how each action is to be carried out, the stakeholders involved, and the internal escalation process.

- The school has ensured that the disciplinary actions are proportionate, age-appropriate, and in line with the Staging of Disciplinary Procedures, see Appendix 2 for the four different levels of offenses or behaviour misconducts. Staging of Disciplinary Procedures involves the following:
 - Discussion with the student, and/or parents
 - Formal and recorded meeting with the student and/or parents
 - Verbal warning
 - Written warning to parents
 - Temporary or permanent removal from a class/group, under appropriate supervision (onsite suspension)
 - Loss of school privileges
 - Temporary or permanent confiscation of illicit goods or items belonging to the student if inappropriate with a resolution by the Behavioural Management committee.
 - Supervised detention during break, lunch, and/or after school (with parental consent)
 - Supervised restorative community work
 - Temporary exclusion of the student from school premises (offsite suspension)

- Permanent exclusion of the student from school via the withdrawal/cancellation of their enrolment (expulsion)
- The following actions are strictly prohibited at Excel International school in the name of disciplinary actions:
 - Corporal punishment (e.g., the use of physical force as a means of discipline or punishment with the intention of causing bodily pain or discomfort)
 - Disclosing personal information about a student without their consent (e.g., medical status, financial status, family affairs)
 - Psychological punishment (e.g., verbal abuse, issuing threats)
 - Locking a student inside the school premises
 - Seizing the student's personal belongings without having a resolution by the Behavioural Management Committee
 - Lowering or threatening to lower the student's academic grade/score
 - Punishing a group for an individual's misconduct
 - Imposing additional schoolwork
 - Mocking, insulting, or demeaning the student in private or in public
 - Preventing the student from using washroom facilities or consuming water and food
 - Detention outside of official school hours without parental consent

4.6 Disciplinary Procedures: School ensures that the policies that are outlined are clear and staged disciplinary procedures are used to address student misconduct. **See Appendix 2A, 2B, 2A and 2D**

School uses the appropriate guidance and disciplinary actions to encourage students to understand why their behaviour is unacceptable and how to behave better in the future. In response to incidents of student misconduct, school takes into consideration the student's individual circumstances and personalities, including the social, emotional, and psychological factors that may underline a student's behaviour. Managing students' misconduct is consistent with the following:

- In all cases of misconduct, the first approach is to always be focused on understanding possible factors contributing to the student's behaviour providing related support where possible and reinforcing positive behaviour to encourage students to take ownership of their actions (see Section 2. Positive Behaviour Model)
- Throughout the disciplinary process, the school monitor, document, and provide students with ongoing support with the help of the social worker
- School deals with the misconduct that are categorised as maltreatment (e.g., physical abuse, bullying, sexual abuse) in line with the maltreatment reporting procedures in ADEK Student Protection Policy
- EIS ensures that the disciplinary procedures are being exercised in relation to students with additional learning needs; the Inclusion Teacher is consulted to determine appropriate disciplinary action.
 - School ensures that any underlying special education needs affecting behavioural regulation are considered in determining appropriate disciplinary actions
 - School develops Documented Learning Plans like Individual Educational Plan (IEP), Individual Behaviour Plan (IBP), Individual Counselling Plan

(ICP) and /or Risk Assessment to manage instances where behaviour in a similar manner to their peers due to an underlying need

- School provides sufficient guidance to students to ensure continued learning during supervised detention and/or suspension periods.

4.7 Appeals Procedure: School has a well-established appeals procedure, which include the following:

- **Appeal Committee:** In accordance with the updated ADEK guidelines, EIS has formulated an Appeal Committee composed of designated members from the Behaviour Management Committee. The composition of the committee ensures impartiality; therefore, the Principal, Head Teachers, or any staff member with a real or perceived conflict of interest will not be included in the committee. The Appeal committee is responsible for reviewing and addressing formal appeals related to behaviour decisions in a fair, transparent, and timely manner.
- **Timelines for the appeal:**
 - To appeal the school's decision to suspend the child, parents have 1 working day.
 - To appeal a school's decision to expel the child, parents have 10 working days.
- Modes of appeal (e.g., via email, telephone, or face-to-face meeting).
- **Decision of the appeal:** Where an appeal has been made and following a review by the persons concerned (e.g., teacher, social worker, and or phase coordinators), the school shall issue a final decision (accept or reject) within 2 working days for suspension cases and within 7 working days for expulsion cases and share the decision with the parent.
- If the school does not respond to the appeal within 3 working days or the parent rejects the school's final decision, the parent can be entitled to log a complaint to ADEK within 5 working days.
- ADEK has the right in investigating any complaint in conjunction with suspension and expulsion following the final decision, but not prior to it, unless the school has not issued its final decision within the timeframe stipulated.

4.8 Positive Handling: In order to maintain good order, EIS is authorised in certain circumstances to physically intervene to prevent students from harming themselves or others, and allow staff to use reasonable force.

- When choosing to restrain a student, all other options shall initially be considered and positive handling shall be the last resort in managing situations. School is authorised to use positive handling to protect students, in circumstances such as to prevent students from:
 - Leaving the classroom or school premises where allowing the student to leave would risk their safety and/or that of others
 - Injuring themselves and/or others
 - Damaging property
- Any response to extreme behaviour should be reasonable and proportionate, and conducted with minimal usage of physical force and staff shall consider the risks and carefully consider any vulnerabilities of the student (e.g., vision and

hearing impairment, mobility restrictions, mental health needs, medical conditions). Such conducts shall only be in accordance with the following:

- The student should be in immediate danger of harming themselves and/or others
 - The member of staff should have good grounds for believing this
 - Only the minimum force necessary to prevent injury or damage should be applied
 - Every effort should be made to secure the presence of other staff before positively handling a student, for the purpose of securing assistance or witnesses
 - Once the situation is deemed to be no longer dangerous, the student should be allowed to regain self-control.
- EIS has prohibited from using force as a form of punishment, which constitutes maltreatment, in line with the Student Protection Policy. This is considered unlawful.

4.9 Records: School keeps a record of any student misconduct and actions taken by the school including root cause analyses, meetings with concerned stakeholders, intervention measures, observations of student behavioural progress, disciplinary procedures, communications (e.g., written warning, appeals), etc. EIS uses the AWARE App, embedded in the Education Portal, for systematic recording and monitoring of student behaviour.

- Level 1 misconduct: Teachers input merits and demerits directly into the AWARE App and in the student behaviour log
- Level 2, 3, and 4 misconduct shall be recorded at the school level by the social worker / school counsellor in the AWARE App. All level 2 (on/offsite suspensions and expulsions), 3, and 4 misconduct will be reported to ADEK.
- Schools, ADEK, and social worker / school counsellor will treat all information about students' behaviour as strictly confidential.

4.10 Approval for Expulsion: School will seek ADEK's approval to expel a student. In making an application to ADEK, school will provide evidence that their internal procedures have been adhered to, and these procedures are no stricter than those set out in this policy.

- At the end of each academic year, school will share a list of students at risk (if any) of expulsion with ADEK, along with the history of misconduct and all intervention strategies used to deal with the misconduct.

5. Bullying Prevention

5.1 Policy Requirements: School has developed a Bullying Prevention Policy in line with the National Policy for the Prevention of Bullying in Educational Institutions (MoE, n.d), and in line with the ADEK Student Protection Policy. This policy shall:

- Set out provisions for educating students and staff on how to identify bullying
- Establish bullying prevention strategies by developing a school-wide anti-bullying program including recognising vulnerabilities for students with additional learning needs.

- Clarify steps students take when confronted with bullying behaviour when they are in the position of someone who is being bullied, who is bullying, and who is witnessing the bullying.
- Set out procedures for staff to deal with the bullying behaviour
- Describe the support and interventions provided by the school for any student identified as a victim or perpetrator of bullying (See Section 6. Support and Interventions) and in line with the ADEK Student Administrative Affairs Policy.
- Set out the disciplinary procedures that may be taken to address instances of bullying (See Section 4. Misconduct Policy and Procedure).

5.2 Monitoring: School has established systems to track and monitor instances of bullying (including frequency and severity)

Refer to the standalone “Anti-Bullying Policy 2025 – 2026” for further detail.

6. Support and Interventions

6.1 Support and Interventions: School provides appropriate, focused, and supportive student-centric interventions to students who been identified as either engaging in behaviours of concerns, misconduct or deemed to be at risk of engaging in behaviours of concern. This includes:

- Need analysis for causality as well as the extent of need, wherein a tiered model of support response is provided to student, in line with the ADEK Inclusion Policy and ADEK Educational Risk Policy.
- The provision of professional support to address the specific needs of the student, including counselling, in line with the ADEK Student Mental Health Policy. This support involves engagement with parents and other relevant stakeholders (e.g., teachers) where appropriate, as well as ongoing monitoring of student progress.
- Referral to external specialists to provide intensive, individualized, and long-term support. Where such support is provided, parents monitor the student’s progress and periodically update a staff member nominated by the school. The staff members are authorised to share the information with relevant stakeholders on a need basis.

6.2 When a student exhibits misconduct and when it is identified, school take disciplinary actions as appropriate and in line with the school’s misconduct policy and procedures (See Section 4. Misconduct Policy and Procedures), alongside any interventions.

6.3 School ensures that any support and interventions to address a student’s behaviour will not reduce or replace the support available to students with additional learning needs, as outlined in their IEP.

School has developed and implements referral structures, in line with the ADEK Student Mental Health Policy.

- School encourages students and teachers to identify signs of behaviours of concerns in students and report them to the social worker / counsellor. School informs the parent, except in cases where not reporting to parents is in the best interest of the students.

6.4 Absence Rates: Students as a cause for concerns depending on absence rates

- School shall identify students as a cause a “cause for concern” depending on absence rates. In line with the Student Administrative Affairs Policy
- Upon identification, EIS shall determine if the students is at educational risk, in line with the Educational Risk Policy, or as being potential subjects of maltreatment (neglect), in line with the Student Protection Policy. Accordingly, EIS authorizes to further escalate actions and develop intervention plans, in line with the Educational Risk Policy and the Student Protection Policy, respectively.

7. Searching, Screening and Confiscation

7.1 Where staff and/or students are deemed to be at immediate risk, the principal, or staff members authorised by the principal, are permitted to conduct a search, screening, and/or confiscation of a student’s possessions. This action may be taken if there are reasonable grounds or cause to suspect that the student is in possession of prohibited, dangerous, or illicit items.

7.2 In line with the safeguarding protocols and subject to applicable regulations, the school is authorised to utilise metal detectors and mobile phone jammers, if deemed necessary, to ensure the safety and wellbeing of the school community.

APPENDIX 1 LEVELS OF MISCONDUCT

| Level 1 | Level 2 | Level 3 | Level 4 |
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| <ul style="list-style-type: none"> • Being repeatedly late to the morning assembly or failing to participate without an acceptable excuse • Failing to attend classes on time repeatedly without an acceptable excuse • Non-compliance with the school uniform (regular or PE) without an acceptable excuse • Not following the school's rules both inside and outside the classroom <ul style="list-style-type: none"> ➢ Not staying calm ➢ Making inappropriate sounds inside or outside the classroom ➢ Not dressing modestly ➢ Sporting inappropriate haircuts • Not bringing books and other resources for school without an acceptable excuse • Sleeping or eating during class time or during the morning assembly without justification or permission • Not complying with the completion of homework and assignments in a timely manner • Misuse of digital device in school <ul style="list-style-type: none"> ✓ Playing games ✓ Viewing social media ✓ Messaging ✓ Using head/earphones in the classroom without justification or permission | <ul style="list-style-type: none"> • Failing to attend school without an acceptable excuse at any time, including before and after breaks/holidays and the weeks leading up to exams • Leaving or entering the classroom during class time without permission • Not attending mandatory school activities and events without an acceptable excuse • Inciting quarrels, threatening, or intimidating peers in the school • Causing minor damages to school or bus furniture <ul style="list-style-type: none"> ✓ Writing on the bus seats ✓ Sticking gum on the bus seats ✓ Tampering with the alarm bell • Taking out and/or using mobile phones at school without permission and misusing any means of communication • Verbally abusing or insulting any member of the school community • Refusing to respond to inspection instruction or to hand over banned items | <ul style="list-style-type: none"> • Bullying, intimidation, harassment, and/or abuse of members of the school community, including defaming them on social media • Academic dishonesty/ plagiarism • Leaving the school premises without permission • Destruction and/or vandalism of school property • Destruction and/or vandalism of the school bus including causing harm to the driver, supervisor • Assaulting others in the school, on the bus, or during school activities offsite, without causing injury to the victim • Capturing, possessing, viewing, or distributing media (audio, images, videos, etc) of staff and students taken without consent | <ul style="list-style-type: none"> • Using forms of communication for unlawful or immoral purposes, or in a manner discrediting the school and members of the school community • Possessing, using, or distributing sharp objects, or their equivalent, on the school premises, on the bus, or during school activities offsite • Premeditated theft and/or engaging in its cover-up • Capturing, possessing, viewing, or distributing information/media (audio, images, video, etc) with unlawful content • Insulting political, religious, or social figures in the UAE • Disseminating or promoting culturally inappropriate ideas/beliefs that go against the laws of the UAE with malicious intent |

APPENDIX 2A

STAGING OF DISCIPLINARY PROCEDURES

| Level of Misconduct | OCCURRENCE | | | |
|---|---|--|---|---|
| | First Time | Second Time | Third Time | More than Three Times |
| <p>Level 1</p> <ul style="list-style-type: none"> Being repeatedly late (Maximum 3 times) to the morning assembly or failing to participate without an acceptable excuse Failing to attend classes on time repeatedly (Maximum 3 times) without an acceptable excuse Non-compliance with the school uniform (regular or PE) without an acceptable excuse Not following the school's rules both inside and outside the classroom <ul style="list-style-type: none"> ✓ Not staying calm ✓ Making inappropriate sounds inside or outside the classroom ✓ Not dressing modestly ✓ Sporting inappropriate haircuts Not bringing books and other resources for school without an acceptable excuse Sleeping or eating during class time or during the morning assembly without justification or permission Not complying with the completion of homework and assignments in a timely manner Misuse of digital device in school <ul style="list-style-type: none"> ✓ Playing games ✓ Viewing social media ✓ Messaging ✓ Using head/earphones in the classroom without justification or permission Any other forms of misconduct similar to the above as per the discretion of the Behavioural Management Committee | <p>Verbal Warning</p> <p>All teachers to discuss the expected change in behaviour with the student. Notify it to the class teacher.</p> <p>The students' behaviour to be monitored and followed up for a week's time.</p> <p>Note: All the consequences in the name of demerits in the AWARE APP (Education portal) is recorded and shared to parents directly</p> | <p>Written Warning</p> <p>Issue of white card to monitor the behaviour for about 3 days. If no change in behaviour, then teachers to notify the parent in writing about the student's misconduct</p> <p>Note: Any communication from the teacher intended for the parent should first be drafted and reviewed by the social worker and Senior leaders before being sent to the parent.</p> <p>Note: All the consequences in the name of demerits in the AWARE APP (Education portal) is recorded and shared to parents directly</p> | <p>Written Warning</p> <p>Class Teachers to notify the parent in writing and hold meeting(s) with them to agree on a reasonable joint home-and-school strategy.</p> <p>The parent is required to sign an undertaking to support the agreed strategy.</p> <p>The strategies will be monitored and followed up for about 2 weeks.</p> <p>Note: All the consequences in the name of demerits in the AWARE APP (Education portal) is recorded and shared to parents directly</p> | <p>Written Warning</p> <p>Class Teachers to notify the parent in writing and summon the parent together with the Social Worker and Phase leader to agree on how to implement a set of strategies aiming at reducing the negative behaviour</p> <p>The strategies will be monitored and followed up for about 2 weeks.</p> <p>Note: All the consequences in the name of demerits in the AWARE APP (Education portal) is recorded and shared to parents directly</p> |

APPENDIX 2B

STAGING OF DISCIPLINARY PROCEDURES

| Level of Misconduct | OCCURRENCE | | | |
|---|--|---|--|--|
| | First Time | Second Time | Third Time | More than Three Times |
| <p>Level 2</p> <ul style="list-style-type: none"> Leaving or entering the classroom during class time without permission Not attending mandatory school activities and events without an acceptable excuse Inciting quarrels, threatening, or intimidating peers in the school Acting or appearing in a manner that contradicts the Cultural Consideration Policy Causing minor damages to school or bus furniture <ul style="list-style-type: none"> ✓ Writing on the bus seats ✓ Sticking gum on the bus seats ✓ Tampering with the alarm bell Taking out and/or using mobile phones at school without permission and misusing any means of communication Verbally abusing or insulting any member of the school community Refusing to respond to inspection instruction or to hand over banned items Any other forms of misconduct similar to the above as per the discretion of the Behavioural Management Committee. | <p>Verbal Warning</p> <p>Issue of yellow card to monitor the behaviour. Maximum 3 days</p> <p>Instruct the student to sign an undertaking not to repeat the offense along with an apology letter.</p> <p>Summon the parent, who is required to sign an agreement to support their child in reforming their behaviour</p> <p>The behaviour will be monitored and followed up for a week's time.</p> | <p>Onsite Suspension</p> <p>Temporarily suspend the student up to 2 days and assign supervised study assignments inside the school with a notification to the parent.</p> <p>Notify both the student and the parent of a written warning.</p> <p>Behavioural Management committee agrees to a set of strategies for reforming the student's behaviour.</p> <p>The parent is required to sign an undertaking to support the agreed strategy</p> <p>The strategies will be monitored and followed up for about 2 weeks.</p> | <p>Onsite Suspension</p> <p>Temporarily suspend the student up to 3 days and assign supervised study assignments inside the school with a notification to the parent.</p> <p>Issue a final warning in writing to the student and the parent.</p> <p>Behavioural Management committee agrees to a set of strategies for reforming the student's behaviour.</p> <p>The parent is required to sign an undertaking to support the agreed strategy</p> <p>The strategies will be monitored and followed up for about 2 weeks.</p> | <p>Expulsion</p> <p>Immediate suspend the student offsite for 5 days until the end of the investigation, with a notification to the parent.</p> <p>Behavioural Management Committee to evaluate the evidences and agrees to a set of final disciplinary actions which may include expulsion</p> <p>After following the prior steps, if the student continues to repeat the offenses, the school is permitted to apply to ADEK to expel the student, in making an application to ADEK. Make sure all the necessary support is provided by the school and the evidences to be attached.</p> |

APPENDIX 2C

STAGING OF DISCIPLINARY PROCEDURES

| Level of Misconduct | OCCURRENCE | | |
|---|--|---|--|
| | First Time | Second Time | Third Time |
| <p>Level 3</p> <ul style="list-style-type: none"> Bullying, intimidation, harassment, and/or abuse of members of the school community, including defaming them on social media Academic dishonesty/ plagiarism (including copying and reproducing assignments and Leaving the school premises without permission Seizure, destruction and/or vandalism of school property Seizure, destruction and/or vandalism of the school bus including causing harm to the driver, supervisor, and /or other road users Assaulting others in the school, on the bus, or during school activities offsite, without causing injury to the victim Driving a vehicle recklessly inside or outside the school premises, and not following the security and safety instructions Capturing, possessing, viewing, or disturbing media (audio, images, videos, etc) of staff and students taken without consent Any other forms of misconduct similar to the above as per the discretion of the Behavioural Management Committee. | <p>Onsite Suspension</p> <p>Issue of orange card.</p> <p>Immediately suspend the student inside the school.</p> <p>Behavioural Management Committee to evaluate the evidences and determine disciplinary actions.</p> <p>The school summons the parent immediately to inform of the disciplinary action and sign an undertaking to support the agreed strategy.</p> <p>The strategies will be monitored and followed up for about 2 weeks.</p> | <p>Offsite Suspension</p> <p>Immediately suspend the student offsite until the end of the investigation with a notification to the parent.</p> <p>Behavioural Management Committee to evaluate the evidences and agrees to a set of final disciplinary actions.</p> <p>A final written warning will be shared to the student and parent.</p> <p>Summon the student and parent to the school to present the Committee's decision.</p> | <p>Expulsion</p> <p>Immediately suspend the student offsite until the end of the investigation with a notification to the parent.</p> <p>Behavioural Management Committee to evaluate the evidences and agrees to a set of final disciplinary actions which may include expulsion</p> <p>After following the prior steps, if the student continues to repeat the offenses, the school is permitted to apply to ADEK to expel the student, in making an application to ADEK. Make sure all the necessary support is provided by the school and the evidences to be attached.</p> |

APPENDIX 2D

STAGING OF DISCIPLINARY PROCEDURE

| Level of Misconduct | OCCURRENCE | |
|--|--|--|
| | First Time | Second Time |
| <p style="text-align: center;">Level 4</p> <ul style="list-style-type: none"> Using forms of communication for unlawful or immoral purposes, or in a manner discrediting the school and members of the school community Possessing, using, or distributing sharp objects, or their equivalent, on the school premises, on the bus, or during school activities offsite Committing sexual assault (including engaging in sexual harassment) inside the school, on the bus, or during school activities offsite. Assaulting others in the school, on the bus, or during school activities, and causing injury to the victim Premeditated theft and/or engaging in its cover-up Capturing, possessing, viewing, or distributing information/media (audio, images, video, etc.) with unlawful content Leaking exam questions or engaging in related activities. Setting fire to the school premises Insulting political, religious, or social figures in the UAE Using promoting, possessing, and/or distributing alcohol, narcotics, medical drugs, or psychotropic substances, on the school premises, on the bus, or during school activities offsite Disseminating or promoting culturally inappropriate ideas/beliefs that go against the laws of the UAE with malicious intent as per the Cultural Consideration Policy Intrusive and/or illegal digital activity on school IT systems (e.g., hacking into school accounts, installing unauthorized software) Trespassing on school premises after school hours Any other forms of misconduct similar to the above as per the discretion of the Behavioural Management Committee. | <p style="text-align: center;">Offsite Suspension</p> <p>Immediately suspend the student offsite until the end of the investigation with a notification to the parent.</p> <p>Behavioural Management Committee to evaluate the evidences and agrees to a set of final disciplinary actions and a corrective plan.</p> | <p style="text-align: center;">Expulsion</p> <p>Immediately suspend the student offsite until the end of the investigation with a notification to the parent.</p> <p>Behavioural Management Committee to evaluate the evidences and agrees to a set of final disciplinary actions which may include expulsion</p> <p>After following the prior steps, if the student continues to repeat the offenses, the school is permitted to apply to ADEK to expel the student, in making an application to ADEK. Make sure all the necessary support is provided by the school and the evidences to be attached.</p> |

APPENDIX 3

CRITERIA OF POSITIVE STUDENT BEHAVIOURS ELIGIBLE FOR MERITS

| Level 1 Points - 3 | Level 2 Points - 6 | Level 3 Points - 9 | Level 4 Points - 12 |
|--|--|---|---|
| <ul style="list-style-type: none"> • PROPER UNIFORM - Student consistently wearing proper uniform both PE and regular, and neatly groomed with proper shoes, tie, scarf (merit given at the end of the week) • Student consistently maintaining notebooks & textbooks neatly (merit given at the end of the week) • Student bringing the notebooks, textbooks and stationery according to the timetable consistently (merit given at the end of the week) • Student consistently completing the classroom & homework (merit given at the end of the week) • Student who offer any kind of help to other student without being asked • Sustainable plastic free - hydrate the green way: Student who do not bring one-time use plastic water bottles (merit given at the end of the week) | <ul style="list-style-type: none"> • Student who participates actively in lessons • Student who has never involved in any misconduct of behaviour • Student who consistently follow the bus rules, e.g. no eating, no drinking, wearing seat belt, not talking loudly. (merit given at the end of the week) • Student consistently using the device in an appropriate way - using only for learning purpose and as per teacher instruction | <ul style="list-style-type: none"> • Student who consistently follow classroom rules, e.g., bags against the wall, books inside the bag and zipped up, lunch bag and water bottles to be kept in proper place (merit given at the end of the week) • Outstanding execution of duties of the class prefect and assistant class prefect (merit given at the end of the week) • Outstanding execution of duties of the SCOUT • Outstanding execution of duties of the PULSE FORUM - Student Council • Student who follows teacher instructions • Student who earns a full score (10/10) in weekly Mental Math • Student who earns a full score (10/10) in weekly English Spelling test • Student who earns a full score (10/10) in weekly Arabic Spelling test | <ul style="list-style-type: none"> • Student who shows good sportsmanship during the games • Students who represents the school in competitions or external events • Students who mentors or supports other students or younger peers regularly • Student who demonstrates consistent improvement in attitude or academics despite challenges • Student who completes extra learning tasks or challenges |

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|----------------------|-------------------------------------|
| POLICY TITLE: | Student Mental Health Policy |
| DEPARTMENT: | Academic |

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|------------------------------------|--------------------------------|
| Policy Contact: Social Worker | Issue Date: 18/06/2025 |
| School: Excel International School | Next Revision Date: 10/06/2026 |
| Reference No: 0018 | Version No: 1 |

Introduction

At Excel International School, we recognize that mental health and well-being are essential for students' learning, growth, and overall success.

This policy aligns with the ADEK Student Mental Health Policy and outlines our school's commitment to promoting mental wellbeing, early identification, and timely intervention for students who may be at risk.

Purpose

The purpose of this policy is to:

- Prioritize and integrate mental health in all aspects of school life.
- Promote awareness and understanding through programs, campaigns, and activities.
- Support early detection and provide access to counseling and well-being services.
- Create a safe, respectful, and inclusive environment for all students.

Mental Health Strategy

1. Awareness and Education:
 - Teach students about emotional well-being, resilience, and stress management.
 - Conduct awareness workshops and well-being campaigns for students and parents.
2. Counseling and Support Services:
 - Provide access to qualified school counselor(s) and social worker(s).
 - Ensure confidentiality in accordance with Federal Law No. 45 of 2021.
 - Maintain clear documentation for all counseling cases as per ADEK Reporting Policy.
3. Referral Pathways:
 - Develop clear procedures for referring students for internal or external mental health support.
 - Communicate these pathways to staff, students, and parents.
4. Support During Stressful Phases:
 - Identify high-stress periods (exams, transitions, university applications).
 - Offer workshops, mentoring, and flexible schedules to reduce anxiety.
5. Inclusion:
 - Ensure mental health support for students with additional learning needs in coordination with the Head of Inclusion.
 - Provide accommodations such as flexible routines and safe spaces when necessary.

Roles and Responsibilities

1. School Leadership: Oversee implementation and compliance with ADEK policies.
2. Teachers: Identify early signs of distress and refer students for support.
3. Counselor and Social Worker: Provide guidance, counseling, and early intervention.
4. Parents: Support the school's efforts and engage positively in their child's well-being.
5. Students: Practice kindness and self-care, and seek help when needed.

Confidentiality and Parental Consent

- All counseling and well-being matters are handled confidentially.
- Parental consent is required for ongoing counseling, except in cases where disclosure could harm the child's well-being.
- In cases of self-harm risk or neglect, information will be shared with the Child Protection Team in line with ADEK policy.

Compliance and Review

- The annual review will ensure alignment with ADEK Wellbeing and Student Protection Policies.
- Non-compliance may result in ADEK review or intervention.

Our Commitment

Excel International School is committed to:

- Promoting positive mental health for every student.
- Providing access to help and guidance at all times.
- Fostering a compassionate and safe school culture that supports growth and resilience.

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| POLICY TITLE: | Student Performance Reports Policy |
| DEPARTMENT: | Administration |

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| Policy Contact: Principal/Head Teacher | Issue Date: 20/06/2025 |
| School: Excel International School | Next Revision Date: 20/06/2026 |
| Reference No: | Version No: 1 |

Policy Purpose

The purpose of this policy is to enhance the effectiveness of student performance reports as a key communication tool between the school and parents. The policy aims to:

- Ensure that student performance reports accurately convey each student’s academic progress, achievement, and areas for improvement.
- Strengthen the partnership between teachers and parents in supporting student learning and development.
- Promote consistency, clarity, and professionalism in the preparation and dissemination of student reports.
- Establish a structured process for reporting that aligns with ADEK expectations and the school’s educational philosophy.

Policy Statement

Excel International School is committed to providing parents and guardians with clear, comprehensive, and timely information regarding their child’s academic performance, behavior, and personal growth. Student performance reports serve as an essential medium of communication, reflecting the student’s progress over time and guiding parents in supporting continued improvement. Reports will be prepared with objectivity, accuracy, and sensitivity, ensuring that feedback is constructive and developmentally appropriate.

Scope

This policy applies to all teachers, administrators, and students at Excel International School. It covers the preparation, review, communication, and distribution of all student progress and achievement reports across all year levels for both school internal and external assessments (GL, CAT and Term-end Assessments)

Policy Guidelines

1. Purpose and Function of Reports
 - Student performance reports provide a comprehensive overview of each student’s academic achievements, effort, and areas requiring support or enrichment.
 - Reports are intended to facilitate ongoing dialogue between the school and parents regarding student learning and wellbeing.
 - The reporting process reinforces the school’s commitment to transparency, accountability, and continuous improvement.
2. Frequency of Reporting
 - Formal student performance reports are issued at least thrice per academic year—at the end of each term or semester.
 - Interim progress updates, parent-teacher conferences, and assessment summaries may supplement these reports as needed.

- Report timelines are published in the school’s academic calendar and communicated to all stakeholders at the start of the year.
3. Content and Format
 - Reports shall include:
 - Academic grades or achievement levels aligned with the school’s assessment policy.
 - Teacher comments reflecting student effort, participation, strengths, and areas for development.
 - Indicators of behavior, attendance, and learning skills.
 - Recommendations for academic support, enrichment, or intervention where applicable.
 - Comments are professional, objective, and supportive, highlighting both achievements and constructive feedback for growth.
 - The format of reports is standardized across the school to ensure consistency and clarity.
 4. Teacher Responsibilities
 - Teachers are responsible for accurately assessing and recording student performance in accordance with school and ADEK assessment policies.
 - Reports are based on a balanced evaluation of classwork, assessments, participation, and observed progress.
 - All reports must undergo internal review by the Head of Department or Section Head prior to final release.
 - Teachers are expected to communicate with parents regarding any significant concerns before report distribution, ensuring that feedback does not come as a surprise.
 5. Parent Communication and Follow-Up
 - Reports are shared with parents through the school’s designated communication platform (Education) or in printed form as appropriate.
 - Parents are encouraged to review and discuss reports with their children to reinforce positive learning attitudes.
 - The school provides opportunities for parents to meet with teachers following report issuance to clarify feedback and discuss strategies for student improvement.
 - Confidentiality is maintained at all times in the handling and sharing of student reports.
 6. Use of Reports for Student Development
 - Performance reports are used as tools for reflection, goal setting, and academic planning.
 - Students are guided to understand their reports, recognize their achievements, and set realistic targets for improvement. (Student Led Conference)
 - The data gathered through reports inform the school’s instructional planning, differentiation, and student support services.

Implementation and Monitoring

- The Principal/Head Teacher oversees the overall implementation of this policy to ensure accuracy, consistency, and compliance with ADEK regulations.
- Heads of Department and Class Teachers are responsible for quality assurance and timely submission of reports.
- The school reviews the report format and process annually based on stakeholder feedback and best educational practices.

Review Cycle

This policy is reviewed every year, or earlier if required by ADEK policy updates, curriculum changes, or internal school directives.

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| POLICY TITLE: | Student Protection Policy |
| DEPARTMENT: | Academic |

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| Policy Contact: Social Worker | Issue Date: 19/06/2025 |
| School: Excel International School | Next Revision Date: 10/06/2026 |
| Reference No: 0015 | Version No: 3 |

Policy Statement

Excel International School (EIS) is committed to ensuring the safety, dignity, and wellbeing of all students. We uphold a zero-tolerance approach to all forms of student maltreatment, including physical, emotional, and sexual abuse, neglect, exploitation, bullying, and Cyberbullying. This policy outlines the responsibilities of the school, its staff, students, and parents in maintaining a safe, supportive, and protective educational environment.

Purpose

The purpose of this policy is to ensure that at Excel International School, we have student protection measures in place to:

- Protect students while in the school's care from all acts and omissions constituting maltreatment such as physical abuse, emotional abuse, sexual abuse and exploitation, neglect, and bullying.
- Identify and support students who are of risk of harm, as enforced by the UAE Federal Law No. (3) of 2016 Concerning Child Rights, Federal Law No. (31) of 2021 Promulgating the Crimes and Penalties Law, Federal Law No. (18) of 2020 concerning Private Education, Executive Council Chairman Decision No. (26) of 2013 Regarding the Regulation of Private Schools in the Emirate of Abu Dhabi, and other relevant UAE laws.
- Emphasize that all staff and volunteers of the school are mandated reporters of cases of alleged and/or suspected maltreatment of students inside and outside the school.
- Define roles and responsibilities of Principals, staff, and parents of students in educational institutions for responding to alleged and/or suspected cases of student maltreatment.
- Ensure that the school is responsible for the care and protection of all students in school and coordinate actions to safeguard them

Scope

This policy applies to:

- All students enrolled at Excel International School (EIS)
- All EIS staff (teaching, non-teaching, third-party, transport personnel, operations department)
- Volunteers and invited visitors interacting with students
- Parents and legal guardians of students

Definitions

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| Child | Any resident of the UAE under 18 years of age |
| Child Protection Coordinator | A Child Protection Coordinator (CPC) is an appointed staff member at the educational institution who is professionally trained and equipped with skills to act upon child protection concerns that arise within their institution and is the key contact for staff and authorities where a concern is identified within the institution. They should also be the point of contact for the institution to respond to emergencies, report to |

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| | the CPU and other authorities involved, liaise with parents, and provide ongoing support to the child. |
| Child Protection Unit | A Child Protection Unit (CPU) is the organizational unit at ADEK aimed at developing and implementing student protection mechanisms and measures for educational institutions under its regulatory jurisdiction, in line with Federal Law No. (3) of 2016 Concerning Child Rights and bylaws. It is responsible for receiving and assessing student maltreatment concerns, in line with the procedures detailed in this document |
| Child Protection Specialist | A Child Protection Specialist (CPS) is the ADEK-appointed person authorized and charged by the Abu Dhabi Judicial Department/Ministry of Community Development and ADEK to preserve the rights of the child and protect the child within the limits of the CPS's powers, in accordance with Federal Law No. (3) of 2016 Concerning Child Rights and bylaws. |
| Educational Institution | For the purpose of this policy, any learning, care, and/or educational entity (nurseries, private school, specialist provision institutions, charter schools) – that is under the regulatory jurisdiction of ADEK |
| Mandated Reporter | A person who is required by law (under Article 42 of Federal Law No. 3) to report student maltreatment concerns related to students to the Child Protection Specialist. This includes the educators in educational institutions, or any adult on institution premises or outside the institution premises from which the student requests assistance in notifying the authorities (e.g., Family Care Authority, the Police, Moi-CPC, and ADEK) about their suffering or any other student's suffering. |
| Parent | The person legally liable for a child or entrusted with their care, defined as the custodian of the child as per the Federal Decree Law No. (3) of 2016 Concerning Child Rights (Wadeema's Law). |
| Safeguarding | Protecting students from all risks of harm, including maltreatment and other types of risks that impact their overall health and development, wellbeing and safety. |
| School day | The educational institution's operating hours including time spent by the student in school buses to and from the school and in extra-curricular school activities. |
| Staff | An individual employed by a school on a remunerated contractual basis regardless of employment mode (internal, external/third-party, etc.) |
| Student | A resident who is enrolled in an educational institution in Abu Dhabi. |
| Student Maltreatment | Synonymous with child maltreatment, refers to abuse (physical, emotional, and sexual), and includes neglect, exploitation, bullying, and Cyberbullying of a student. |
| Student Protection | Synonymous with child protection, all measures, steps, and actions that must be taken to prevent, protect, and support students from risk of maltreatment while they are under the supervision of the educational institution. |
| Supervision | The state of being responsible, having the duty of care, and keeping watch over an individual in the interest of their and others' security |

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| | while utilizing its systems and taking part in all activities organised by the school, inside or outside its premises, including travelling to and from the school using its transportation, and moving between and waiting for activities. |
| Invited Visitors | An individual visiting the educational institution on a temporary basis to interact with students (e.g., a speaker, career fair representative, etc). |
| Volunteer | An individual engaged by a educational institution on a non-remunerated basis to interact with students (e.g., parent chaperones, etc.). |

Acronyms

| | |
|---------|--|
| ADEK | Abu Dhabi Department of Education and Knowledge |
| CPC | Child Protection Coordinator |
| CPS | Child Protection Specialist |
| CPT | Child Protection Team |
| CPU | Child Protection Unit |
| FCA | Family Care Authority |
| MoE | UAE Ministry of Education |
| Moi-CPC | UAE Ministry of Interior – Child Protection Center |

Types Of Student Maltreatment

EIS recognizes the following as maltreatment and each of these types is described in detail in accordance with ADEK and national child protection guidelines.

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| Physical Abuse | An intentional physical act which results in, has a high likelihood of resulting in, or poses a threat of resulting in immediate and/or long-term physical injury or harm to the student’s health, survival, and development. |
| Emotional Abuse | An act, whether consistent or inconsistent, used to make a student feel unloved, worthless, and of no value and integrity, interfering with the student’s positive mental and emotional development. |
| Sexual Abuse | Involvement of a student in sexual activity that they may or may not fully comprehend, or that violates the laws or social taboos of society. Student sexual abuse is evidenced by the activity between an adult and a student, or between a student and another student, who by age or development, is in a relationship of responsibility, trust, or power. The intent of the activity is to gratify or satisfy the needs of the other person. |
| Neglect | Failure of a parent or any adult supervising a student to provide for the basic needs and rights of a student towards their physical safety, development, and wellbeing, which may lead to a failure to thrive in the context of the resources reasonably available to the parent and causes or has a high probability of causing significant harm to the student’s health and/or physical, social, educational, mental, spiritual, or moral integrity. |
| Exploitation | Use of the student in work or other activities for the benefit of others. This includes, but is not limited to, student labor and exploitation of students |

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| | <p>in prostitution or involvement of the student in gangs, militia or military. These activities are to the detriment of the child’s physical or mental health, education, moral or social development.</p> <p>Sexual exploitation is a form of sexual abuse where there is abuse of power by a youth, adult, or group who may coerce, manipulate, or deceive a student into sexual activity by physical contact and/or use of technology for monetary, social or political profits.</p> <p>Economic exploitation is the use of a student who is below the minimum age of labor in the workplace or related activities for the benefit of others through the production, distribution, and consumption of goods or of a particular service delivered by the student.</p> |
| Bullying | <p>Repeated physical, social, or verbal aggression exercised by students who feel they are in a position of power against other students who are perceived weaker or powerless, to achieve specific gains or draw attention, in a way that hurts the student physically and/or emotionally. Bullying can be committed by groups or individuals, in online (Cyberbullying) or offline settings.</p> <p>Cyberbullying is bullying that takes place online. Online bullying can follow the bullied student wherever they go via social networks and mobile phones and has a wider reach than bullying in the real world.</p> |

Principles

- Best interests and safety of the student shall be a primary consideration in all actions taken to safeguard their wellbeing.
- It is the responsibility of the school –the principal and all staff–to recognize, respond to, and manage student protection risk and impact to the best of their ability.
- All mandated reporters and our school staff and volunteers are responsible and accountable for ensuring student protection measures are in place and applied and upheld.
- All mandated reporters and our school staff and volunteers will be protected and shall not be hindered or penalized in any manner for carrying out their responsibilities to report and safeguard students from all forms of maltreatment.
- All students have the right to be:
- Heard and express their voice/opinion and participate in select decision- making processes in the educational institution (to be determined by school staff).
- Treated with dignity and respect.
- Treated with fairness and justice.
- Supported by an advocate and provided with necessary support when required.
- Safe, protected from harm, and aware of what constitutes risk and harm.
- Zero tolerance of all forms of maltreatment is to be implemented and upheld in all actions and environments pertaining to students.

Policy

1. Legal Obligations And Rights

- This policy was developed in line with the federal student protection and related regulations and policies

- EIS complies with the guide on Handling Student Maltreatment Concerns within Educational Institutions (ECA, 2024) for the management of abuse-related offenses that are reported within and/or occurring within our school.
- EIS ensures that the student protection policy has been communicated, understood, and agreed to by all the stakeholders (board members, staff and volunteers, parents, and students).
- The School and its Principal are the guardians of the rights of students to not be exposed to maltreatment. The principal acts as the guardian of all students while they are under the school's supervision and shall take responsibilities that fall under this role.
- All students have equal rights for care, protection, and safety in the school. The school is fully responsible for the care, protection, and safety of students while students are under the school.

2. Reporting Of Concerns Of Maltreatment With Educational Institutions

- Staff of the school including any person who, in the performance of their duties, has regular or temporary contact with students and who provides services to students or the school – are mandated by Federal Law. (3) of 20216 Concerning Child Rights to report all cases of alleged and/or suspected maltreatment (conducted by any alleged / suspected perpetrator inside or outside of the school) directed to the ADEK Child Protection Unit (CPU) within 24 hours upon suspicion. Staff should follow the procedures outlined in Figure 1. Safety Concerns Referrals in Abu Dhabi Educational Institutions and the guide on Handling Student Maltreatment Concerns within
- Educational Institutions (ECA, 2024)
 - All concerns of student maltreatment disclosed in schools, whether the maltreatment took place inside or outside of the school will be notified to the CPC or any other person representing him/her.
- The MoE has put in place the National Policy for the Prevention of Bullying in Educational Institutions (n.d.) for handling bullying cases. Therefore, all cases of bullying will be handled in accordance with the procedures defined in that framework. Exceptions related to bullying cases includes severe bullying (cases of bullying that have or risk having a significant physical and emotional impact on the student would be considered as maltreatment), which will be handled according to the procedures defined in this policy.
- The school has appointed a Child Protection Coordinator (CPC) and a Child Protection Team (CPT), and these appointments are reported to ADEK annually.
 - THE CPC shall undergo ADEK-mandated CPC training and would preferably be a senior member of staff or any other member of staff who has experience working with students at educational risk.
 - The CPT shall undergo any ADEK-mandated training as announced and would typically include 3-5 members consisting of the counsellor and/or social worker as well as relevant members of the senior leadership team, any of whom may or may not take on the role of the CPC.
- If any staff of the school, including volunteers, receive an allegation or has a concern that a student may have been maltreated, is being maltreated, or is at risk of maltreatment as defined in the Definitions (Types of Maltreatment) section, they shall report the matter to the CPC, or any other person representing him/her or any other member of the CPT

immediately. This includes concerns of maltreatment taking place inside or outside of the school premises.

- In case the reporter is unable to reach the CPC, or any other person representing him/her, or other members of the CPT, or it is not in the best interest of the student to inform the CPC or the team, then they should inform the CPU at ADEK and/or the FCA directly by filling out the Safety Concern Form online on the digital safety concern portal.
- Emergency cases, where the student is in imminent danger, should be reported without delay by the CPC to the Police (999) and the Principal, with a copy of the Safety Concern Form online on the digital concern portal.
- Emergency cases are detailed in the guide on Handling Student Maltreatment Concerns within Educational Institutions (ECA, 2024).

3. Confidentiality

- 3.1 Cases reports and student data are strictly confidential. The identities of the student subject to all alleged and/or suspected maltreatment, the alleged/suspected perpetrator, and the person reporting the alleged/suspected case must be kept confidential by all parties involved in the cases.
- The data should be shared only with authorized individuals from the ADEK CPU and the FCA, within investigative teams, and the Abu Dhabi Judicial Department.
- Authorized individuals are strictly prohibited from discussing active or closed cases with the media, any third parties or other staff, and/or unauthorized ADEK staff, with the exception of investigative and judicial authorities and within the legal responsibilities.

4. TRAINING

- 4.1 The CPC and CPT shall complete all student protection policy and safeguarding training as mandated by ADEK, including an affidavit attesting to upholding the highest ethical standards and code of conduct in the management of cases.
- All staff at EIS shall complete any ADEK-mandated student protection policy and safeguarding training sessions and sign off that they have received training and understand their responsibilities.
- Volunteers shall receive proper induction and training on student protection policy and safeguarding measures. All invited visitors shall also be required to attest to having read and understood the school's student protection policy.
- Any staff providing counselling support, advocacy, or being in close personal contact with students shall receive continuous training in student protection and safeguarding and be properly supervised by the Principal.
- Any CPS working in the ADEK CPU shall receive the Ministry of Community Development certification.

5. Vetting, Hiring, And Monitoring Of Educational Institution Staff, Volunteers, And Invited Visitors

- Staff, volunteers, and invited visitors shall be properly vetted and screened prior to working in or accessing any locations where students are present. This includes criminal record checks from countries from which the applicants are being hired.
- The Principal takes full responsibility and accountability for all persons working in our school and ensure their suitability and compliance with all student protection and safeguarding

requirements. This includes preventing any person from working with students if they pose a risk to students' safety and wellbeing.

- The Principal ensures continuous monitoring of all staff and immediately report alleged inappropriate conduct or suspected actions that may result in harm or risk of harm to a student.

6. Acceptable Adult Behaviours

- Staff and volunteers shall respect and protect the rights of all students and take no actions that may put the student at risk of maltreatment.
- Staff and volunteers shall not undertake any inappropriate behaviour towards the student and/or in the presence of the student.
- Staff and volunteers are required to report any incidents of inappropriate behaviours against students.
- Serious allegations of sexual misconduct by staff, volunteers, and/or invited visitors will be directly reported to the Police and FCA and the concerned staff/volunteer/invited visitor will be immediately removed from the school premises.

7. STUDENT PROTECTION LEARNING RESOURCES

- 7.1 Age-appropriate student protection learning resources shall be developed/procured and distributed to students to support their knowledge and ability to understand personal safety and wellbeing and what actions they can take to report any violations and seek help.
- Student protection learning resources shall be taught in the classroom and in counselling sessions and include any media (story books, activity books, illustrations, posters, reading content, etc.) that can be discussed either individually or within a group setting.
- Student protection shall be taught by trained staff who are skilled in understanding student protection and student development.
- All content shall identify easy-to-use references on where to seek assistance if needed.

8. POLICY DISSEMINATION AND REVIEW

- 8.1 The student protection policy shall be available publicly and on the school website and disseminated annually to parents, management members, staff, and volunteers.
- All student protection policies, guidelines, safeguarding measures, and procedures shall be regularly reviewed and updated at least every 5 years or as required.

Roles and Responsibilities

Abu Dhabi Department of Education and Knowledge (ADEK):

1. Develop, monitor and enforce student protection policies and safeguarding measures.
2. Support educational institutions in developing their student protection policies where needed.
3. Introduce a broad range of student protection standards to the inspection framework, and monitor and work with educational institutions falling below expectations by providing the necessary support.
4. Collaborate with relevant entities on the design and implementation of safeguarding programs.
5. Receive and filter reports of concern of student maltreatment (neglect, physical, and emotional abuse) and notifications (sexual abuse and exploitation) happening within educational institutions and take necessary actions.
6. Refer concerns involving a maltreatment suspicion of a staff of an educational institution towards a student to the relevant entities.
7. Activate procedures related to bullying in alignment with relevant entities.
8. Cooperate with and facilitate sharing of education-related information for student maltreatment comprehensive assessments and/or investigations being conducted by the relevant entities.
9. Follow up, if needed, with the relevant entities on the referrals made to them for cases in educational institutions.
10. Document all notifications and/or reports received in confidential records that can be accessed only by the CPS or any other concerned agency(ies), where needed, based on established information sharing protocol.

Principals:

1. Comply with the provisions of this policy.
2. Every educational institution shall publish and post this policy to protect students from maltreatment.
3. Ensure that procedures to prevent situations that could lead to the maltreatment of students are in place and understood by all institutional staff and principal.
4. Ensure the oversight of students at all times while under the supervision of the educational institution.
5. Ensure that there is priority emphasis within the educational institution on the protection of the students and for taking immediate actions when there is suspicion of cases of student maltreatment.

6. Ensure that students know how, where, and to whom to safely report their concerns about alleged and/or suspected maltreatment without fear of retribution or punishment.
7. Ensure that staff, volunteers, and students are aware of how, where, and to whom they can safely report their concerns about the potential exposure of any student to alleged and/or suspected maltreatment without fear of retribution or punishment.
8. Include the views and recommendations from students and parents regarding safety and protection reporting within the educational institution.
9. Immediately report any case of alleged and/or suspected maltreatment of students as stated by this policy.
10. Ensure that all staff and volunteers targeted for student protection training fully attend and participate in all training sessions and sign off on safeguarding training and student protection training.
11. Conduct orientation sessions for parents upon student registration or enrollment and at the start of every school year to promote this policy and to inform them of their roles and responsibilities, and their rights and duties.
12. Maintain students' records in compliance with Policy 35 (Records) and ensure confidentiality of open and closed cases in accordance with the guidelines.
13. Immediately suspend any staff who is suspected of an offense involving student maltreatment on a temporary basis until the suspicion is adjudicated.
14. Ensure that students have a safe and confidential opportunity to report any concerns they may have in regarding their rights to safety and wellbeing.
15. Ensure the vetting, hiring, and monitoring of all staff, volunteers, and invited visitors according to this policy and relevant safeguarding measures.

All Staff and Volunteers of Educational Institutions:

1. Report immediately an alleged and/or suspected case of maltreatment upon discovery.
2. Care for students at all times while under the institution's supervision.
3. Understand this policy to address alleged and/or suspected student maltreatment cases.
4. Attend and participate in mandated student protection and safeguarding training.

Parents:

1. Cooperate with the educational institution's principal and staff, answer all inquiries related to the student's behavior, academic performance, and respond to their feedback and guidance.

- 2.** Attend all scheduled parent meetings with the educational institution.
- 3.** Communicate any concerns, observations, or changes in the student's behavior to the educational institution's principal, board members, and/or to the concerned institutional staff.
- 4.** Support the educational institution in ensuring safe online practices during distance learning and homework.

| | |
|----------------------|------------------------------|
| POLICY TITLE: | Sustainability Policy |
| DEPARTMENT: | Administration |

| | |
|--|--------------------------------|
| Policy Contact: Sustainability Coordinator | Issue Date: 23/06/2025 |
| School: Excel International School | Next Revision Date: 20/06/2026 |
| Reference No: | Version No: 2 |

Policy Purpose

The purpose of this policy is to establish a structured and accountable approach to sustainability at Excel International School. The policy aims to:

- Ensure that the school has a clear and focused strategy dedicated to promoting environmental, social, and economic sustainability.
- Obligate the school to promote awareness of its sustainability strategy and policies within the school community.
- Commit the school to preparing students and staff with the knowledge, skills, and values necessary to use resources responsibly and care for the planet's future.
- Require the school to actively monitor, evaluate, and report progress in implementing its sustainability initiatives.
- Encourage continuous improvement in sustainability performance and the promotion of environmental wellbeing across all school operations.

Policy Statement

Excel International School is committed to fostering a culture of sustainability that extends beyond the classroom and into every aspect of school life. The school recognizes its responsibility to model environmental stewardship, encourage responsible consumption, and inspire students and staff to make positive contributions toward a sustainable future.

Through its sustainability strategy, the school aims to integrate sustainable practices into teaching, learning, operations, and community engagement, ensuring that environmental awareness and social responsibility become integral to the school's identity.

Scope

This policy applies to all staff, students, parents, contractors, and visitors associated with Excel International School. It covers teaching and learning activities, campus operations, resource management, and community engagement initiatives related to sustainability.

Policy Guidelines

1. Sustainability Strategy and Leadership

- The school has developed and maintain a Sustainability Strategy that aligns with ADEK expectations and national sustainability goals.
- The strategy includes measurable objectives and action plans focused on environmental conservation, resource efficiency, and community awareness.
- The School Principal/Head Teacher has designated a Sustainability Coordinator or committee responsible for implementing, monitoring, and promoting sustainability initiatives across all school departments.

Implementation of the Sustainability Strategy in at EIS

- **Assign Roles and Responsibilities**
 - The School Principal appoints a Sustainability Coordinator or forms a Sustainability Committee.
 - Committee members represent different departments (science, facilities, administration, student council) to ensure school-wide participation.
- **Set Measurable Objectives**
 - Define specific goals such as:
 - Reduce energy consumption by 20% within 2 years.
 - Achieve 80% recycling of paper and plastic waste.
 - Conduct at least 4 environmental awareness programs per year.
 - Use KPIs (Key Performance Indicators) to track progress.
- **Develop Action Plans**
 - Break objectives into actionable steps:
 - Install energy-efficient lighting
 - Introduce recycling bins in classrooms, staff rooms, and playgrounds.
 - Organize workshops on water conservation, waste reduction, and sustainable habits.
- **Integrate Sustainability into Curriculum and Activities**
 - Incorporate sustainability topics in all subjects- Science, English, Maths and project-based learning.
 - Encourage students to participate in community clean-ups, tree planting, or school garden projects.
- **Monitoring and Reporting**
 - Track progress monthly/quarterly.
 - Prepare reports on energy use, waste reduction, and participation in sustainability programs.
 - Share results with staff, students, and parents to maintain transparency and motivation.
- **Promote Awareness and Engagement**
 - Display posters and messages about sustainability around the school.
 - Celebrate “Sustainability Week” or similar events.

2. Awareness and Engagement

- The school actively promote awareness of its sustainability policy, objectives, and initiatives among students, staff, and parents.
- Awareness programs, assemblies, and campaigns are organised regularly to encourage sustainable habits such as recycling, water conservation, and energy efficiency.
- The school celebrates global and national sustainability events such as Earth Day, World Environment Day, and UAE Sustainability Week, involving the entire community.

Implementation of Awareness and Engagement Policy at Excel International School

- **Promote the Sustainability Policy**
 - Display the school’s sustainability objectives and initiatives on notice boards, digital screens, newsletters, and the school website.
 - Share key sustainability messages during **morning assemblies** and staff meetings to ensure all stakeholders are informed.
 - **Organize Awareness Programs and Campaigns**
 - Conduct **workshops and seminars** for students and staff on topics such as recycling, energy saving, water conservation, and reducing single-use plastics.
 - Launch **student-led campaigns** such as “Plastic-Free Week,” “Turn Off the Lights Challenge,” or “Paper Recycling Drive” to encourage participation and ownership.
 - Integrate sustainability into classroom activities and project-based learning to make students active participants.
 - **Celebrate Global and National Sustainability Events**
 - **Earth Day (April 22):** Organize tree planting drives, eco-friendly competitions, and awareness talks.
 - **World Environment Day (June 5):** Conduct clean-up drives, workshops on climate action, and poster competitions.
 - **UAE Sustainability Week:** Involve students, staff, and parents in sustainability challenges, exhibitions, and interactive learning sessions.
 - **Engage Parents and Community**
 - Send newsletters and social media updates about ongoing sustainability initiatives.
 - Invite parents to participate in school eco-events, workshops, and campaigns to reinforce sustainable habits at home.
 - Encourage collaboration with local organizations for environmental projects and community service.
 - **Monitor and Recognize Participation**
 - Track student and staff engagement in sustainability programs and campaigns.
 - Recognize and reward outstanding contributions through certificates, announcements, and special mentions during assemblies.
 - **Continuous Improvement**
 - Collect feedback from students, staff, and parents to improve awareness programs.
- ### 3. Education for Sustainability
- Sustainability concepts is integrated into the curriculum across subjects and grade levels to enhance students’ understanding of environmental issues, social responsibility, and global citizenship.
 - Teachers are encouraged to design learning experiences that promote critical thinking, innovation, and problem-solving related to environmental and sustainability challenges.

- The school provides professional development opportunities for staff to strengthen their ability to model and teach sustainable practices.

Implementation of Education for Sustainability at Excel International School

- Integration into Curriculum
 - Embed sustainability topics across subjects and grade levels, such as:
 - Science: Renewable energy, climate change, ecosystem conservation.
 - UAE Social Studies: Community responsibility, global citizenship, environmental policies.
 - Mathematics: Analysing data on energy consumption, water usage, or waste reduction.
 - Arts: Creating eco-friendly projects, posters, and awareness campaigns.
 - Encourage cross-curricular projects where students apply sustainability concepts in real-world scenarios.
 - Promote Critical Thinking and Problem-Solving
 - Assign project-based learning tasks that require students to develop innovative solutions for environmental challenges.
 - Organize competitions and challenges such as designing eco-friendly inventions or creating school-wide recycling initiatives.
 - Facilitate classroom discussions and debates on topics like climate change, pollution, and sustainable living to foster critical thinking. [Year 6- 10]
 - Professional Development for Staff
 - Provide training sessions and workshops to help teachers integrate sustainability into lessons effectively.
 - Share best practices, teaching resources, and lesson plans focused on environmental education and sustainable development.
 - Encourage staff to model sustainable practices, such as reducing paper use, conserving energy, and promoting recycling, to reinforce learning by example.
 - Monitoring and Evaluation
 - Regularly review the curriculum to ensure sustainability concepts are relevant, age-appropriate, and engaging.
 - Collect feedback from teachers and students to improve teaching strategies and learning outcomes.
 - Celebrate student achievements in sustainability projects to motivate continued engagement.
- #### **4. Resource Management and Environmental Practices**
- The school strives to reduce its environmental footprint through responsible use of water, energy, and materials.
 - Waste reduction, recycling, and reuse initiatives are promoted throughout the campus.
 - Procurement practices prioritize environmentally friendly and sustainable materials where feasible.
 - The maintenance team monitors and improve the efficiency of utilities and facilities in line with sustainability targets.

Implementation of Resource Management and Environmental Practices at Excel International School

- **Water, Energy, and Material Conservation**
 - Install water-saving fixtures such as taps, toilets, and irrigation systems.
 - Promote energy efficiency by using LED lighting and encouraging staff and students to turn off unused devices.
 - Encourage responsible use of materials, including paper, stationery, and classroom supplies.
 - **Waste Reduction, Recycling, and Reuse**
 - Place recycling bins for paper, plastics, and metals across the campus.
 - Launch student-led recycling campaigns and competitions to increase participation.
 - Encourage reuse initiatives, such as using scrap materials for projects or donating old books and uniforms.
 - **Sustainable Procurement Practices**
 - Prioritize purchasing eco-friendly and sustainable materials (e.g., recycled paper, non-toxic cleaning products).
 - Collaborate with vendors who follow environmentally responsible practices.
 - Evaluate procurement processes regularly to ensure alignment with sustainability objectives.
 - **Maintenance and Utility Efficiency**
 - The maintenance team monitors water and energy usage to identify areas for improvement.
 - Conduct regular audits of school facilities to enhance efficiency, such as optimizing lighting, HVAC systems, and irrigation.
 - Set sustainability targets for energy and resource reduction and track progress monthly or quarterly.
 - **Community Engagement and Education**
 - Involve students in energy and water-saving initiatives.
 - Organize workshops and campaigns to educate staff and students on reducing the school's environmental footprint.
 - Recognize departments or individuals contributing significantly to sustainability goals.
- 5. Monitoring and Continuous Improvement**
- The school actively monitor its sustainability performance through periodic evaluations, audits, and progress reports.
 - Key performance indicators (KPIs) includes energy usage, waste reduction, recycling rates, and student engagement in sustainability programs.
 - Results and updates are shared with the school community to promote transparency and accountability.
 - The school review and refine its sustainability goals annually, ensuring alignment with evolving global and local priorities.
- 6. Community and Partnerships**
- The school engages students, staff, and parents in collaborative sustainability projects that extend to the wider community.

- Partnerships with environmental organizations, local authorities, and educational networks are encouraged to strengthen sustainability practices and awareness.
- Student-led initiatives, such as eco-clubs and green teams, is supported to empower young leaders in driving environmental change.

Implementation of Community and Partnerships at Excel International School

- **Engage Students, Staff, and Parents**
 - Involve students, teachers, and parents in **school-wide sustainability projects**, such as community clean-ups, tree planting, and local conservation initiatives.
 - Organize **interactive workshops and events** that encourage collaboration and shared responsibility for environmental stewardship.
 - Encourage parents to reinforce **sustainable practices at home**, such as recycling, water conservation, and energy efficiency.
- **Build Partnerships with External Organizations**
 - Collaborate with **environmental NGOs, local government authorities, and educational networks** to support sustainability programs.
 - Invite experts to conduct **guest lectures, workshops, and awareness sessions** for students and staff.
 - Participate in **regional or national sustainability campaigns and competitions** to raise the school's profile and inspire action.
- **Support Student-Led Initiatives**
 - Establish **eco-clubs, green teams, and sustainability ambassadors** to empower students as environmental leaders.
 - Provide resources, guidance, and recognition for student-led projects, campaigns, and events.
 - Encourage **peer-to-peer learning**, where students educate their peers about sustainable practices.
- **Monitor, Evaluate, and Celebrate**
 - Track the impact of community projects and partnerships in terms of participation, outcomes, and awareness raised.
 - Recognize outstanding contributions from students, staff, and community partners during assemblies or school events.
 - Use feedback from projects to continuously improve community engagement and strengthen partnerships.

7. Implementation and Monitoring

- The School Principal/ Head Teacher is responsible for ensuring effective implementation of this policy and the overall sustainability strategy.
- The Sustainability Coordinator oversee daily operations, promote engagement, and track progress toward sustainability goals.
- Regular reports are presented to school leadership and stakeholders to evaluate performance and identify opportunities for improvement.

Review Cycle

This policy is reviewed every year, or earlier if required by updates to ADEK guidelines, national sustainability objectives, or internal school initiatives.

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|----------------------|-------------------------|
| POLICY TITLE: | Licensing Policy |
| DEPARTMENT: | Administration |

| | |
|------------------------------------|--------------------------------|
| Policy Contact: Admin Officer | Issue Date: 22/06/2025 |
| School: Excel International School | Next Revision Date: 22/06/2026 |
| Reference No: EIS-SAD-001 | Version No: 002 |

Purpose

This policy outlines the requirements and procedures for licensing new private schools in Abu Dhabi under ADEK (Abu Dhabi Department of Education and Knowledge). It ensures schools meet legal, academic,

Licensing Process – 3 Stages

1. Provisional License Letter (PLL):
 - First step via the ADEK Investor Portal.
 - Submit governance rules, academic & financial plans, and proof of financial capability.
 - A bank guarantee is required if using government property.
 - No construction can begin before PLL is granted.
2. Temporary License & No Objection Certificate (NOC):
 - Apply after building construction.
 - Register principal and key staff on ADEK PASS.
 - Obtain required regulatory approvals (health, safety, etc.).
 - Schools cannot operate or enroll students until NOC is issued.
3. General License:
 - Granted after a first inspection with a minimum rating of “Acceptable.”
 - Valid for 2 years, renewable.
 - Schools rated “Weak” or below remain under a Temporary License.

Applicant Requirements

- For Individuals (Natural Persons):
- Must be 25+, legally capable, and have no criminal record unless rehabilitated.
- For Companies (Legal Persons):
- You must appoint an eligible individual representative.
- All applicants undergo background and security checks.

Financial Capability

- Demonstrate sufficient funding.
- Provide an unconditional funding letter from a UAE bank or financier.

Gender Status Declaration

- Schools must declare as one of the following:
 - Coeducational (mixed)
 - Shared (segregated but shared facilities)
 - Single-Gender
- Mixed gender allowed up to Grade 4 / Year 5, regardless of status.

Use of Land and Buildings

- Permitted on:
 - Government-leased land
 - Privately owned or rented facilities
- Educational premises must not be used for non-educational purposes.

Amendments & Transfers

- General & Temporary License holders may request changes (e.g., ownership, name, curriculum, etc.) with ADEK approval.
- PLL is non-transferable, but partner additions are allowed.

Rejections & Appeals

- Rejected applications can be resubmitted within 30 working days.
- After two PLL amendment rejections, reapplication must wait 6 months.
- Appeals can be submitted; ADEK decisions are final.

License Suspension, Closure & Cancellation

- Voluntary Closure:
 - Requires 6-month advance notice and a student transition plan.
 - Notify staff/parents within 7 days of approval.
 - Complete legal, financial, and record obligations.
- Temporary Closure:
 - Allowed for up to 1 academic year with ADEK approval.
 - Reapplication required before reopening.
- Suspension/Cancellation:
 - Enforced for non-compliance or repeated poor inspections.
 - ADEK may place the school under supervision.

Legal References

Federal Decree Laws No. (31) & (33) of 2021.
ADEK Organizing Regulations for Private Schools.

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|----------------------|--|
| POLICY TITLE: | KG MoE Subjects Policy (Arabic, Islamic & Social Studies) |
| DEPARTMENT: | Administration |

| | |
|---|--------------------------------|
| Policy Contact: Early Primary Department (FS2 – Year 1) | Issue Date: 23/06/2025 |
| School: Excel International School | Next Revision Date: 20/06/2026 |
| Reference No: | Version No: 2 |

Policy Statement

Excel International School (EIS) is committed to implementing the Ministry of Education’s (MoE) *Mandatory Subjects Guide in Private Kindergartens* to ensure that all FS2 and Year 1 students receive high-quality instruction in Arabic Language, Islamic Studies, and Social Studies.

These subjects are central to promoting children’s language skills, moral and religious values, cultural awareness, and sense of national identity within a developmentally appropriate, play-based learning environment.

Purpose

This policy ensures that:

- EIS fully complies with MoE requirements for teaching the three mandatory subjects in FS2 and Year 1.
- Teaching approaches are developmentally appropriate, inclusive, and rooted in UAE heritage and values.
- Timetabling, staffing, and assessment for these subjects are transparent and consistently implemented across the Early Primary Phase.

Scope

This policy applies to:

- All children in FS2 and Year 1 at Excel International School.
- All staff teaching or supporting Arabic Language, Islamic Studies, and Social Studies.
- All curriculum models adopted within the Early Primary Department, including integrated SDG-themed units and the Pearson iPrimary Framework.

Implementation Timeline

| Academic Year | Requirement | Description |
|---------------|-------------------------------|---|
| 2025 – 2026 | Initial Implementation | Develop academic plans for Arabic, Islamic and Social Studies and integrate them into approved weekly timetables for FS2 and Year 1. Begin teaching according to MoE learning frameworks. |
| 2026 – 2027 | Full Compliance | Achieve complete alignment with MoE standards; participate in formal monitoring and compliance visits. |
| 2027 – 2028 | Arabic Expansion | Increase Arabic instruction to 60 minutes daily (300 minutes weekly) for all FS2 and Year 1 students. |

Instructional Time Allocation

| Subject | Target Group | Weekly Duration | Delivery Method |
|------------------------|---|--|---|
| Arabic Language | Arab students – Arabic for Arabs; Non-Arab students – Arabic for Non-Arabs | 200 minutes weekly (40 minutes × 5) → increasing to 300 minutes weekly by 2027 – 2028 | Daily Arabic sessions |
| Islamic Studies | Arab Muslim students (in Arabic); Non-Arab Muslim students (in English) | 90 minutes weekly (2 × 40 & 1*15 min circle time sessions) | Interactive story-based lessons linked to values, Qur’anic stories, and moral education. Concepts embedded in daily class and outdoor activities through themes like “My Community”, “UAE Culture”, and “Helping the Planet”. Monthly SDG themes |
| Social Studies | All students | Integrated approach within other subjects | |

Curriculum and Learning Outcomes

- Instruction follows MoE learning frameworks for Arabic Language, Islamic Education and Social Studies
- Learning outcomes are incorporated into weekly planning documents, and termly SDG links.
- Social Studies content is taught through integration with other subjects.
- Teaching emphasizes oral communication, curiosity, and experiential learning, consistent with Early Years and ADEK early childhood principles.

Teacher Qualifications and Deployment

- Arabic and Islamic teachers must hold MoE-accredited Early Childhood or Primary Education qualifications.
- Teachers are deployed equitably across FS2 and Year 1 groups with clear documentation in timetables and academic plans.
- All teachers receive ongoing professional development on MoE frameworks, bilingual pedagogy, and play-based approaches.

Teaching and Assessment

- Teaching is interactive, inquiry-based, and hands-on, including songs, stories, role play, art, and drama.
- Formative assessment (e.g., observations, portfolios, learning journals) tracks progress against MoE outcomes.
- Assessment records feed into parent updates, and Education reports each term.

Inclusion

- All students, including Children of Determination, access Arabic, Islamic and Social Studies through differentiated materials, bilingual support, and sensory activities.

- Collaboration with the SEN team ensures adaptations align with Individual Education Plans (IEPs) and MoE guidelines.

School Responsibilities

Excel International School shall:

- Maintain required teacher-to-child ratios and qualified subject staff.
- Document weekly time allocations and target groups within academic plans.
- Ensure learning environments reflect UAE culture and Arabic-English bilingualism.
- Provide evidence of pedagogical methods and assessment aligned with MoE learning outcomes.
- Cooperate with MoE and ADEK compliance teams for monitoring and evaluation.

Parental Engagement

EIS will:

- Communicate the purpose and structure of the three subjects to parents through orientation and newsletters.
- Encourage home-based reinforcement through reading, songs, and values projects.
- Celebrate UAE heritage weeks, Arabic Language Day, and Islamic occasions across FS2 and Year 1.

Monitoring and Evaluation

- The Early Primary Coordinator and Arabic/Islamic Leads will monitor lesson plans and learning outcomes termly.
- Findings will be reported to the Headteacher and Principal and included in school self-evaluation and ADEK inspection evidence.
- This policy will be reviewed annually to reflect any MoE or ADEK updates.

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|----------------------|-------------------------------------|
| POLICY TITLE: | Drug Free Environment Policy |
| DEPARTMENT: | Administration |

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|------------------------------------|--------------------------------|
| Policy Contact: Administration | Issue Date: 23/10/2025 |
| School: Excel International School | Next Revision Date: 20/09/2026 |
| Reference No: | Version No: 2 |

School Procedure for Ensuring a Drug-Free Environment

Purpose

The purpose of this procedure is to ensure that the Excel International School environment remains completely free from drugs, stimulants, and psychotropic substances.

This policy protects the health, safety, and well-being of all members of the school community — including students, teachers, administrative staff, cleaning staff, contractors, and visitors — and promotes a safe, respectful, and productive learning environment.

Scope

This procedure applies to:

- All students enrolled in the school.
- All staff members (teaching, administrative, and support).
- Cleaning, maintenance, and transport staff.
- Contractors and service providers working on school premises.
- Visitors attending any school-related event or activity.
- It covers all areas within the school premises and during all school-related activities, such as field trips, sports events, or off-campus programs.

Policy Statement

The school strictly enforces a “zero-tolerance policy” toward the possession, use, distribution, or promotion of any drugs, stimulants, or psychotropic substances.

No person is allowed to bring, use, or distribute such substances within school premises or during any school-related activity.

All members of the school community must:

- Act responsibly and uphold this policy.
- Report any suspected incident immediately to the Principal, Head Teacher, or Admin officer.
- Support awareness and prevention programs conducted by the school.

Definitions

- Drugs: Illegal or controlled substances (e.g., cannabis, cocaine, heroin, smoking etc.).
- Stimulants: Substances that speed up brain or body function (e.g., amphetamines, unapproved energy pills, etc.).
- Psychotropic substances: Substances that affect mood or behavior, including sedatives or hallucinogens.
- Prescription medication: Legally prescribed medicine for medical reasons, used strictly under medical supervision.

Prevention and Education

To prevent substance misuse and raise awareness, the school will:

1. Awareness and Training Programs
 - Conduct educational sessions for students, teachers, and non-teaching staff on the risks of drug and substance abuse.
 - Include drug-prevention education in the student curriculum (especially in Health, Science, and Moral Education).
 - Organize workshops with medical experts, community officers, or law enforcement representatives.
2. Counseling and Support
 - Provide confidential counseling and support for students or staff experiencing personal or peer-related pressure.
 - Encourage a culture of openness and early intervention to prevent potential misuse.
3. Parental and Community Involvement
 - Engage parents through awareness meetings and communication updates.
 - Work in cooperation with health and law-enforcement authorities for guidance and support.
4. Supervision and Monitoring
 - All staff and supervisors will maintain vigilance in all areas of the school (classrooms, restrooms, common areas, and outdoor spaces).
 - Any suspicious behavior or material must be reported immediately.

Possession and Use of Medication

- Only the school nurse may store and administer prescribed medication to students or staff, as per the School Medication Policy.
- Students and staff must not carry or share medication with others.
- Any misuse of prescribed medication will be treated as a disciplinary offense.

Reporting and Investigation

- Any student, staff member, or visitor who observes or suspects drug-related activity must report immediately to the Principal, Head of Section, Designated Safeguarding Officer or Safety Officer.
- Reports will be handled confidentially and respectfully.
- The school will conduct a fair investigation in accordance with internal guidelines.
- Parents/guardians (for students) or supervisors (for staff/contractors) will be informed.
- In serious cases, the school may refer the matter to law-enforcement authorities as required by UAE regulations.

Disciplinary Actions

Violations of this policy will result in disciplinary measures depending on the individual's role and the severity of the case:

- Students: Counseling, written warning, suspension, expulsion, and/or referral to authorities.
- Staff (teaching/non-teaching): Written warning, suspension, termination, and/or legal reporting.
- Contractors/Cleaning Staff/Visitors: Immediate removal from premises and reporting to their employer or concerned authorities. All disciplinary actions will be fair, consistent, and in accordance with EIS policy and UAE law

Responsibilities

1. Principal:
 - Ensure implementation and compliance with this policy.
 - Approve awareness and prevention programs.
2. Heads of Departments/Sections:
 - Supervise and report any violations promptly.
 - Support teachers and students in awareness activities.
3. Teachers and Staff:
 - Remain vigilant and report any suspicious behavior.
 - Integrate drug awareness in relevant lessons and discussions.
4. Cleaning, Transport, and Maintenance Staff:
 - Maintain alertness during duty hours.
 - Report immediately if prohibited substances or suspicious behavior are observed.
5. Contractors and Service Providers:
 - Ensure all their employees comply with the school's zero-tolerance policy.
 - Report any incident to the school administration.
6. Students and Parents:
 - Follow the school's drug-free policy and procedure.
 - Participate in awareness and preventive programs.
 - Report any concerns confidentially to the counselor or teacher.

Continuous Monitoring and Review

- Inspections and supervision will be conducted across all school areas on daily basis.
- This policy will be reviewed annually or when required by new regulations.
- Feedback from staff, parents, and students will be used to improve preventive strategies.

Conclusion

The Excel International School is fully committed to maintaining a safe, healthy, and drug-free environment for everyone — students, staff, contractors, and visitors alike.

By following this procedure, each member of the school community contributes to creating a respectful, secure, and supportive atmosphere for learning and growth.

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|----------------------|--------------------------------|
| POLICY TITLE: | Staff Well-Being Policy |
| DEPARTMENT: | Human Resources |

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|------------------------------------|--------------------------------|
| Policy Contact: HR Administrator | Issue Date: 15/06/2025 |
| School: Excel International School | Next Revision Date: 15/06/2026 |
| Reference No: AJS-HRD-010 | Version No: 2 |

Purpose

The purpose of this policy is to ensure the entire staff base of AJ Group is in sound holistic health in areas of physical, psychological and emotional health.

Scope/Target Audience

This policy applies to all the staff within the AJ Group of Schools.

Policy Statement

Our group is committed to developing and maintaining high standards of well-being. The combined wellbeing of each member, across the group, contributes to a healthy, motivated and committed workforce. The well-being of the staff translates into organic growth and sustainability of the group's performance.

Staff Well-Being

1. Physical Well-Being

- AJ Group provides a safe and secure working environment for all the employees across its schools and nurseries. Each institution is equipped with a clinic that provides immediate assistance to staff for their physical needs in case of any emergencies or support.
- The school-sponsored staff are provided insurance coverage to meet any medical requirements that may arise.
- During the pandemic, all our institutions are abiding by the mandatory ADEK and SEHA outlines to ensure that the staff is provided with a safe working environment. The measures for physical health and safety include:
 - Following all social distancing outlines
 - Ensuring staff use the PPE as specified by the authorities
 - Regular temperature checks at the entrances
 - Following the staff self-monitoring checklist and guidelines for staff
 - Covid-19 testing and other requirements as mandated by SEHA and ADEK

2. Emotional and psychological well being

- Regular check-ins are carried out by the line managers to ensure that the staff are emotional and psychologically in good health.
- Formal surveys are conducted to check the emotional, psychological and physical health of the staff termly to gauge the holistic well-being of the staff. The results indicate areas/individuals that need support and support actions are taken accordingly.
- The HR team provides emotional and psychological support to the staff members who express or exhibit the need for support in coordination with the line managers
- The leadership teams are provided emotional and psychological support through the corporate office via non-work-related check-in calls.

3. Counselling Services

- The school's Counsellor or Social Worker gives counseling services to staff, whoever needs it. It can be delivered in a face-to-face or virtual setting with adherence to ethics and meet any legal requirements to ensure confidentiality. The school may also arrange professional assistance from its partner institution to support teachers and staff when further needed. Check-ins are carried out by the line managers to ensure that the staff are emotionally and psychologically in good health.
 - Counselling for staff is confidential and documented; however, information can be disclosed to the SLT and HR Team if it affects the productivity and safety of the staff or students' safety in the school. The Principal has the right to consult with ADEK and the governing body regarding the severity of the issues or concerns of the staff depending on the nature of seriousness.
4. Well-being activities and appreciation
- The HR team plans and conducts employee engagement activities to provide relaxation, stress-reduction and healthy-working environment.
 - Activities include Away Days, Employee Engagement Days, Staff Appreciation, Coffee/Tea compliment from the Principal and other fun-filled activities. The proposed activities should not disturb the overall operation of the school teaching and learning.
 - Staff Recognition: Teachers and other staff are provided with awards for recognizing their outstanding performance or contribution to school that promote a culture of wellbeing and excellence. Awards are given as per the employees performance assessment criteria.
 - One-to-One Meetings: The school may arrange a one-on-one meeting with their immediate line managers or SLT on an appointment basis to discuss matters affecting their working conditions as long as the meeting will not conflict with their timetable at school. In this meeting, school leaders may also have an opportunity to get feedback on the implementation of school-related policy to "gauge whether they are meeting the designated goals and to address the unintended consequences".
 - Professional Learning teams: The school provides an avenue where their colleagues provide opportunities to share their best practices to help them improve their working conditions and their professional growth. This should be facilitated by the appointed in charge and planned systematically with the CPD Coordinator appointed by the Principal.
 - School Climate Surveying: This survey must be conducted once a year to determine attention to the drivers of teacher morale and use the survey results to create wellbeing activities for teachers and staff. This can also be used to evaluate how new policies impact the conditions that support or hinder the development of teacher and staff morale.
 - E – Safety Services: Management of services and concerns related to e-safety is dealt with according to the E-Safety Policy.
 - Complaints: Any complaints must be forwarded to their respective line managers, who prepare the report for action. The investigation must be done at least within 98 hours upon receiving the complaints.

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|----------------------|------------------------------|
| POLICY TITLE: | Transportation Policy |
| DEPARTMENT: | Administration |

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|------------------------------------|--------------------------------|
| Policy Contact: Admin Officer | Issue Date: 22/10/2025 |
| School: Excel International School | Next Revision Date: 22/10/2026 |
| Reference No: AJS-SAD-001 | Version No: 002 |

Excel International School – Student Transportation Policy Purpose:

- School Bus: An ITC-authorized vehicle designated for transporting Excel International School students.
- Journey: Any trip undertaken to or from Excel International School.
- Operators: Licensed transport providers contracted by Excel International School to deliver safe and reliable bus services.
- ALN (Additional Learning Needs): Support and accommodation provided by Excel International School for students with specific educational, physical, or medical needs.

1. School Responsibilities

- Provision of Transport
 - Excel International School provides mandatory school bus services for all enrolled students, including those with additional learning needs.
 - Exemptions may only be granted by ITC upon valid justification.
 - The school holds full responsibility for student safety during the entire journey, including when third-party operators are used.
- Journey Time and Stops
 - The maximum journey duration is 60 minutes per trip.
 - Only designated pick-up and drop-off points approved by ITC may be used.
- Exclusive Use
 - School buses are for student transport only. Transporting non-student passengers is strictly prohibited.
- Fees
 - Bus fees are proposed by the transport operator and approved by ADEK.
 - Any exceptional increase requires prior ADEK approval.
- School-Owned Buses
 - If Excel International School owns or operates buses, they must comply fully with ITC safety, maintenance, and record-keeping standards.
- Elder Siblings as Guardians
 - With written parental consent, elder siblings (Grade 1 and above) may accompany or supervise younger students.
 - In such cases, the school is not liable for any incidents that may occur outside school supervision.
- Complaints and Grievances

- Excel International School maintains a formal complaint procedure for parents regarding school transport.
 - Final resolution rests with the Principal or Governing Board, with student safety as the top priority.
 - **Parking and Speed**
 - The school provides dedicated parking spaces for buses and staff vehicles.
 - All vehicles must adhere to school zone speed limits and safety regulations.
 - **Field Trips**
 - For school trips, non-school vehicles may be used only with ITC approval.
 - The 60-minute journey limit does not apply to educational field trips.
 - **Non-School Bus Transport**
 - Excel International School is not liable for students using alternative transport (e.g., private cars, scooters, bicycles).
 - Parental consent forms must be submitted before using such modes of transport.
 - Students and parents must comply with ITC regulations:
 - Scooters: Minimum age 16 years; speed limit 20 km/h on cycling paths.
 - Bicycles: Students under 12 must be supervised by an adult.
- 2. School Bus Service Staff**
- **Licensing & Roles**
 - Drivers and Bus Supervisors must:
 - Hold valid QCC and ITC licenses.
 - Be registered on the PASS system.
 - Receive training in the ADEK Student Protection Policy.
 - Bus Supervisors are mandatory for buses carrying students aged 11 years or younger.
 - Female supervisors are required unless buses are designated for older male students.
 - **The School Transport Coordinator:**
 - Acts as the main contact for serious issues or emergencies.
 - Must be fluent in the school's language of instruction (English).
 - **Communication**
 - Bus Supervisor: Communicates with parents, manages boarding/disembarking, and reports issues to the school.
 - Driver: Reports on driving-related incidents or student misconduct.
 - Transport Coordinator: Handles major operational issues such as delays, weather-related disruptions, or schedule changes.

Compliance

- Full compliance with this policy is required by Academic Year 2025–2026.

- Non-compliance may result in penalties under ADEK, ITC, and UAE federal laws.

References

- Decision No. 259 of 2017 – Executive Regulation of School Transport.
- Federal Decree Law No. (31) of 2021 – Crimes and Penalties.
- ITC Guidelines – Movement Paths and Stop Points.

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| POLICY TITLE: | School Governance Policy |
| DEPARTMENT: | Administration |

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| Policy Contact: Principal/Head Teacher | Issue Date: 22/10/2025 |
| School: Excel International School | Next Revision Date: 22/10/2026 |
| Reference No: | Version No: |

Introduction

At Excel International School, we recognize that strong governance is fundamental to our success as an educational institution. Effective governance ensures that our school operates according to a clear strategic vision, maintains the highest standards in teaching and learning, and makes decisions that serve the best interests of our entire school community.

Our governance framework provides clear oversight and accountability for school operations and finances while enabling continuous monitoring of school performance and leadership effectiveness. This policy establishes the governance structure and processes that guide Excel International School in meeting both our institutional goals and the regulatory requirements set by the Abu Dhabi Department of Education and Knowledge (ADEK).

This policy has been developed in full compliance with ADEK's School Governance Policy (September 2024, Version 1.1) and reflects our commitment to excellence in educational governance.

Purpose And Scope

This policy serves to:

- Establish an effective governance structure for Excel International School, overseen by our Governing Board
- Define the membership requirements, terms of reference, and ethical standards for our Governing Board and any corporate boards
- Set clear expectations for the management and documentation of governance meetings
- Ensure compliance with all ADEK requirements and relevant UAE laws and regulations
- Provide transparency to our school community regarding how Excel International School is governed
- This policy applies to all members of our Governing Board, school leadership, committee members, and relevant stakeholders involved in the governance of Excel International School.

Definitions

For the purposes of this policy, the following definitions apply:

- **Board Member:** An individual who is appointed, elected, or officially designated to serve on a board as a result of their position.
- **Casting Vote:** The deciding vote exercised by the Chair when votes are equally divided.
- **Committee:** A specialized body created permanently or temporarily by the Governing Board to support specific functions. Committee membership, terms of reference, and delegated responsibilities are defined by the Governing Board.
- **Conflict of Interest:** A situation where an individual's financial, personal, social, or other interests might reasonably be deemed to compromise their judgment, decisions, or actions regarding their responsibilities as a Governing Board member.

- **Corporate Board:** A decision-making body representing an entity external to the school that has partial or full ownership of Excel International School or is part of a network of schools in Abu Dhabi.
- **Governance:** The structures, rules, processes, and procedures by which Excel International School is directed and its activities overseen. These are designed to ensure accountability, transparency, quality, integrity, and stakeholder representation and participation.
- **Governance Rules:** Our formal document setting out the structures by which Excel International School is governed, including membership and terms of reference for the Governing Board, the scheme of delegation, committee structures, and appointment procedures.
- **Governing Board:** The governing body of Excel International School, appointed by the school owners and including qualified representatives and parents. The Governing Board is the senior authority of the school with responsibility for overall governance of its activities.
- **Non-Voting Member:** A member of the Governing Board or committee who participates in an advisory or informing capacity and does not have voting rights.
- **Parent:** The person legally liable for a child or entrusted with their care, defined as the custodian of the child as per Federal Decree Law No. (3) of 2016 Concerning Child Rights (Wadeema).
- **Quorum:** The minimum number of Governing Board members required to be present (no less than two-thirds of members) for the board to legally carry out its functions.
- **Scheme of Delegation:** A reference document showing what authority the Governing Board has delegated to committees or individuals under its Terms of Reference.
- **Service Term:** The length of term for an appointed or elected member of the Governing Board or committee.
- **Terms of Reference:** The official scope and limitations of the Governing Board's or committee's activities.
- **Voting Member:** A member of the Governing Board or committee with the right to vote on decisions.
- **Voting Rights:** The rights accorded to a Governing Board or committee member to vote on decisions.

Policy Framework

Governance Rules

Excel International School maintains comprehensive Governance Rules developed in accordance with ADEK requirements and relevant UAE laws and regulations. These rules are published on our school website and include:

- The overall governance structure, including corporate governance details where applicable
- The terms of reference and membership of our Governing Board
- The scheme of delegation to committees or individuals
- The terms of reference and membership of all committees
- Procedures for appointing members to the Governing Board and committees
- Selection criteria for board members
- Required competencies and skillsets for board members

As required by ADEK's School Licensing Policy, Excel International School submitted our initial Governance Rules to ADEK as part of our Provision License Letter (PLL) application for approval at least 3 months before issuance of our Temporary License.

Any amendments to our Governance Rules will be submitted to ADEK for approval before implementation.

Excel International School ensures effective communication of our Governance Rules to all relevant stakeholders through our website, parent communications, and staff meetings.

The Governing Board

Overview

Excel International School operates under the guidance and oversight of our Governing Board, which serves as the senior authority and governing body of the school. The Governing Board operates in full compliance with ADEK requirements and exercises ultimate responsibility for the strategic direction and oversight of our school.

Size of the Governing Board

The Excel International School Governing Board consists of a minimum of 5 voting members and 1 non-voting member, and a maximum of 15 members (commensurate with our school size), including the Chair.

Composition and Membership

Our Governing Board comprises the following members:

VOTING MEMBERS:

- **Ex-Officio Member:** The owners (Chairman of the AJ Group of Schools, MD and CEO) of Excel International School or their designated representative serves as ex-officio members, either as Chair or as a general voting member.
- **Parent Representative(s):** At least one parent representative, elected by the parents of Excel International School. Parent members represent the interests of our parent body as a whole, not their personal interests or the specific interests of their own children.
- **Teacher Representative(s):** At least one teacher representative, elected by our teaching staff. Teacher members represent the interests of our teaching body as a whole, not their personal interests.
- **Independent Member(s):** At least one external independent member, appointed by the board, ideally an individual with significant experience and expertise in the education sector. We also endeavour to include an external independent member who represents local business or academic organisations to support Excel International School in achieving its objectives.
- **Chair:** The Chair is appointed from among the voting members and undertakes the responsibilities outlined in Section 4.2.11. The appointment mechanism is defined in our Governance Rules.

NON-VOTING MEMBERS:

- **Principal:** Our Principal and Head Teacher serve as a non-voting member of the Governing Board, attending meetings to provide advice, respond to questions, and deliver reports regarding school operations and performance. When our Principal or Head Teacher is unable to attend, the Vice Principal attends in their place. The Principal or Vice Principal does not attend meetings where the board discusses the Principal's performance or remuneration, or at any other time deemed inappropriate by the Chair.

OPTIONAL MEMBERS:

- **Student Representative(s):** Excel International School may include student representatives as Governing Board members. Such representatives are Cycle 3 students with demonstrated leadership history, elected by our student body. The Governing Board may award voting rights to student representatives, subject to owner approval. Where student representatives are non-voting members, their presence in board meetings is at the Chair's discretion.

Member Responsibilities and Liability

Each member of our Governing Board adheres to the collective responsibilities set out in our Terms of Reference (Section 4.2.11). No member bears personal liability for decisions taken unless the decision is found to have lacked integrity (e.g., arising from a conflict of interest).

Appointment of Members

Excel International School ensures that:

- Procedures for appointing or electing Governing Board members are clear and transparent
- Appointments preserve the continuity and institutional knowledge of the board
- All Governing Board members possess a good conduct certificate and are familiar with UAE national identity and cultural values
- Members have appropriate and relevant skills, qualifications, experience, and expertise to fulfil their roles, and the board maintains an appropriate balance of skills and experience
- Our Governance Rules require board members to demonstrate ability and willingness to learn, communication skills, critical thinking, creative thinking, and a collaborative mindset
- We seek members with expertise in areas including (but not limited to): education, law, financial management, social services/student wellbeing and protection, human resources, marketing, project design, and construction

Tenure of Members

At Excel International School:

- The service term for Governing Board members is limited to a maximum of 3 years
- Members may be appointed for additional terms through our selection process, in accordance with our Governance Rules
- The owners are exempt from service term length restrictions
- If a member does not complete their term (e.g., due to resignation or dismissal), a replacement is appointed for the remainder of the service term through our selection process

Quorum

Any meeting of the Excel International School Governing Board requires at least two-thirds of board members in attendance to achieve quorum and legally carry out its functions.

Meeting Frequency

The Excel International School Governing Board meets at least twice an academic year, at the request of the Chair or the school owner.

Open and Closed Meetings

Our Governing Board meetings may be open or closed at the Chair's discretion:

- **Open Meetings:** Relevant stakeholders (parents and teachers) may observe the meeting. When conducting open meetings, we share the agenda and expectations with attendees.
- **Closed Meetings:** Only voting board members, the Principal and Head Teacher, and individuals specifically invited by the Chair may attend.
- **Closed Executive Meetings:** Only voting board members may attend.

Voting and Decision-Making

Our Governing Board operates according to the following principles:

- Decisions are preferably reached by consensus after thorough discussion
- Where voting is required, decisions are made by majority vote of those attending and voting at a meeting where quorum is achieved
- Only voting members may cast votes. The Principal and Head Teacher and other non-voting members (except student representatives if granted voting rights) do not have voting rights
- In the event of an equal number of votes, the Chair exercises the casting vote

Terms of Reference

The Excel International School Governing Board operates with the following terms of reference:

RESPONSIBILITIES IN RELATION TO ADEK:

- Ensure that Excel International School operates effectively in line with ADEK regulations, policies, and requirements
- Respond promptly to any ADEK directives requiring action by the school or Governing Board, including matters related to inspection outcomes and compliance issues

RESPONSIBILITIES IN RELATION TO EXCEL INTERNATIONAL SCHOOL:

- Define and uphold the mission and vision of Excel International School, ensuring we provide high-quality education that leads to expected educational outcomes and meets the interests of stakeholders and regulators
- Approve our school's strategic, developmental, and operational plans
- Review and approve new school policies and amendments to existing policies, ensuring all policies are regularly reviewed, current, and aligned with ADEK requirements
- Serve as the school's primary financial authority, ensuring proper books of accounts are maintained, approving annual budgets and financial statements, and bearing overall responsibility for school assets
- Delegate appropriate authority to the Principal for execution of strategic and operational plans, policies, and budgets approved by the Governing Board
- Serve as the school's primary legal authority, ensuring systems are in place for meeting all legal and contractual obligations
- Act as the employing authority for all Excel International School staff, with responsibility for benchmarking and reviewing models related to remuneration, benefits, and conditions of employment
- Ensure compliance with all applicable federal and local laws, regulations, and policies related to schools
- Govern risk, information, and technology in support of our strategic objectives
- Ensure our school buildings and facilities meet ADEK and UAE standards

- Investigate formal complaints and take appropriate action in accordance with our Complaints Policy
- Promote ethical values and practices in line with UAE national identity and cultural values
- Make decisions in the best interest of Excel International School, ensuring conflicts of interest do not override school policies
- Actively engage in key school events
- Ensure the appointment of board members with specific responsibilities as required by ADEK policies
- Nurture partnerships between Excel International School and the wider community

RESPONSIBILITIES IN RELATION TO THE PRINCIPAL:

- Appoint and review the performance of the Principal and Head Teacher in line with ADEK's School Employment Policy
- Hold the Principal and Head Teacher accountable for effective implementation of board-approved plans and policies
- Ensure the Principal and Head Teacher maintain an up-to-date master copy of all policies and procedures

RESPONSIBILITIES IN RELATION TO THE GOVERNING BOARD:

- Monitor and evaluate our own performance and effectiveness
- Conduct all proceedings and duties in an ethical manner

RESPONSIBILITIES OF THE CHAIR:

- The Chair facilitates the efficient and effective functioning of our Governing Board by:
- Moderating discussions, ensuring different perspectives are considered, and resolving conflicts
- Fostering a culture conducive to good governance, including a constructive working relationship between the Principal and Head Teacher and other board members

Ethical Requirements

ETHICAL OBLIGATIONS:

- All board members must follow ADEK policies including Professional Code of Ethics, Values and Ethics, Cultural Consideration, this Governance Policy, and the MoE Code of Conduct for Education Professionals (2022)
- Board members must declare any personal interest that might compromise impartiality or result in private benefit
- Prospective or existing board members may not give or accept financial or other gifts to secure or maintain board membership
- Board members must keep Governing Board discussions strictly confidential except for officially disclosed information. This requirement continues after a member's service term ends, unless disclosure is legally required

ENFORCEMENT:

- Excel International School formally investigates any suspected breach of these requirements. Where a breach is confirmed, the member is removed from the Governing Board
- Staff members dissatisfied with any ethical practice may raise complaints through our School Complaints Committee or whistleblowing mechanism

Board Effectiveness Self-Evaluation

The Excel International School Governing Board conducts an annual review of its own effectiveness using an internal self-evaluation framework that includes feedback from the Principal and Head Teacher and other stakeholders as appropriate.

Remuneration

Governing Board members of Excel International School serve in an honorary capacity without remuneration, except for board-approved school-related expenses.

Board Offices

Our Governing Board and owners do not maintain a permanent office at Excel International School and do not disrupt regular school operations through daily visits.

Corporate Board (If Applicable)

Corporate Board Relationship

If Excel International School has an external corporate board, we identify the relationship with our Governing Board when applying for ADEK license, including:

- Organizational structure
- Corporate Board membership
- Accountability mechanisms
- Operational mechanisms
- Financial disclosures (e.g., percentage shared profit margin)

Non-UAE Based Corporate Boards

If our Corporate Board is a legal entity based outside the UAE, Excel International School maintains a Governing Board within the UAE consisting of local representatives in accordance with Section 4.2 membership requirements.

Our local Governing Board maintains communication with any external Corporate Board through representation of a Corporate Board member on our UAE-based Governing Board.

The Principal and Head Teacher

Roles and Qualifications

At Excel International School:

- The Principal holds the highest authority in the school and is accountable to the Governing Board or Corporate Board and committees as applicable
- The Head Teacher stands-in during absences, supporting the Principal's leadership role
- The Principal is not and cannot be the school owner, one of its owners, the owner's representative, or a first- or second-degree relative to the school owner
- Our Principal and Head Teacher adhere to educational leadership standards and requirements per ADEK's School Staff Eligibility Policy
- Depending on our school size and organization, we may have more than one Vice Principal
- Excel International School maintains a succession plan to delegate the Principal's responsibilities to the Head Teacher to ensure continuity during leadership gaps

Principal's Responsibilities Toward the Governing Board

Our Principal:

- Prepares and submits documentation related to school governance to the Governing Board for approval in collaboration with the Head Teacher
- Keeps the Governing Board informed about all ADEK directives and communications
- Discloses any potential personal conflict of interest to the Governing Board in a timely manner

Principal's and Head Teacher's Responsibilities Toward Excel International School

Our Principal and Head Teacher:

- Is accountable for all aspects of day-to-day school operations
- Leads evaluation of school performance to identify priorities for continuous improvement
- Provides instructional leadership and management and monitors teaching and learning
- Sets and manages the school budget
- Oversees maintenance of school buildings, resources, and facilities
- Conveys ADEK directives and communications to relevant members of our school community

Principal's Responsibilities Toward ADEK

Our Principal:

- Has authority to establish rules, procedures, and educational standards at Excel International School consistent with ADEK requirements
- Notifies ADEK within 24 hours of any legal violation or serious non-compliance
- Serves as the primary contact person and communication channel between Excel International School and ADEK
- Responds in a timely manner to any request from ADEK

Committees

Mandatory Committees

The Excel International School Governing Board maintains the following mandatory committees:

- School Complaints Committee (ADEK School Compliance Policy)
- School Development Committee (ADEK School Quality Assurance Policy)
- Behavioural Management Committee (ADEK School Student Behaviour Policy)
- Appeals Committee (ADEK School Student Behaviour Policy)
- School Health and Safety Committee (ADEK School Health and Safety Policy)
- School National Identity Committee (minimum of 3 UAE National parents, dedicated to promoting UAE national identity and culture)
- Any other committees required by ADEK school policies (e.g., Wellbeing Committee)

Additional Committees

Our Governing Board may create additional committees to support board activities and functions as required, including but not limited to committees addressing:

- Financial affairs
- Health and safety
- Student protection
- School curricula and resources
- School buildings and facilities
- Human resources

Committee Structure

The Governing Board determines the membership and terms of reference for all committees of Excel International School.

Records and Documentation

Meeting Minutes

Excel International School ensures that:

- All minutes of Governing Board meetings are recorded and maintained
- Minutes are made available to ADEK upon request
- Relevant decisions made by the Governing Board that affect stakeholders are published to the school community

Compliance And Review

Effective Date and Compliance Timeline

This policy is effective as of the start of Academic Year 2025/26 (Fall term). Excel International School commits to full compliance with this policy by the start of Academic Year 2025/26 (Fall term).

Consequences of Non-Compliance

Failure to comply with this policy is subject to legal accountability and penalties stipulated in accordance with ADEK regulations, policies, and requirements, notwithstanding any other penalties imposed by Federal Decree Law No. (31) of 2021 Promulgating the Crimes and Penalties and its amendments or any other relevant law. ADEK reserves the right to intervene if Excel International School is found in violation of its obligations.

Policy Review

This policy will be reviewed annually by our Governing Board to ensure continued alignment with ADEK requirements and best practices in school governance. Any amendments will be submitted to ADEK for approval before implementation.

References

This policy has been developed in accordance with:

- ADEK School Governance Policy (September 2024, Version 1.1)
- Federal Decree Law No. (3) of 2016 Concerning Child Rights (Wadeema)
- Federal Decree Law No. (31) of 2021 Promulgating the Crimes and Penalties and its amendments
- Ministry of Education (MoE). (2022). Code of Conduct for Education Professionals in General Education
- The National Council for Voluntary Organizations (NCVO). Delegating Decisions to Committees and Employees
- United Nations Educational, Scientific and Cultural Organization (UNESCO). Concept of Governance
- All relevant ADEK school policies

This policy applies to Excel International School and has been developed to ensure full compliance with ADEK requirements while reflecting our school's commitment to excellence in governance and educational leadership.

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| POLICY TITLE: | Educational Risk Policy |
| DEPARTMENT: | Academic |

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| Policy Contact: Head of Inclusion | Issue Date: 18/06/2025 |
| School: Excel International School | Next Revision Date: 10/06/2026 |
| Reference No: 0023 | Version No: |

Introduction

At Excel International School, we are committed to ensuring that every student has equitable access to high-quality education and the support necessary to reach their full potential. The early identification and support of students at educational risk is critical to promoting academic achievement, wellbeing, and continuity in education.

This policy establishes a structured approach for identifying, supporting, and monitoring students who may be at educational risk to ensure that timely and appropriate interventions are implemented.

Purpose

The purpose of this policy is to:

- Establish a school-wide system for identifying students who may be at educational risk.
- Define the mechanisms for intervention, support, and monitoring of progress.
- Promote the use of a Tiered Model of Support to ensure appropriate and equitable intervention for every student.
- Strengthen collaboration between teachers, leaders, parents, and support staff to safeguard students' educational and emotional wellbeing.

Definitions

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| Additional Learning Needs (ALN) | Individual requirements for additional support, modifications, or accommodations within a school setting on a permanent or temporary basis in response to a specific context. This applies to any support required by students of determination and those who have special educational needs and/or additional barriers to learning, access, or interaction in that specific context (e.g., dyslexic, hearing or visually impaired, twice exceptional, or gifted and/or talented). For example, a student with restricted mobility may require lesson accommodations to participate in Physical Education and building accommodations to access facilities but may not require any accommodations in assessments. Equally, a student with hearing impairment may require adaptive and assistive technology to access content in class and may also require physical accommodations (e.g., sit in the front of the class to be able to lip read) to access learning. |
| Continuity | The ability for a student to continue to remain in school. Continuity concerns the school's ability to prevent student dropout. |

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| Cycle | A stage in the primary and secondary educational process and is classified in Abu Dhabi as the following: Kindergarten (KG/Year 1), Cycle1 (G1/Y2-G5/Y6), Cycle 2 (G6/Y7- G8/Y9), and Cycle 3 (G9/Y10-G12/Y13).Private schools teaching Ministry of Education (MoE) curriculum may follow MoE cycles: KG, Cycle 1 (G1-G4), Cycle 2 (G5-G8), and Cycle 3 (G9-G12). |
| Adaptive Teaching | An approach to supporting the abilities of all students with additional learning needs by their teachers using a range of teaching strategies, resources, and levels of differentiation to meet the needs of all learners in the class. |
| Documented Learning Plan (DLP) | A plan which outlines any personalized learning targets, modifications to curriculum, additional support, or tools for learning which are agreed by school staff, parents, and students (where appropriate), including Individual Educational Plans (IEP), Individual Support Plans (ISP), Individual Learning Plans (ILP), Behaviour Support Plans (BSP), Advanced Learning Plans (ALP), etc. This may be to address any specific identified academic, behavioural, language, or social and emotional need. |
| Educational Risk | The decreased probability of student continuity, promotion, or graduation, or continuation to postsecondary education or other career pathways. Education risk stems from factors such as habitual absenteeism, disruptive behaviour, serious health issues, low achievement, disciplinary problems, prior grade retention, or other learning-related factors that could adversely affect the educational performance and attainment of some students. |
| Inclusive Education | An approach to education which celebrates and acknowledges learning diversity and ensures that teaching is adapted to enable all students to learn. |
| Personalized Learning | The way in which schools tailor education and personalize intervention to enable every student to achieve the highest standard possible. The rationale for personalized learning is to raise standards by focusing teaching and learning programs on the aptitudes and interests of individual students. |
| Risk Factors | Factors that promote or increase the likelihood of being at educational risk. Factors that increase risk may include, but are not limited to developmental factors (e.g., genetic, health), individual student factors (e.g., gender, cognition, known diagnoses,) and environmental factors (e.g., family, school, socioeconomic status, culture, language, etc.). |
| Students at Educational Risk | Students or groups of students identified as being or potentially being at educational risk. |
| School Transfer Frequency | The practice of frequently changing schools which may cause disruption to student wellbeing and learning. |

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| Tiered Model of Support | <p>A framework providing progressive levels of intervention:</p> <p>Tier 1 – Universal Support: High-quality classroom teaching for all students.</p> <p>Tier 2 – Targeted Support: Small-group or targeted intervention for students needing additional help.</p> <p>Tier 3 – Intensive Support: Individualized, specialized support, possibly with involvement from external professionals.</p> |
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Policy Statement

Excel International School will ensure that:

- All students have equitable access to learning opportunities and are supported to achieve their full potential.
- Students identified as being at educational risk receive timely, evidence-based interventions.
- Teachers are equipped through professional development to identify and support students' diverse needs.
- A multi-disciplinary approach is adopted in planning and implementing support strategies.
- All information regarding students at educational risk is handled with confidentiality and shared only on a need-to-know basis.

Identification Of Students At Educational Risk

1. Identification Process

Students at educational risk will be identified using multiple indicators, including but not limited to:

- Habitual or unexplained absenteeism
- Behavioural concerns or disciplinary referrals
- Low academic performance or lack of progress
- Learning difficulties or additional learning needs
- Emotional, social, or wellbeing concerns
- Family or socio-economic challenges
- Poor engagement or motivation
- Frequent school transfers

Referrals may be made by teachers, parents, counsellors, social workers, or students themselves.

2. Confidentiality

All information gathered during the identification process will remain confidential. Records will be securely stored in the school database and shared only with relevant stakeholders.

3. Student Protection

If a student is identified as being at risk of harm or neglect, the school will follow the procedures outlined in the Excel International School Safeguarding and Child Protection Policy.

Development Of Interventions

1. Tiered Model of Support

The school adopts a three-tiered approach to intervention:

| Tier | Level of Support | Examples of Support |
|--------------------|---|--|
| Tier 1 – Universal | Support for all students through quality classroom teaching | Differentiation, adaptive teaching, formative assessment, wellbeing check-ins |
| Tier 2 – Targeted | Small-group or short-term focused interventions | Literacy/numeracy boosters, counseling sessions, behavior mentoring |
| Tier 3 – Intensive | Individualized and specialized support | Individual Education Plan (IEP), external referrals, multidisciplinary case meetings |

2. Intervention Team

The Educational Risk Intervention Team shall consist of:

- Head of Inclusion (Chair)
- Social Worker/Counsellor
- Phase Leader
- Class/Subject Teachers
- SEN/Inclusion Support Teacher
- Parent (when appropriate)

The team will meet regularly to review identified cases and plan targeted interventions.

3. Documentation

Each student identified at educational risk will have a Documented Learning Plan (DLP) outlining:

- Identified needs and risk factors
- Agreed strategies and accommodations
- Roles and responsibilities
- Monitoring timeline and success indicators

All DLPs will be reviewed periodically and updated according to student progress.

Monitoring And Evaluation

The school will continuously monitor and evaluate the effectiveness of interventions using the following methods:

- Regular progress reviews through assessments and teacher feedback
- Weekly or bi-weekly monitoring meetings by the Inclusion and Counselling teams
- Parent communication updates on progress and next steps
- Digital tracking of student data for reporting and evaluation
- Annual policy review to ensure compliance with ADEK standards and best practices

All records will be maintained securely and shared with ADEK or inspection bodies when requested.

Roles And Responsibilities

Principal and Senior Leadership Team:

- Ensure implementation and compliance of this policy.

- Allocate appropriate resources for student support.

Head of Inclusion:

- Lead the Educational Risk Intervention Team.
- Coordinate the development, implementation, and review of DLPs.

Social Worker/Counsellor:

- Monitor social, emotional, and behavioural risk factors.
- Facilitate student and parent engagement in intervention plans.

Teachers:

- Identify and refer students showing signs of educational risk.
- Implement adaptive teaching strategies and document progress.

Parents:

Participate actively in planning and supporting intervention strategies.

Professional Development

Excel International School will conduct regular staff training sessions to ensure that all teachers and support staff:

- Understand the concept of educational risk and early warning indicators.
- Are trained in differentiated instruction, inclusive practices, and positive behaviour management.
- Collaborate effectively with the Inclusion and Counselling departments.

Review Of Policy

This policy shall be reviewed annually by the Head of Inclusion, Social Worker, and Senior Leadership Team to ensure alignment with ADEK updates, school needs, and international best practices.

| | |
|----------------------|---------------------------------|
| POLICY TITLE: | Student Wellbeing Policy |
| DEPARTMENT: | Academic |

| | |
|------------------------------------|--------------------------------|
| Policy Contact: Social Worker | Issue Date: 18/06/2025 |
| School: Excel International School | Next Revision Date: 10/06/2026 |
| Reference No: 0018 | Version No: |

Introduction

At Excel International School, we believe that student wellbeing is essential for learning, growth, and success. In line with ADEK's Wellbeing Policy, this document sets out our school's approach to ensuring that every student feels safe, supported, healthy, and valued.

Our wellbeing approach focuses on the whole child — covering psychological, social, physical, mental, intellectual, and environmental wellbeing. We aim to create a school culture where every student can thrive academically and personally in a positive and respectful environment.

Purpose

The purpose of this policy is to:

- Establish a comprehensive wellbeing strategy aligned with ADEK's framework.
- Ensure that students, staff, and parents understand and support our wellbeing goals.
- Promote mental, emotional, and physical health through daily school practices.
- Monitor and continuously improve wellbeing through surveys, feedback, and programs.
- Build a community where respect, inclusion, and kindness are at the heart of school life.

Wellbeing Strategy

Our school's wellbeing strategy includes the following key components:

- Wellbeing Vision
To nurture happy, confident, and resilient learners in a caring, inclusive, and safe school environment.
- Wellbeing Goals
 - Promote positive mental health and self-esteem.
 - Encourage healthy habits and balanced lifestyles.
 - Foster respectful and supportive relationships.
 - Ensure every student has access to help and guidance when needed.
- Wellbeing Programs and Initiatives
 - Regular awareness campaigns and classroom discussions.
 - Student wellbeing activities and themed weeks.
 - Access to counseling and social work support.
 - Integration of wellbeing topics into lessons and assemblies.
- Monitoring and Evaluation
 - Conduct an annual wellbeing survey for students and staff.
 - Review wellbeing data to identify areas for improvement.
 - Update the school's wellbeing action plan based on survey insights.

Inclusion

We are committed to promoting wellbeing for all students, including those with additional learning needs.

The Head of Inclusion and Social Worker work closely with teachers and parents to ensure that each student's needs are met in a caring and inclusive way, in line with ADEK's Inclusion Policy.

Roles and Responsibilities

- **School Leadership:** Oversees the development and review of the wellbeing strategy.
- **Teachers:** Integrate wellbeing principles into daily teaching and classroom management.
- **Social Worker and Counselor:** Provide emotional support and early intervention.
- **Students:** Show respect, kindness, and care for themselves and others.
- **Parents:** Support the school's wellbeing goals at home and communicate openly with staff.

Awareness and Communication

The school will ensure that all members of the school community are aware of the wellbeing policy through:

- Orientation sessions and staff training.
- School website and Parent Handbook.
- Assemblies, classroom discussions, and wellbeing campaigns.

Monitoring and Review

- An annual review of this policy will be conducted to ensure alignment with ADEK's requirements.
- The school will collect feedback from students and staff to improve wellbeing programs.
- Updates and outcomes will be shared with ADEK as required.

Compliance

This policy complies with ADEK's Wellbeing Framework and related policies, including: Health & Safety, Inclusion, Digital Wellbeing, Safeguarding, and Student Mental Health.

Our Commitment

- Excel International School is dedicated to creating a learning environment where every student:
- Feels safe, valued, and respected.
- Has the right to speak, be heard, and be supported.
- Can grow with confidence and achieve their full potential.

| | |
|----------------------|--|
| POLICY TITLE: | AJ Group Staff Eligibility Policy |
| DEPARTMENT: | Human Resources |

| | |
|------------------------------------|--------------------------------|
| Policy Contact: HR Administrator | Issue Date: 21/10/2025 |
| School: Excel International School | Next Revision Date: 31/01/2026 |
| Reference No: AJS-HRD-014 | Version No: 1 |

Purpose

The purpose of this policy is to ensure that all staff members employed by the school meet the eligibility, qualification, and conduct standards required by ADEK, and applicable UAE labour laws and school policy.

It aims to maintain high professional, ethical, and safety standards by ensuring that only qualified, competent, and responsible individuals are recruited and retained to support quality education and student wellbeing.

Scope/Target Audience

This policy applies to all the staff within the AJ Group of Schools.

Policy Statement

The school is committed to employing individuals who demonstrate the qualifications, experience, character, and skills necessary to perform their duties effectively and in alignment with the school's mission, values, and ADEK standards.

All employment decisions will be made fairly, transparently, and in compliance with UAE labour and educational regulations.

Staff Eligibility Policy

Educational Qualification And Experience

Table 1: Teaching Positions

| TEACHING | | | |
|--|---|---|---|
| CLASS TEACHER | | | |
| Role: A teacher who teaches multiple subjects to a group of students in KG or Cycle 1. | | | |
| Minimum Eligibility: Staff should match one of the following eligibility profiles: | | | |
| Profile | Main Qualification | Additional Qualification | Experience |
| 1 | QFE 7 (Bachelor's Degree) in Early Childhood or Primary Education Examples: • BEd (Primary Education) • BA (Early Years Education) • BSc (Early Childhood) • MEd (Primary Teaching) | - | - |
| 2 | QFE 7 (Bachelor's Degree) in Education Examples: • BEd (Secondary Education) • BA (General Education) • BSc (Science Education) | • Valid teaching license in Early Childhood or Primary Education OR • QFE 5 (Diploma) in Early Childhood or Primary Education OR • 1 year of teaching experience in early childhood or primary education | |
| 3 | QFE 7 (Bachelor's Degree) in another subject Examples: • BA (Archaeology) • BSc (Biology) • BEng (Civil Engineering) | • Valid teaching license in Early Childhood or Primary Education OR • QFE 6 (Diploma) in Early Childhood or Primary Education | - |
| 4 | • LLB (Jurisprudence) • MBBS (General Medicine) | • Valid teaching license OR • QFE 6 (Diploma) Teaching Qualification | • 2 years of teaching experience in early childhood or primary education |
| Additional requirements: | | | |
| 1. For those who have completed their education in a language other than English, a minimum equivalent of IELTS 5.5 if teaching non-core subjects in English, IELTS 6 if teaching core subjects in English, and IELTS 7 if teaching English as a subject. Advanced | | | |

- proficiency in the language applied in the curriculum of the school if the language of instruction is not English.
2. Only Native Arabic speakers are authorized to teach Arabic for Native Speakers. Non-Native Arabic speakers are authorized to teach Arabic for Non-Native Speakers.
 3. Only female Class Teachers are authorized to teach in Kindergarten.
 4. UAE Nationals may be appointed directly as a teacher without additional qualification and experience requirements for a period of 2 years (from the date of first employment in any school), after which they must submit the completed qualification.

SUBJECT TEACHER

Role: A teacher who teaches a specific subject (or more in related fields) to a group of students in any cycle.

Minimum Eligibility: Staff should match one of the following eligibility profiles:

| Profile | Main Qualification | Additional Qualification | Experience |
|---------|---|---|---|
| 1 | QFE 7 (Bachelor's Degree) in the Education of the subject Examples for Math Teacher: • BEd (Mathematics) • MSc (Math Education) | - | - |
| 2 | QFE 7 (Bachelor's Degree) in the subject (or a related subject) Examples for Economics Teacher: • BA (Finance) • BSc (Econometrics) | • Valid teaching license OR • QFE 6 (Diploma) teaching qualification | - |
| 3 | QFE 8 (Master's Degree) in subject (or a related subject) Examples for Arabic Teacher: • MA (Arabic Language) • PhD (Arabic Literature) | - | • 1 year of teaching experience in subject |
| 4 | QFE 7 (Bachelor's Degree) in Education Examples for Math Teacher: • BEd (Education) • BSc (Science Education) | • Valid teaching license in subject OR • QFE 6 (Diploma) in subject OR • 1 year of teaching experience in subject | |

| | | | |
|---|--|--|--|
| 5 | <p>QFE 7 (Bachelor's Degree) in another subject Examples for Economics Teacher:</p> <ul style="list-style-type: none"> • BA (Archaeology) • BSc (Biology) • BEng (Civil Engineering) • LLB (Jurisprudence) • MBBS (General Medicine) | <ul style="list-style-type: none"> • Valid teaching license in the subject OR • QFE 6 (Diploma) teaching qualification in the subject | - |
| 6 | <p>QFE 7 (Bachelor's Degree) in another subject Examples for Economics Teacher:</p> <ul style="list-style-type: none"> • BA (Archaeology) • BSc (Biology) • BEng (Civil Engineering) • LLB (Jurisprudence) • MBBS (General Medicine) | <ul style="list-style-type: none"> • Valid teaching license OR • QFE 6 (Diploma) teaching qualification | <ul style="list-style-type: none"> • 1 year of teaching experience in the subject • For non-core subjects* (music, PE, etc.), includes experience teaching in field-specific institutions (e.g., conservatories, sports academies, etc.). |
| <p>*For timetabled non-core subjects that are highly specialized, an "instructor" with relevant experience in the field may be considered for ADEK approval on a case-by-case basis. Examples of such subjects include yoga, dance, coding, printmaking, fashion design, animation, and stagecraft.</p> <p>Additional requirements:</p> <ol style="list-style-type: none"> 1. For those who have completed their education in a language other than English, a minimum equivalent of IELTS 5.5 if teaching non-core subjects in English, IELTS 6 if teaching core subjects in English, and IELTS 7 if teaching English as a subject. Advanced proficiency in the language applied in the curriculum of the school if the language of instruction is not English. 2. For the teaching of other languages as a subject, the Subject Teacher may have a QFE 5 (Diploma/Associate Degree) instead of a QFE 6 (Diploma) as their additional qualification or equivalent in the teaching of that language, if such a diploma is available. 3. Only Native Arabic speakers are authorized to teach Arabic for Native Speakers. Non-Native Arabic speakers are authorized to teach Arabic for Non-Native Speakers. 4. UAE Nationals may be appointed directly as a teacher without the additional qualification and experience requirements for a period of 2 years (from the date of first employment in any school), after which they must submit the completed qualification. | | | |

| INCLUSION TEACHER | | | |
|---|---|--|--|
| <p>Role: A Class or Subject Teacher with a background in special education who teaches groups of students with additional learning needs and reports to the Head of Inclusion.</p> <p>Minimum Eligibility: Staff should match one of the following eligibility profiles:</p> | | | |
| Profile | Main Qualification | Additional Qualification | Experience |
| 1 | QFE 7 (Bachelor's Degree) in Special Education | - | - |
| 2 | See Class or Subject Teacher requirements | <ul style="list-style-type: none"> QFE 5 (Diploma/Associate Degree) in Special Education in addition to Class <p>Or</p> <ul style="list-style-type: none"> Subject Teacher requirements | - |
| 3 | See Class or Subject Teacher requirements | <ul style="list-style-type: none"> CPD course in Special Education, as per the ADEK Inclusion Policy | <ul style="list-style-type: none"> 2 years of teaching experience working with students with additional learning needs |
| <p>Additional requirements:</p> <ol style="list-style-type: none"> For those who have completed their education in a language other than English, a minimum equivalent of IELTS 5.5 if teaching non-core subjects in English, IELTS 6 if teaching core subjects in English, and IELTS 7 if teaching English as a subject. Advanced proficiency in the language applied in the curriculum of the school if the language of instruction is not English. | | | |
| ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) TEACHER | | | |
| <p>Other names: English as a Second Language (ESL)/English as a Foreign Language (EFL) Teacher, English Language Learner (ELL) Teacher, etc.</p> <p>Role: A support teacher teaching English as an Additional Language to students who require further support in English language. This role is different from an English teacher, who needs to meet the requirements of a Subject Teacher.</p> <p>Minimum Eligibility:</p> | | | |
| Profile | Main Qualification | Additional Qualification | Experience |
| 1 | QFE 7 (Bachelor's Degree) in any subject | <ul style="list-style-type: none"> QFE 5 (Diploma/ Associate Degree) to teach English as an Additional Language, e.g., TEFL/TESL/ TESOL, CELTA/DELTA, Trinity, or equivalent | - |

| Additional requirements: | | | |
|--|---|--------------------------|------------|
| <ol style="list-style-type: none"> For those who have completed their education in a language other than English, a minimum of IELTS 7 or equivalent. School's attestation of satisfactory proficiency in the language applied in the school's curriculum, if the language of instruction is not English. | | | |
| SUBSTITUTE TEACHER | | | |
| Minimum Eligibility: | | | |
| Profile | Main Qualification | Additional Qualification | Experience |
| 1 | See requirements for the relevant category of Teacher | | |
| Employment Restrictions: | | | |
| <ol style="list-style-type: none"> Authorized to substitute an individual teacher/course for up to 3 consecutive months in an academic year. Authorized to be employed on any type of contract, but with a restricted teaching load (should not be assigned a full course, except in the case of emergency cover up to 3 months). Not authorized for staff holding a full-time contract with another employer in the UAE. | | | |
| SUBSTITUTE INSTRUCTOR | | | |
| Minimum Eligibility: | | | |
| Profile | Main Qualification | Additional Qualification | Experience |
| 1 | QFE 7 (Bachelor's Degree) in the teaching subject (or a related subject) Examples for Economics Teacher: <ul style="list-style-type: none"> • BA (Finance) • BSc (Econometrics) | - | - |
| Employment Restrictions: | | | |
| <ol style="list-style-type: none"> Authorized to substitute an individual Subject Teacher/course for up to 1 month in an academic year. Authorized to be employed on any type of contract, but with a restricted teaching load (should not be assigned a full course, except in the case of emergency cover up to 1 month). Not authorized to substitute for Class Teachers. Not authorized for staff holding a full-time contract with another employer in the UAE. | | | |

Table 2: Leadership Positions

| LEADERSHIP | | | |
|---|--|---|--|
| PRINCIPAL | | | |
| Other names: Head Teacher, Headmistress/Headmaster, Superintendent, Head of School, etc. | | | |
| Role: School-based role with the highest level of responsibility for the leadership and management of a single campus, and to whom all staff report. | | | |
| Minimum Eligibility: Staff should match one of the following eligibility profiles: | | | |
| Profile | Main Qualification | Additional Qualification | Experience |
| 1 | QFE 9 (Master's Degree) in Educational Leadership | - | <ul style="list-style-type: none"> • 8 years of experience in the field of education, which includes: • 3 years of teaching experience or a valid educational leadership license AND either <ul style="list-style-type: none"> • 2 years as Vice Principal OR • 3 years as a Senior Leader |
| 2 | QFE 9 (Master's Degree) in any subject | <ul style="list-style-type: none"> • CPD course in educational and/or organizational leadership | <ul style="list-style-type: none"> • 8 years of experience in the field of education, which includes: • 3 years of teaching experience or a valid educational leadership license AND either <ul style="list-style-type: none"> • 2 years as Vice Principal OR • 3 years as a Senior Leader |
| 3 | QFE 7 (Bachelor's Degree) in any subject | <ul style="list-style-type: none"> • CPD course in educational and/or organizational leadership | <ul style="list-style-type: none"> • 10 years of experience in the field of education, which includes: • 3 years of teaching experience or a valid educational leadership license AND either <ul style="list-style-type: none"> • 2 years as Vice Principal OR • 3 years as a Senior Leader |
| Additional requirements: | | | |
| 1. ADEK will screen all candidates for quality assurance and may issue recommendations on their suitability for the role. | | | |

VICE PRINCIPAL

Other names: Deputy Principal, Assistant Principal, Deputy Head Teacher, Deputy Headmistress/Headmaster, Assistant Head of School, etc.

Role: Deputy to the Principal, who (in addition to their own duties) assumes the role of Acting Principal when the Principal is unavailable. Depending on the size and organization, schools may have more than one Vice Principal.

Minimum Eligibility: Staff should match one of the following eligibility profiles:

| Profile | Main Qualification | Additional Qualification | Experience |
|---------|---|---|--|
| 1 | QFE 8 (Postgraduate Diploma) in Educational Leadership | - | <ul style="list-style-type: none"> 6 years of experience in the field of education, which includes: 3 years of teaching experience or valid educational leadership license |
| 2 | QFE 8 (Postgraduate Diploma) in any subject | <ul style="list-style-type: none"> CPD course in educational and/or organizational leadership | <ul style="list-style-type: none"> 6 years of experience in the field of education, which includes: 3 years of teaching experience or valid educational leadership license |
| 3 | QFE 7 (Bachelor's Degree) in any subject | <ul style="list-style-type: none"> CPD course in educational and/or organizational leadership | <ul style="list-style-type: none"> 8 years of experience in the field of education, which includes: 3 years of teaching experience or valid educational leadership license |

Additional requirements:

- ADEK will screen all candidates for quality assurance and may issue recommendations on their suitability for the role.

SENIOR LEADER

Other names: Assistant Principal of Cycle, Head of Department, Head of Subject, Head of Cycle, etc.

Role: Current and former teachers who have leadership or administrative responsibility. Some schools may have multiple levels/ranks of senior leadership.

Minimum Eligibility:

| Profile | Main Qualification | Additional Qualification | Experience |
|---------|---|--------------------------|---|
| 1 | See requirements for any category of Teacher | - | <ul style="list-style-type: none"> 3 years of teaching experience OR 1 year as a Senior Leader |

Additional requirements:

1. Relevant valid licenses as announced by ADEK, if applicable.

HEAD OF INCLUSION

Other names: Special Education Needs Coordinator (SENCo), PoD/SoD/SEND Coordinator, etc.

Role: Senior Leader with responsibility for the provision and monitoring of education for students with additional learning needs.

Minimum Eligibility: Staff should match one of the following eligibility profiles:

| Profile | Main Qualification | Additional Qualification | Experience |
|---------|--|---|--|
| 1 | See requirements for Inclusion Teacher | - | • 2 years of experience as an Inclusion Teacher |
| 2 | QFE 7 (Bachelor's degree) in a related subject | • CPD course as per ADEK Inclusion Policy | • 3 years of experience as an Inclusion Teacher or any other inclusion-related senior leader in a school |

Additional requirements:

1. Relevant valid licenses as announced by ADEK, if applicable.

Table 3: Teaching Support Positions

| TEACHING SUPPORT | | | |
|---|---|---|------------------------|
| TEACHER ASSISTANT | | | |
| Other names: Classroom Assistant | | | |
| Role: Teacher Assistants provide care and support to students by assisting teachers with their duties. | | | |
| Minimum Eligibility: | | | |
| Profile | Main Qualification | Additional Qualification | Experience |
| 1 | QFE 4 (Certificate) | - | - |
| INCLUSION ASSISTANT | | | |
| Other names: Teacher Assistant for SEN, Special Education Classroom Assistant, Special Needs Assistant, etc. | | | |
| Role: Assists teachers in supporting students with additional learning needs. | | | |
| Minimum Eligibility: Staff should match one of the following eligibility profiles: | | | |
| Profile | Main Qualification | Additional Qualification | Experience |
| 1 | QFE 5 (Certificate) in Special Education | - | - |
| 2 | QFE 4 (Certificate) | - | • 1 year of experience |
| 3 | QFE 4 (Certificate) | • 20 hours of in-house or external training within the 1st year of employment | - |
| * No experience required for UAE Nationals. | | | |
| INDIVIDUAL ASSISTANT | | | |
| Other names: Shadow Teacher, Individual PoD Support Assistant. | | | |
| Role: An assistant providing 1:1 support for a student with additional learning needs. | | | |
| Minimum Eligibility: | | | |
| Profile | Main Qualification | Additional Qualification | Experience |
| 1 | Recommendation to appointment by Head of Inclusion or Senior Leader | - | - |
| Additional requirements: | | | |
| 1. Relevant valid licenses as announced by ADEK, if applicable. | | | |

Table 4: Non-Teaching Positions

| CAREER AND UNIVERSITY GUIDANCE COUNSELING | | | |
|--|--|--|--|
| CAREER AND UNIVERSITY GUIDANCE COUNSELOR | | | |
| Career and University Guidance Counselors (CU Guidance Counselors) are required to meet the qualifications and experience requirements as per Section 2.2 of the <i>ADEK Career and University Guidance Policy</i> : | | | |
| Minimum Eligibility: Staff should match one of the following eligibility profiles: | | | |
| Profile | Main Qualification | Additional Qualification | Experience |
| 1 | QFE 7 (Bachelor's Degree) in any subject | - | • Former or current teacher/educator |
| | | • CPD as per the <i>ADEK Career and University Guidance Policy</i> | - |
| Additional requirements: | | | |
| 1. Provisional requirements for currently employed CU Guidance Counselors and the appointment of staff serving in other capacities are detailed in <i>Sections 2.2-2.3</i> of the <i>ADEK Career and University Guidance Policy</i> . | | | |
| SOCIAL CARE | | | |
| SOCIAL WORKER | | | |
| Role: The Social Worker provides non-therapeutic support to students (and their families) facing difficult circumstances by liaising between the school, families, and community resources on matters such as substance abuse, student protection, etc. | | | |
| Minimum Eligibility: Staff should match one of the following eligibility profiles: | | | |
| Profile | Main Qualification | Additional Qualification | Experience |
| 1 | QFE 7 (Bachelor's Degree) in Social Work or Social Service | - | • 2 years of experience in youth-related social work . • No previous experience required for UAE Nationals, but some experience in social service preferred. |
| 2 | QFE 7 (Bachelor's Degree) in Psychology, Counseling, Youth Development, Sociology, or a related subject | - | • 4 years of experience in youth-related social work . • No previous experience required for UAE Nationals, but some experience in social service preferred. |

Additional requirements:

1. Relevant valid licenses as announced by ADEK, if applicable.

SCHOOL COUNSELOR

Other names: Counselor, Guidance Counselor, Academic Counselor, Support Counselor, Student Counselor

Role: The School Counselor provides social-emotional and academic support, guidance, and counseling (including therapy) to students.

Minimum Eligibility: Staff should match one of the following eligibility profiles:

| Profile | Main Qualification | Additional Qualification | Experience |
|---------|--|--------------------------|---|
| 1 | QFE 9 (Master's Degree) in School Counseling or a related subject | - | - |
| 2 | QFE 7 (Bachelor's Degree) in School Counseling or a related subject | - | <ul style="list-style-type: none"> • 2 years of experience in school counseling • No previous experience required for UAE Nationals, but some experience in social service preferred. |

Additional requirements:

1. Relevant valid licenses as announced by ADEK, if applicable.

SOCIAL CARE PROFESSIONAL

Social Care Professionals other than the Social Worker and School Counselor are required to meet the educational standards, experience, and licensure requirements as per the **Regulations & Procedure Manual (2020)** and **DCD Standards for Education & Practical Experience (2020)** for the licensing of Social Care Professionals.

This includes the following positions:

1. Psychologist (Non-clinical)
2. Psychotherapists
3. Applied Behavioural Analysts

HEALTHCARE

ALLIED HEALTH PROFESSIONAL

Allied Health Professionals are required to meet educational standards, experience, and licensure requirements as per the **Unified HealthCare Professional Qualification Requirements (2017)**.

This includes positions such as speech and occupational therapists.

NURSE

Nurses are required to meet educational standards, experience, and licensure requirements as per the **Unified HealthCare Professional Qualification Requirements (2017)**.

OTHER NON-TEACHING

HEALTH AND SAFETY OFFICER

Role: The Health and Safety Officer shall meet qualifications as per the Abu Dhabi Public Health Center (ADPHC)/Department of Health (DoH)/ Abu Dhabi Occupational Safety and Health Center (OSHAD) risk classification notification. Oversees the development, implementation, and maintenance of health and safety systems, policies, documentation, and practice in a school.

Minimum Eligibility: The Health and Safety Officer shall meet qualifications as per the ADPHC/DoH/OSHAD-SF risk classification notification (and amendments).

| *OSHAD Risk Classification | Main Qualification | Additional Qualification | Experience |
|---|--|---|---|
| <ul style="list-style-type: none"> High Risk Entities | <ul style="list-style-type: none"> QFE 7 (Bachelor's Degree) in Health & Safety QFE 7 (Bachelor's Degree) in another subject <p>AND</p> <ul style="list-style-type: none"> National Examination Board in Occupational Safety and Health (NEBOSH) Certification | <ul style="list-style-type: none"> Course on Incident Investigation and Reporting Accredited First Aider and Fire Fighter Knowledge of ADPHC's electronic OSH reporting system | <ul style="list-style-type: none"> Minimum 5+ years of Health & Safety |
| <ul style="list-style-type: none"> Medium Risk Entities | <ul style="list-style-type: none"> QFE 7 (Bachelor's Degree) in another subject <p>AND</p> <ul style="list-style-type: none"> Institute of Occupational Safety and Health (IOSH) Certification | <ul style="list-style-type: none"> Course on Risk Assessment and Hazard Analysis Accredited First Aider and Fire Fighter Knowledge of ADPHC's electronic OSH reporting system. | <ul style="list-style-type: none"> Minimum 2+ years of Health & Safety |
| <p>*Low risk classification requires the same main and additional qualifications as for medium risk classifications; however, no experience is required. Only high and medium OSHAD-SF risk classifications apply to schools.</p> | | | |

OTHER LICENSED POSITIONS

Other Licensed Professionals (Bus Supervisor, Canteen Staff, Lifeguards, Security Guards, etc.) are required to meet the licensure requirements of the Abu Dhabi Quality Control Council (QCC) as well as any other licenses required by the relevant sector's governing body. The license should be valid throughout the duration of their employment.

Other administrative roles include positions such as Registrar, Public Relations Officer (PRO), Human Resources Officer, Accountant, Secretary, Admissions Officer, Receptionist, Procurement Officer, and other roles that support the school's operational and administrative functions.

Educational Qualifications

Must hold a Bachelor's degree in a relevant field (e.g., Business Administration, HR, Accounting, Finance, Management, or related discipline).

For clerical or junior roles, a diploma or higher secondary certificate with relevant experience may be accepted, subject to management and ADEK approval.

Professional Experience

- Minimum 2–3 years of relevant experience in an administrative, HR, or finance role (preferably in an educational institution).
- Proven ability to work with confidential information, maintain records, and communicate effectively with staff and parents.
- Experience using school management systems, HR software, or ERP platforms is preferred.

Background Verification

- Must provide a valid Police Clearance Certificate / Good Conduct Certificate from the UAE and/or home country.
- Must submit valid identification documents (passport, Emirates ID, visa, etc.) and academic certificates attested as per UAE requirements.

Medical Fitness

Must undergo and pass the mandatory medical fitness test conducted by a UAE government-approved medical center.

Professional Conduct

Must adhere to the school's Code of Conduct and demonstrate a commitment to ethical practice, confidentiality, and child protection standards.

| | |
|----------------------|---------------------------------|
| POLICY TITLE: | Values and Ethics Policy |
| DEPARTMENT: | Human Resources |

| | |
|------------------------------------|--------------------------------|
| Policy Contact: HR Administrator | Issue Date: 22/10/2025 |
| School: Excel International School | Next Revision Date: 31/01/2026 |
| Reference No: AJS-HRD-015 | Version No: 1 |

Purpose

Define and promote ADEK's core values of education within the AJ Group of School community.
Ensure that all school operations reflect respect for UAE national identity and cultural values.
Reinforce the highest ethical standards and integrity in all professional practices.
Foster awareness, inclusion, compassion, trust, and tolerance within the school environment.
Encourage a culture where ethical leadership and accountability guide all decision-making.

Scope/Target Audience

This policy applies to all members of the AJ Group of School community, including:
School leadership, governing board members, and owners.
Teaching, administrative, and support staff.
Students and parents.
Volunteers, contractors, and external service providers associated with the school.

Policy Statement

Our group is committed to honouring the UAE's national identity, heritage, and cultural values by integrating them thoughtfully into educational programs and school activities, while ensuring that school leaders and staff consistently uphold the highest ethical standards and demonstrate integrity in all professional responsibilities.

Values And Ethics

Excel International School adopts ADEK's Core Values of Education, integrating them into all aspects of school life:

| Core Value | Description |
|----------------|---|
| Integrity | Acting with honesty, transparency, and fairness in all dealings. |
| Respect | Treating everyone with dignity, empathy, and consideration. |
| Inclusion | Embracing diversity and ensuring equitable opportunities for all. |
| Accountability | Taking ownership of one's actions, words, and responsibilities. |
| Teamwork | Collaborating effectively to achieve shared goals. |
| Transparency | Ensuring openness and clarity in communication and decision-making. |
| Innovation | Encouraging creativity, problem-solving, and continuous improvement. |
| Tolerance | Promoting acceptance, understanding, and coexistence. |
| Sustainability | Using resources responsibly to preserve the environment for future generations. |
| Al Akhlaq | Upholding moral character, good conduct, and the ethical values of the UAE. |

Ethical Values

Ethical Leadership

The leadership of Excel International School is committed to modeling ethical leadership in all aspects of school governance by:

- Demonstrating honesty, fairness, and respect in every decision and action.
- Avoiding conflicts of interest in professional duties.
- Ensuring transparent and equitable recruitment, selection, and promotion processes.
- Providing staff with professional development and training in ethics and professional conduct.
- Engaging staff, parents, and students in participatory decision-making aligned with the school's vision and ADEK standards.

Ethical Conduct and Behavior

All staff, students, and community members of Excel International School are expected to:

- Maintain honesty and professionalism in academic and professional practices.
- Respect diversity, equity, and cultural differences.
- Refrain from unethical behaviors such as discrimination, favoritism, harassment, or bullying.
- Uphold academic integrity by avoiding plagiarism, cheating, falsification, or collusion.
- Use school resources responsibly and efficiently.
- Maintain confidentiality and safeguard sensitive information.
- Report unethical, illegal, or unsafe practices through designated channels.

Promotion Of UAE National Identity And Cultural Values

In support of UAE national identity and cultural heritage, Excel International School shall:

- Integrate UAE heritage, traditions, and values across the curriculum and school activities.
- Celebrate UAE national events and observe public holidays in accordance with ADEK guidelines.
- Conduct daily assemblies with the singing of the UAE National Anthem and ensure respectful conduct.
- Display the UAE flag and official portraits in compliance with ADEK's "Positions of Their Highness Pictures and Placements and Uses of Flags" Manual.
- Establish a UAE National Identity Committee comprising Emirati parents to promote and oversee cultural initiatives.
- Participate in government-endorsed programs that promote UAE national identity and tolerance.

Whistleblowing And Reporting Mechanism

- Excel International School maintains a Whistleblowing Procedure that allows staff, students, and parents to report unethical or illegal practices confidentially.
- Reports may be made anonymously and will be investigated impartially.
- The school ensures that no individual faces retaliation, discrimination, or disciplinary action for raising genuine concerns.
- The school's whistleblowing mechanism aligns with Federal Decree Law No. (31) of 2021 and ADEK's Ethical Leadership Framework.

Positive And Inclusive School Environment

Excel International School is committed to maintaining a positive, values-driven environment by:

- Encouraging collaboration, empathy, and creative thinking among students and staff.

- Promoting inclusive education and celebrating cultural diversity.
- Engaging parents and community members through awareness programs and events.
- Ensuring key policies and documents are available in English and Arabic to enhance communication and accessibility.

Procedure For Preventing, Identifying, And Addressing Unethical Behaviour

1. Prevention:

- **Values and Ethics Compliance:** All staff shall receive, understand, and comply with the school's Code of Conduct and Values & Ethics Policy, which define the expected standards of professional and ethical behavior.
- **Orientation:** Ethical behavior and policy awareness is emphasized during staff orientation and periodically reinforced through professional development.
- **Recruitment and Screening:** The recruitment process includes checks to ensure candidates align
- with the school's core values and ethical standards.

2. Identification

- **Reporting Mechanisms:** Staff may report unethical or unprofessional behavior through an Incident Report Form or directly to the HR Department. Reports may be made anonymously or with identity kept strictly confidential.
- **Monitoring:** Supervisors and line managers are expected to remain vigilant in identifying potential breaches and addressing concerns proactively.

3. Addressing Unethical Behaviour:

- **Initial Assessment:** Upon receiving a report, HR will conduct a preliminary review to determine the validity and severity of the concern.
- **Investigation:** Where warranted, a fair, timely, and confidential investigation will be carried out, involving relevant parties while maintaining discretion.
- **Action:** Based on findings, appropriate disciplinary or corrective measures will be taken, which may include counseling, retraining, written warnings, or termination — in line with the school's disciplinary procedures.
- **Protection:** Whistleblowers and individuals involved in the reporting process will be protected from retaliation, discrimination, or unfair treatment.
- **Documentation:** All reports, investigations, and resulting actions will be properly documented and securely stored by the HR Department.

4. Review and Improvement:

- Policies and procedures are regularly reviewed and updated to enhance ethical standards, strengthen reporting mechanisms, and prevent future issues.
- Feedback from staff and management will be incorporated to ensure continuous improvement in ethical practices and policy effectiveness.

5. Roles and Responsibilities

- **School Leadership:** Ensure the consistent communication, enforcement, and modeling of ethical practices across the school.

- HR Department: Lead awareness, monitor compliance, and manage reports or investigations related to unethical behavior.
- Staff Members: Demonstrate professional integrity and report any observed misconduct promptly.
- Students and Parents: Support the school's ethical culture through responsible behavior and positive engagement.

Review and Approval

This policy will be reviewed annually by the HR Department and School Leadership to ensure it remains aligned with AJ Group core values and ADEK regulatory requirements.

| | |
|----------------------|--------------------------|
| POLICY TITLE: | Employment Policy |
| DEPARTMENT: | Human Resources |

| | |
|------------------------------------|--------------------------------|
| Policy Contact: HR Administrator | Issue Date: 22/10/2025 |
| School: Excel International School | Next Revision Date: 31/01/2026 |
| Reference No: AJS-HRD-015 | Version No: 1 |

Purpose

The purpose of this policy is

- To ensure recruitment practices are rigorously enforced
- To attract the best possible applicants to vacancies
- To ensure all those employed at School share the school's ethos, values, ways of working and aspirations for its pupils and the community it serves

Scope/Target Audience

This policy is applicable to all the relevant heads who are involved in recruitment and the HR department.

Policy Statement

The School is committed to attracting, selecting and retaining employees who will successfully and positively contribute to providing a valuable service. A motivated and committed workforce with appropriate knowledge, skills, experience and ability to do the job is critical to the school's performance and fundamental to the delivery of a high-quality service

Equal Employment Opportunity (EEO):

The AJ Group administers its personnel policies and conducts its employment practices in a manner that treats each employee and applicant for employment on the basis of merit and experience, without regard to race, colour, religion, gender, gender identity, marital status, age, disability, veteran status, sexual orientation, national origin, or other classification protected by applicable law. In addition, consistent with the AJ Group culture and values, all employees are expected to treat one another in a manner that reflects dignity and respect.

Guidelines For Implementation

1. Identification of the need for an appointment

Before recruitment begins, the need for certain posts will be assessed as appropriate based on the following considerations:

- Is it necessary to fill the vacancy?
- Does the role require changes in duties and responsibilities?
- Is it appropriate to evaluate the grade of the post?
- Could the work be accommodated in other ways?

2. Filling the Vacancy

In order for the recruitment process to start, authorisation must be granted from the Head of the school, using appropriate documentation. The following documentation must be completed for recruitment to all posts:

- Employee Requirement Form
- Job Description for the position

- **Employee Requirement Form (ERF)**
ERFs are to be filled by the immediate line manager taking into account that all staff recruitment is either covered by the existing approved budget, need to fill the vacancy, qualifications and skills requirements as required by the job, expected date of joining, documentation appropriateness as per ADEK guidelines and other additional qualifications or skills required. Approvals will be sought by the HR department from the Executive Management. In case of additional staff outside the approved budget, it is to be requested to the Executive Management and sought approval. In case of Academics, it is mandatory that the class allocation is also submitted along with the ERF. Incomplete forms will be returned to the originating department for completion, possibly resulting in a delay. For all appointments the Employee Requirement Form must be signed by authorized Head.

3. Job Description

Job Description defines the purpose, the scope and the principal duties and responsibilities of a particular role. It provides a framework which outlines the expectations, both for the employee and the employer, and forms part of the working agreement

Recruitment Sources

It is normal practice that all vacancies are advertised, both internally within the school, as well as externally generally in the form of:

- Positioning jobs in Abu Dhabi Tawteen Council (for Emiratization)
- Subscriptions to online recruitment agencies
- Advertisements in newspapers and online versions
- Requesting Candidates from the Recruitment Partners who are contractually bound to fill in vacancies Internal advertisement on notice boards and intranet service (AJ Zone) using Employee Referral
- Program Updating the Recruitment tracker in the website every fortnight.
- Once the need for an appointment has been identified and approved the HR department will proceed to advertise as appropriate.

ADEK Compliance

Screening of candidates for core positions will be carried out in accordance with ADEK's Staff Eligibility Policy guidelines. The school shall register all selected staff on ADEK PASS (staff licensing portal) and obtain an appointment letter/ work permit for each internal/ external candidate respectively, prior to their engagement in the school.

Reports Of Recruitment

1. Recruitment Tracker

The HR Department is responsible to maintain the tracker of CVs received through various sources and ensure the constant update of the tracker.

2. Recruitment Report

The HR Department is responsible to update the Recruitment report every fortnight and provide it to the Heads for them to be aware of the status of recruitment.

Recruitment Process Time

ERF Generation Time

- Replacement due to Resignation/Termination-5 working days from the date of Resignation/Termination.
- New Requirement — 4 months before the expected date of joining along with approved budget & class allocation (academics)

ERF Approval Time

- Replacement due to Resignation/Termination — 2 working days from the date of ERF
- Submission to Head.
- New Requirement— 5 working days from the date of ERF submission to the Head
- Final Approval by Management — In any case, 2 working days from the Head's Approval
- Turn Around Time For Filling the Vacancy
- Replacement due to Resignation/Termination or New Requirement of Local Candidate — 15 — 30 working days from the date of final approval
- Replacement due to Resignation/Termination or New Requirement of International Candidate — 3 months from the date of final approval.

Definition & Abbreviation:

DOJ - Date of Joining

ERF - Employee Requirement Form

Appendix:

Employee Requirement Form

| | |
|----------------------|-----------------------|
| POLICY TITLE: | Digital Policy |
| DEPARTMENT: | Academic |

| | |
|------------------------------------|---------------------|
| Policy Contact: ICT Coordinator | Issue Date: |
| School: Excel International School | Next Revision Date: |
| Reference No: | Version No: |

Introduction

Excel International School, Al Ain (EIS) acknowledges the essential role of digital literacy and safety in modern education. This Digital Policy ensures that technology use at EIS supports innovation, inclusivity, and protection of all learners. It provides a framework for digital competency, responsible use, cybersecurity, and data privacy, aligned with the Abu Dhabi Department of Education and Knowledge (ADEK) Digital Policy (Version 1.1, September 2024).

Purpose

This policy aims to:

- Establish EIS’s digital vision and implementation framework.
- Embed digital competency development across all subjects.
- Safeguard students and staff from online risks.
- Ensure data protection under Federal Decree Law No. (45) of 2021.
- Maintain secure and ethical use of technology in all school operations.
- Provide clear procedures for distance learning during emergency situations.

Scope & Applicability

This policy applies to all members of the EIS community, including students, staff, administrative personnel, parents, and visitors who access the school’s digital resources, networks, and platforms.

Definitions

(Condensed version as previously approved)

- **Additional Learning Needs:** Individual requirements for additional support or accommodation for students of determination or with special needs.
- **Assistive Technology:** Devices or software that improve functional learning for students with disabilities.
- **Bring Your Own Device (BYOD):** Policy allowing staff or students to use personal devices for educational purposes in accordance with school guidelines.
- **Bullying:** Repeated aggression, including cyberbullying, causing emotional or physical harm.
- **Cybersecurity Incident:** Breach threatening confidentiality, integrity, or availability of school data.
- **Data Protection:** Safeguarding personal and organizational data against misuse or loss.
- **Digital Device:** Any device used to access or communicate digital information (e.g., laptop, tablet, smartphone).
- **Digital Incident:** Any inappropriate or unauthorized digital behavior within the EIS community
- **Digital Fluency:** Confident and ethical use of technology to learn and innovate.
- **Documented Learning Plan:** Personalized learning plan for individual student needs.

- **Distance Learning Plan:** Procedures, platforms, and expectations for online learning during emergencies or school closures.
- **Parent:** Person legally responsible for a child's welfare.
- **Personal Information:** Any data identifying a person directly or indirectly.
- **Risk Assessment:** Process to evaluate potential digital threats or vulnerabilities.
- **Safeguarding:** Actions to ensure students' wellbeing and online safety.
- **Social Media:** Online platforms for sharing and interaction (e.g., Facebook, Instagram, LinkedIn, X).
- **Visitor:** Any temporary guest, inspector, or volunteer on campus.

Digital Strategy and Oversight

EIS will maintain a five-year Digital Strategy aligning with the school's vision "Ready for Life." It outlines technology integration for teaching, administration, inclusion, and safety. The Digital Wellbeing and Safety Committee oversees strategy implementation, cybersecurity readiness, and regular reviews.

Digital Competencies

EIS ensures students develop digital literacy, creativity, and critical thinking through classroom and extracurricular programs. Teachers receive annual training on cybersecurity, AI integration, and data ethics to promote responsible technology use.

Responsible Usage and Digital Safeguarding

EIS publishes Responsible Use Policies for students, parents, and staff outlining acceptable digital conduct. The school implements online safety education, filtering systems, and reporting mechanisms for digital incidents or cyberbullying.

Digital Infrastructure

EIS uses Eduration as its primary learning and administrative platform. All devices are equipped with antivirus, encryption, and monitoring systems. Backup and disaster recovery procedures ensure data continuity. External vendors must comply with UAE cybersecurity and privacy laws.

Data and Cybersecurity

EIS enforces multi-factor authentication, firewalls, encryption, and regular system audits. A Cybersecurity Incident Response Plan guides staff actions during data breaches or system threats, ensuring immediate reporting to ADEK and relevant authorities.

Data Protection

Personal and student data are processed lawfully and transparently under UAE Federal Decree Law No. (45) of 2021. EIS obtains parental consent before sharing or publishing data. The school's Data Protection Officer oversees compliance and annual review.

Digital & Social Media Communications

EIS manages digital media ethically and with consent. Photos or videos of students are published only with written parental permission. The school's social media platforms reflect UAE cultural values and professionalism. Staff may not use personal social media or emails for school communications.

Bring Your Own Device (BYOD) Policy

- Students and staff may use personal devices for learning or teaching with prior approval.
- BYOD devices must meet minimum security and software requirements.
- School monitors compliance with Responsible Use Policies and cybersecurity guidelines.
- The school is not liable for personal device damage, loss, or malware infection.

Distance Learning Readiness

The school recognizes the importance of ensuring uninterrupted learning under all circumstances. To this end, comprehensive measures have been established to maintain readiness for distance learning during emergency situations such as temporary school closures, health-related disruptions, or exceptional individual circumstances requiring remote participation.

- I. Digital Infrastructure and Platforms**
 - a. The school maintains secure and reliable digital learning platforms (e.g., LMS, video conferencing tools, and communication apps) to facilitate real-time and asynchronous learning.
 - b. Regular checks are conducted to ensure all platforms are up-to-date, accessible, and compliant with data protection and online safety standards.
- II. Accessibility and Inclusion**
 - a. Provision is made for students who may lack devices or stable internet connectivity to ensure equal access to online learning resources.
 - b. Learning materials are designed to be user-friendly and adaptable to different devices and bandwidth conditions.
- III. Teacher Preparedness and Professional Development**
 - a. Teachers receive regular training on digital tools, virtual classroom management, and effective online teaching methodologies.
 - b. Clear guidelines are provided for lesson delivery, assessment, and feedback in a remote learning environment.
- IV. Student and Parent Readiness**
 - a. Students are oriented on responsible digital behavior, time management, and online collaboration.
 - b. Parents are informed and guided on supporting their child's participation and monitoring progress during distance learning.
- V. Academic Continuity and Assessment**
 - a. Learning outcomes and curriculum delivery are adapted to suit online formats while maintaining academic rigor.
 - b. Assessments are conducted using secure and transparent online tools, with measures to uphold integrity and fairness.
- VI. Communication and Support**
 - a. Clear communication channels are maintained between school, teachers, students, and parents to ensure smooth coordination.
 - b. Technical and academic support is available to assist users in resolving issues promptly.
- VII. Review and Improvement**
 - a. The school periodically reviews its distance learning practices to incorporate feedback, new technologies, and lessons learned from previous experiences.

Roles and Responsibilities

- **School Leadership:** Ensure policy implementation, monitoring, and compliance.
- **ICT Coordinator:** Manage digital systems, cybersecurity, and data integrity.
- **Teachers:** Model responsible digital behavior, integrate technology ethically, and support distance learning.
- **Students:** Use digital tools safely, respectfully, and responsibly, including in remote learning.
- **Parents:** Support digital safety practices at home and monitor student online activity.

Compliance and Monitoring

The policy is effective from AY 2025–2026 and fully enforceable by AY 2025–2026. Failure to adhere may result in disciplinary action in accordance with ADEK and UAE federal laws. Annual reviews will ensure continued compliance and alignment with emerging technologies.

References

- ADEK School Digital Policy (Version 1.1, September 2024)
- Federal Decree Laws: Nos. 3 (2016), 18 (2020), 31 (2021), 34 (2021), 38 (2021), 45 (2021)
- Ministry of Education Code of Conduct and Student Behavior Policy
- Excel International School ICT Procedures and Safeguarding Framework

| | |
|----------------------|---|
| POLICY TITLE: | Health and Safety Policy |
| DEPARTMENT: | Operations / Health and Safety Department |

| | |
|------------------------------------|------------------------------------|
| Policy Contact: Admin Officer | Issue Date: September 2024 |
| School: Excel International School | Next Revision Date: September 2026 |
| Reference No: AJS-Operations-001 | Version No: 1 |

Purpose

The purpose of this policy is to ensure that all schools provide a safe, healthy, and supportive environment for students, staff, visitors, and contractors. It establishes a framework for managing occupational safety and health (OSH) risks in compliance with ADEK requirements, ADOSH 4.0 standards, and UAE Federal Law. This policy reinforces the school's commitment to the prevention of injuries, illnesses, and environmental harm.

Scope

This policy applies to:

- All school campuses, facilities, and operations including classrooms, laboratories, canteens, playgrounds, and offices.
- All employees, students, visitors, volunteers, and contractors.
- All school-related activities, whether during school hours, after-school programs, trips, or events.

Policy Statement

All schools are committed to:

- Providing and maintaining safe premises and facilities.
- Promoting a culture of health, safety, and well-being.
- Identifying and controlling hazards through risk assessment and regular inspections.
- Complying with all applicable ADEK, ADOSH, and national legislation.
- Consulting with employees and students on safety matters.
- Responding promptly and effectively to any emergency or incident.

Legal and Regulatory Framework

This policy aligns with the following frameworks and laws:

- **ADEK Health, Safety and Environment (HSE) Framework – 2024**
- **ADOSH 4.0 – Occupational Safety and Health System Framework (OSHMS)**
- **Federal Law No. 8 of 1980 (UAE Labour Law)**
- **Federal Law No. 12 of 2018 on Integrated Waste Management**
- **NCEMA 6000 – Emergency Preparedness Standard**
- **UAE Fire and Life Safety Code of Practice (2018)**

Roles and Responsibilities

1. School Management / Principal

- Ensure this policy is implemented and maintained.
- Allocate adequate resources for OSH activities.
- Approve risk assessments, emergency procedures, and training plans.
- Lead a culture of safety across all operations.

2. OSH Department / Safety Officer

- Develop and update OSH procedures and records.
- Conduct periodic risk assessments, inspections, and audits.
- Investigate incidents and recommend corrective actions.
- Maintain compliance with ADEK and ADOSH reporting requirements.
- Deliver training and awareness sessions for staff and students.

3. Employees

- Follow all safety instructions, procedures, and training provided.
- Report hazards, near-misses, and incidents immediately.
- Use personal protective equipment (PPE) when required.
- Maintain safe working practices and a tidy work environment.

4. Students

- Follow school safety rules and staff instructions.
- Report unsafe behavior, damaged equipment, or hazards.
- Participate actively in school safety drills and awareness programs.

5. Contractors and Visitors

- Comply with all school OSH requirements and access procedures.
- Follow the Contractor Management Policy and work permit conditions.
- Report any incidents, unsafe conditions, or emergencies immediately.

6. Risk Management

- Schools must implement a comprehensive risk assessment process for all activities and facilities.
- Control measures must be designed to eliminate or minimize risks to acceptable levels.
- Risk Assessment Registers must be maintained and reviewed regularly, especially after incidents or changes in operations.

Health and Safety Procedures

Each school must establish written procedures for key areas, including:

- **Emergency Preparedness and Evacuation**
- **Fire Safety Management**
- **First Aid and Medical Emergencies**
- **Hazardous Material Control**
- **Manual Handling and Ergonomics**
- **PPE Usage and Maintenance**
- **Incident Reporting and Investigation**
- **Contractor and Visitor Management**
- **School Transportation Safety**

Training and Awareness

- All employees will receive OSH induction training upon joining.
- Regular refresher training will be provided annually.
- Specialized safety training (fire warden, first aid, chemical handling, etc.) will be given as per role.
- Safety awareness programs will be organized for students to promote safe behaviors.

Health and Well-being

- Schools shall promote staff and student wellbeing and mental health.
- Healthy lifestyle campaigns and safe recreational environments will be encouraged.
- Schools will ensure access to clean drinking water, healthy meals, and comfortable learning spaces.

Incident Reporting and Investigation

- All incidents, near-misses, and injuries must be reported to the OSH Officer immediately.
- An Incident Investigation Report must be completed within 48 hours.
- Findings will be reviewed, and corrective/preventive actions implemented.
- Records will be maintained for monitoring and review by ADEK or internal audits.

Monitoring and Review

- Regular inspections, audits, and risk reviews will be conducted to ensure compliance.
- Health and safety performance indicators will be monitored and analyzed.
- Policy effectiveness will be reviewed annually or after any major change in law or incidents.

References

- **ADEK Health, Safety & Environment Framework (2024)**
- **ADOSH 4.0 – Occupational Safety and Health System Framework**
- **Federal Law No. 8 of 1980 (UAE Labour Law)**
- **Federal Law No. 12 of 2018 (Waste Management)**
- **UAE Fire and Life Safety Code (2018)**
- **NCEMA 6000 – National Emergency Preparedness Framework**

| Health and Safety Policy | | POLICY TITLE |
|---|-------------------------------------|--------------|
| Operations / Health and Safety Department | | DEPARTMENT |
| جهة الاتصال للسياسة: مسؤول الإدارة | تاريخ الإصدار: سبتمبر 2024 | |
| المدرسة: مدرسة إكسل الدولية | تاريخ المراجعة القادمة: سبتمبر 2026 | |
| سياسة الصحة والسلامة | عنوان السياسة | |

الغرض

الغرض من هذه السياسة هو ضمان توفير جميع المدارس لبيئة آمنة وصحية وداعمة للطلاب والموظفين والزوار والمقاولين. تضع هذه السياسة إطاراً لإدارة مخاطر الصحة والسلامة المهنية بما يتوافق مع متطلبات دائرة التعليم والمعرفة في أبوظبي، ومعايير نظام أبوظبي للصحة والسلامة المهنية 4.0، والقانون الاتحادي لدولة الإمارات العربية المتحدة. تؤكد هذه السياسة التزام المدرسة بالوقاية من الإصابات والأمراض والأضرار البيئية.

النطاق

تنطبق هذه السياسة على:
جميع مرافق المدرسة والعمليات بما في ذلك الفصول الدراسية والمختبرات والمقاصف والملاعب والمكاتب.
جميع الموظفين والطلاب والزوار والمتطوعين والمقاولين.
جميع الأنشطة المتعلقة بالمدرسة، سواء خلال ساعات الدوام المدرسي أو البرامج اللاصفية أو الرحلات أو الفعاليات.

بيان السياسة

تلتزم جميع المدارس بما يلي:
توفير وصيانة المباني والمرافق الآمنة.
تعزيز ثقافة الصحة والسلامة والرفاهية.
تحديد ومراقبة المخاطر من خلال تقييم المخاطر والتفتيش الدوري.
الامتثال لجميع متطلبات دائرة التعليم والمعرفة ونظام أبوظبي للصحة والسلامة المهنية والتشريعات الوطنية المعمول بها.
التشاور مع الموظفين والطلاب بشأن مسائل السلامة.
الاستجابة السريعة والفعالة لأي حالة طوارئ أو حادث.

الإطار القانوني والتنظيمي

تتماشى هذه السياسة مع الأطر والقوانين التالية:
إطار دائرة التعليم والمعرفة للصحة والسلامة والبيئة - 2024
نظام أبوظبي للصحة والسلامة المهنية 4.0 - إطار نظام إدارة الصحة والسلامة المهنية
القانون الاتحادي رقم 8 لسنة 1980 قانون العمل الإماراتي
القانون الاتحادي رقم 12 لسنة 2018 بشأن الإدارة المتكاملة للنفايات
NCEMA 6000 المعيار الوطني للاستعداد لحالات الطوارئ
مدونة الممارسات الإماراتية للوقاية من الحرائق وسلامة الحياة 2018

الأدوار والمسؤوليات

إدارة المدرسة /المدير

ضمان تطبيق وصيانة هذه السياسة
تخصيص الموارد الكافية لأنشطة الصحة والسلامة المهنية
اعتماد تقييمات المخاطر وإجراءات الطوارئ وخطط التدريب
قيادة ثقافة السلامة في جميع العمليات

قسم الصحة والسلامة المهنية /مسؤول السلامة

تطوير وتحديث إجراءات وسجلات الصحة والسلامة المهنية
إجراء تقييمات المخاطر والتفتيش والمراجعات الدورية
التحقيق في الحوادث والتوصية بالإجراءات التصحيحية
الحفاظ على الامتثال لمتطلبات التقارير الخاصة بدائرة التعليم والمعرفة ونظام أبوظبي للصحة والسلامة المهنية
تقديم جلسات التدريب والتوعية للموظفين والطلاب

الموظفون

اتباع جميع التعليمات والإجراءات والتدريبات المقدمة في مجال السلامة
الإبلاغ عن المخاطر والحوادث الوشيكة والحوادث فوراً
استخدام معدات الحماية الشخصية عند الحاجة
الحفاظ على ممارسات العمل الآمنة وبيئة عمل منظمة

الطلاب

اتباع قواعد السلامة المدرسية وتعليمات الموظفين
الإبلاغ عن السلوكيات غير الآمنة أو المعدات التالفة أو المخاطر
المشاركة بفاعلية في تدريبات السلامة المدرسية وبرامج التوعية

المقاولون والزوار

الامتثال لجميع متطلبات الصحة والسلامة المهنية للمدرسة وإجراءات الدخول
اتباع سياسة إدارة المقاولين وشروط تصاريح العمل
الإبلاغ عن أي حوادث أو ظروف غير آمنة أو حالات طوارئ فوراً

إدارة المخاطر

يجب على المدارس تنفيذ عملية شاملة لتقييم المخاطر لجميع الأنشطة والمرافق
يجب تصميم تدابير الرقابة للقضاء على المخاطر أو تقليلها إلى مستويات مقبولة
يجب الحفاظ على سجلات تقييم المخاطر ومراجعتها بانتظام، خاصة بعد وقوع حوادث أو تغييرات في العمليات

إجراءات الصحة والسلامة

يجب على كل مدرسة وضع إجراءات مكتوبة للمجالات الرئيسية، بما في ذلك
الاستعداد لحالات الطوارئ والإخلاء
إدارة السلامة من الحرائق
الإسعافات الأولية والطوارئ الطبية
مراقبة المواد الخطرة

المناولة اليدوية وبيئة العمل
استخدام وصيانة معدات الحماية الشخصية
الإبلاغ عن الحوادث والتحقيق فيها
إدارة المقاولين والزوار
سلامة النقل المدرسي

التدريب والتوعية

سيحصل جميع الموظفين على تدريب تعريفي في الصحة والسلامة المهنية عند الانضمام.
سيتم توفير تدريب تشبيطي منتظم سنوياً.
سيتم تقديم التدريب المتخصص في مجال السلامة (أمين الحرائق، الإسعافات الأولية، التعامل مع المواد الكيميائية، إلخ) حسب الدور الوظيفي.
سيتم تنظيم برامج التوعية بالسلامة للطلاب لتعزيز السلوكيات الآمنة.

الصحة والرفاهية

يجب على المدارس تعزيز رفاهية الموظفين والطلاب والصحة النفسية.
سيتم تشجيع حملات نمط الحياة الصحي وبيئات الترفيه الآمنة.
ستضمن المدارس الوصول إلى مياه الشرب النظيفة والوجبات الصحية ومساحات التعلم المريحة.

الإبلاغ عن الحوادث والتحقيق فيها

يجب الإبلاغ عن جميع الحوادث والحوادث الوشيكة والإصابات إلى مسؤول الصحة والسلامة المهنية فوراً.
يجب إكمال تقرير التحقيق في الحادث خلال 48 ساعة •
سيتم مراجعة النتائج وتنفيذ الإجراءات التصحيحية /الوقائية •
سيتم الاحتفاظ بالسجلات للرصد والمراجعة من قبل دائرة التعليم والمعرفة أو عمليات التدقيق الداخلية

المراقبة والمراجعة

سيتم إجراء عمليات التفتيش والمراجعات ومراجعات المخاطر المنتظمة لضمان الامتثال.
سيتم رصد وتحليل مؤشرات أداء الصحة والسلامة •
سيتم مراجعة فعالية السياسة سنوياً أو بعد أي تغيير كبير في القانون أو الحوادث

المراجع

إطار دائرة التعليم والمعرفة للصحة والسلامة والبيئة 2024
نظام أبوظبي للصحة والسلامة المهنية 4.0 - إطار نظام إدارة الصحة والسلامة المهنية
القانون الاتحادي رقم 8 لسنة 1980 قانون العمل الإماراتي
القانون الاتحادي رقم 12 لسنة 2018 إدارة النفايات
مدونة الوقاية من الحرائق وسلامة الحياة الإماراتية 2018
6000 NCEMA الإطار الوطني للاستعداد لحالات الطوارئ

| | |
|----------------------|---|
| POLICY TITLE: | Building and Facility Management |
| DEPARTMENT: | Operations / Health and Safety Department |

| | |
|------------------------------------|------------------------------------|
| Policy Contact: Admin Officer | Issue Date: September 2022 |
| School: Excel International School | Next Revision Date: September 2026 |
| Reference No: AJS-Operations-001 | Version No: 1 |

Purpose

The purpose of this policy is to ensure that all school buildings and facilities are designed, constructed, maintained, and operated in compliance with ADEK, ADOSH, and other relevant governmental standards.

The aim is to provide a safe, functional, inclusive, and sustainable learning environment that supports educational excellence and the wellbeing of all students, staff, and visitors.

Scope

This policy applies to:

- All school buildings, classrooms, playgrounds, laboratories, canteens, clinics, parking areas, and outdoor spaces.
- All maintenance, construction, expansion, and renovation projects within school premises.
- All employees, students, visitors, and contractors who use or manage school facilities.

Policy Statement

Each school is committed to ensuring that its buildings and facilities:

- Are designed and maintained to meet ADEK standards and local authority regulations.
- Support the health, safety, accessibility, and comfort of all users.
- Promote sustainability and environmental responsibility in all operations.
- Are regularly inspected, risk-assessed, and maintained to ensure ongoing compliance with law and best practices

Legal and Regulatory Framework

This policy is based on the following frameworks and laws:

- ADEK Private School Design Manual (2024)
- ADEK Health, Safety and Environment Framework (2024)
- ADOSH 4.0 – Occupational Safety and Health System Framework
- Abu Dhabi Capital Development Code
- Department of Municipalities and Transport (DMT) Zoning Regulations
- Federal Law No. 12 of 2018 on Integrated Waste Management
- UAE Fire and Life Safety Code (2018)
- NCEMA 6000 – National Emergency Preparedness Standard

Roles and Responsibilities

1. Principal / Head Teacher
 - Ensure that all school facilities meet safety and operational standards.
 - Approve maintenance plans, construction work, and facility upgrades.
 - Allocate resources for inspections, repairs, and preventive maintenance.

2. Health and Safety Officer (HSO) / Facilities Manager
 - Maintain building safety records, inspection reports, and maintenance logs.
 - Conduct regular facility risk assessments and report findings to management.
 - Ensure compliance with ADEK, ADOSH, and Civil Defence requirements.
 - Manage contracts for maintenance, cleaning, pest control, and waste collection.
3. Contractors and Service Providers
 - Comply with all school OSH and facility management policies.
 - Provide valid licenses and insurance documentation before starting work.
 - Follow safe work practices and report any hazards immediately.
4. Staff and Teachers
 - Use school facilities responsibly and report any damage or unsafe conditions.
 - Support cleanliness and orderly use of shared spaces such as classrooms, labs, and corridors.

Design and Construction Standards

- All new construction, renovations, or extensions must comply with:
 - ADEK Design Manual and DMT Regulations.
 - Estidama Pearl 1 sustainability rating or higher.
 - Fire, accessibility, and environmental protection codes.
- Detailed designs must be approved by ADEK before implementation.
- Projects must include risk assessments, emergency exits, ventilation, and accessibility features.

Accessibility and Inclusion

- All facilities must adhere to universal design principles, ensuring equal access for individuals with additional learning or physical needs.
- Access ramps, elevators, and appropriate sanitary facilities must be provided where applicable.
- Classrooms and resource areas should be adapted to accommodate students requiring specialized support.

Safety and Maintenance

- Routine inspections of classrooms, electrical rooms, laboratories, kitchens, and playgrounds must be conducted monthly.
- Preventive maintenance schedules must be implemented for all building systems (HVAC, lighting, water, fire alarms, etc.).
- Defective or unsafe equipment and fixtures must be immediately isolated and repaired.
- Maintenance work must be documented using the Facility Maintenance Log (OSH-R-02A).

Fire and Emergency Safety

- Firefighting systems must comply with Civil Defence requirements and be tested at least twice a year.
- Emergency exits must be unobstructed, illuminated, and clearly marked.
- Fire evacuation drills must be conducted each term in line with the Emergency Response Plan.
- A Fire Safety Register must be maintained for all inspection and maintenance records.

Environmental and Sustainability Measures

- Schools must incorporate energy-efficient systems, water-saving fixtures, and waste reduction programs.
- Hazardous materials (e.g., chemicals, paints) must be stored safely and disposed of by licensed contractors.
- Recycling initiatives and green landscaping should be promoted.

Use of Facilities by External Parties

- External use of school facilities (e.g., sports halls, auditoriums) is permitted only with prior management approval.
- External parties must comply with school Safety and Security Regulations, and a risk assessment must be conducted before any event.
- All external users are responsible for maintaining the cleanliness and security of the premises.

Inspection and Compliance

- Internal OSH inspections must be carried out monthly using the School Facilities Inspection Checklist.
- Annual inspections shall be conducted in coordination with ADEK, DMT, and Civil Defence.
- Any non-compliance findings must be corrected immediately and reported to the Principal and OSH Officer.

Documentation and Record Keeping

The following records must be maintained and updated:

- Building layout and evacuation maps
- Fire and safety system certificates
- Maintenance and inspection reports
- Contractor licenses and permits
- Risk assessment and incident records

Monitoring and Review

- Facility and building performance will be reviewed quarterly during the OSH Committee Meeting.
- Corrective and preventive actions will be documented in the Facility Safety Register.
- This policy will be reviewed annually or following regulatory updates.

References

- ADEK Health, Safety & Environment Framework (2024)
- ADEK Private School Design Manual
- ADOSH 4.0 – Workplace Environment Standards
- UAE Fire and Life Safety Code (2018)
- Department of Municipalities and Transport Guidelines
- NCEMA 6000 – Emergency Preparedness Standard

EIS - OSH General Policy Statement

Excel International School (EIS) is committed to developing and implementing the Occupational Safety and Health Management System in various activities, operations, and facilities, as well as ensuring monitoring of the system's performance and improvement.

The Occupational Safety and Health (OSH) General Policy for EIS aims to:

- Comply with applicable local, federal, regional, and international regulations, standards, and best practices.
- Develop a framework for setting and reviewing ADEK OSHMS objectives and targets and ensure continual improvement.
- Identify potential hazards at work through regular risk assessments, risk-based inspections, periodic audits, and corrective actions to be applied accordingly.
- Protect and improve personnel health and safety at the workplace.
- Prevent incidents, injuries, and illnesses by regularly identifying and managing workplace risks.
- Ensure efficient implementation of the emergency procedures.
- Provide required resources to comply with OSH requirements and ensure best performance.
- Enhance staff health and well-being through providing proper welfare facilities.
- Ensure providing adequate OSH training and awareness programs to all employees in order to maximize their efficiency and productivity.
- Maintain continuous OSH Management System review, modification, and improvement to effectiveness and sustainability.

This policy covers and includes personnel, visitors, stakeholders, contractors, subcontractors, and facilities in EIS.

Issue Date: Sept 2022

Last Review Aug 2025

Next Review Aug 2026

السياسة العامة للسلامة و الصحة المهنية

إن مدرسة اكسيل الدولية ملتزمة بتطبيق و تطوير نظام السلامة و الصحة المهنية في جميع الأنشطة و العمليات و المنشآت بها و تضمن تطبيق و تطوير النظام و مراقبة الأداء و تحسينه بشكل مستمر.

تهدف السياسة العامة للسلامة و الصحة المهنية لمدرسة اكسل الدولية إلى:-

- ◆ الالتزام بجميع القوانين و التشريعات و أفضل الممارسات المحلية و الاقليمية و الدولية.
 - ◆ وضع إطار لتحديد و مراجعة أهداف نظام السلامة و الصحة المهنية و ضمان عملية التحسين المستمر.
 - ◆ تحديد الأخطار المحتملة من خلال تقييم المخاطر و عمليات التفتيش و التدقيق ، و التأكد من تنفيذها.
 - ◆ حماية و تحسين صحة العاملين و ضمان سلامتهم في بيئة العمل.
 - ◆ تجنب وقوع الحوادث و الإصابات و الأمراض المهنية عن طريق التقييم الدوري لمخاطر بيئة العمل.
 - ◆ التأكد من تنفيذ إجراءات الطوارئ و ضمان فاعليتها.
 - ◆ الالتزام بتوفير الموارد المناسبة و المطلوبة للامتثال الكامل لمتطلبات السلامة و الصحة المهنية و تنفيذ الأدوار و المسؤوليات المنوطة بهم.
 - ◆ تعزيز صحة الموظفين ورفاهيتهم من خلال توفير المرافق الخدمية المناسبة.
 - ◆ ضمان توفير البرامج التدريبية و التوعوية للعاملين لتمكينهم من أداء مهامهم بكفاءة عالية.
 - ◆ مراجعة نظام السلامة و الصحة المهنية بشكل دوري و إجراء التعديلات لتحسينه و فاعليته و استدامته.
- تشمل هذه السياسة جميع العاملين و الزوار و شركاء العمل و المقاولين و مقاولي الباطن و المنشآت .

APPENDIX

[Media Consent Form](#)

[Parent Undertaking Form for MOE Equivalency](#)

[Parent Undertaking Form for Curriculum Change](#)

[Transport Authorisation Form \(Online\)](#)

[Transport Request Form](#)

[Transfer Certificate Form](#)



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