

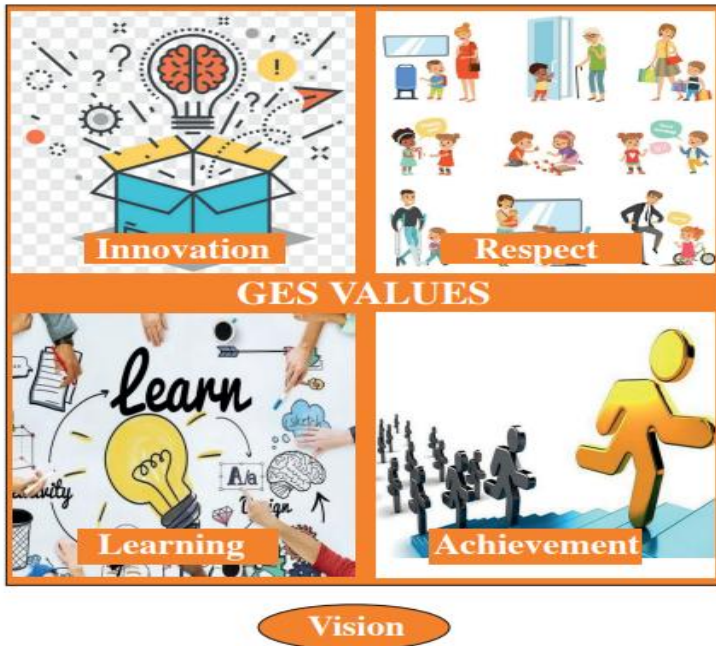
مدرسة جلوبال الانجليزية- العين
GLOBAL ENGLISH SCHOOL – AL AIN
CAMBRIDGE INTERNATIONAL SCHOOL - AE 244

Parents' Handbook 2026-2027



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Mission and Vision of GES



Our vision is to be a centre of excellence by providing a challenging learning environment. We seek to inspire a passion for learning and redefine education through innovation.

Mission

- To nurture confident and successful life-long learners equipped with 21st century skills and a breadth of knowledge.
- To provide the best possible staffing, resources and facilities which support a quality, innovative and exciting learning environment.
- To ensure that our students understand, appreciate and uphold the core values of GES, to enable them to thrive academically, personally, socially and morally.
- To enable our students to grow as individuals and nurture and develop their talents, skills, interests and passions.
- To build partnerships with local and international agencies to promote the best possible opportunities for our students.
- To provide a high quality governance which ensures that students' needs are fulfilled and the school gains a high reputation for fairness and quality

ADEK Approved Calendar 2026-27

ADEK School Calendar - British - GLOBAL ENGLISH SCHOOL (9158) - 2026-2027 - (Teaching Days: 185)

Term-1							Term-2						
M	T	W	T	F	S	S	M	T	W	T	F	S	S
Week							Week						
Aug-26	3	4	5	6	7	8	4	5	6	7	8	9	10
10	11	12	13	14	15	16	11	12	13	14	15	16	17
17	18	19	20	21	22	23	18	19	20	21	22	23	24
24	25	26	27	28	29	30	25	26	27	28	29	30	31
31	1	2	3	4	5	6	1	2	3	4	5	6	7
Academic Year for Students Starts							Term 2 for Students Starts						
7	8	9	10	11	12	13	8	9	10	11	12	13	14
14	15	16	17	18	19	20	15	16	17	18	19	20	21
21	22	23	24	25	26	27	22	23	24	25	26	27	28
28	29	30	1	2	3	4	29	30	31	1	2	3	4
5	6	7	8	9	10	11	5	6	7	8	9	10	11
12	13	14	15	16	17	18	12	13	14	15	16	17	18
19	20	21	22	23	24	25	19	20	21	22	23	24	25
26	27	28	29	30	31	1	26	27	28	29	30	31	1
2	3	4	5	6	7	8	2	3	4	5	6	7	8
9	10	11	12	13	14	15	9	10	11	12	13	14	15
16	17	18	19	20	21	22	16	17	18	19	20	21	22
23	24	25	26	27	28	29	23	24	25	26	27	28	29
30	1	2	3	4	5	6	30	1	2	3	4	5	6
7	8	9	10	11	12	13	7	8	9	10	11	12	13
14	15	16	17	18	19	20	14	15	16	17	18	19	20
21	22	23	24	25	26	27	21	22	23	24	25	26	27
28	29	30	31	1	2	3	28	29	30	31	1	2	3
New Year Winter Break for Students - 14-Dec To 01-Jan							Spring Break for Students - 05-Apr To 09-Apr						
Term 1 for Students Ends							Term 3 for Students Starts						
							12	13	14	15	16	17	18
							19	20	21	22	23	24	25
							26	27	28	29	30	1	2
							3	4	5	6	7	8	9
							10	11	12	13	14	15	16
							17	18	19	20	21	22	23
							24	25	26	27	28	29	30
							31	1	2	3	4	5	6
							7	8	9	10	11	12	13
							14	15	16	17	18	19	20
							21	22	23	24	25	26	27
							28	29	30	1	2	3	4
							5	6	7	8	9	10	11
							12	13	14	15	16	17	18
							19	20	21	22	23	24	25
							26	27	28	29	30	31	1
							2	3	4	5	6	7	8
							9	10	11	12	13	14	15
							16	17	18	19	20	21	22
							23	24	25	26	27	28	29

Term 1, Term 2 and Term 3 days
Mid term break 1 and Mid term break 2
Public Holiday

Notes*
* Public holiday dates are tentative and are subject to official announcements.
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Time Table 2026-27

SCHOOL TIMINGS Year 2-Year 13			
MONDAY- THURSDAY		FRIDAY	
PERIOD	TIMING	PERIOD	TIMING
Form Time / Assembly	7:30 am – 7:50 am	Club Time	7:30 am – 8:30 am
Zero Period	7:50 am – 8:20 am	1st Period	8:30 am – 9:20 am
1 st Period	8:20 am – 9:05 am	1st Break	9:20 am – 9:40 am
2 nd Period	9:05 am – 9:50 am	2nd Period	9:40am– 10:20 am
1st Break	9:50 am – 10:10 am	3rd Period	10:20 am - 11 am
3 rd Period	10:10 am – 10:50 am	4th Period	11 am – 11:30 am
4 th Period	10:50 am – 11:40 am		
5 th Period	11:40 am – 12:25 pm		
2nd Break	12:25 pm – 12:45 pm		
6 th Period	12:45 pm – 1:30 pm		
7 th Period	1:30 pm – 2:20 pm		

FS2 & Year1	Monday-Thursday	Friday	
Circle Time	7:30 am- 7:40 am	Circle Time	7:30 am- 7:40 am
1 st Period	7:40 am-8:25 am	1 st Period	7:40 am-8:15 am
2 nd Period	8:25 am-9:10 am	2 nd Period	8:15 am-8:50 am
1st Break	9:10 am-9:30 am	1st Break	8:50 am-9:10 am
3 rd Period	9:30 am-10:15 am	3 rd Period	9:10 am-9:45 am
4 th Period	10:15 am-11:00 am	4 th Period	9:45 am-10:20 am
2nd Break	11:00 am-11:20 am	2nd Break	10:20 am-10:40 am
5 th Period	11:20 am-12:05 pm	5 th Period	10:40 am -11:30 am
6 th Period	12:05 pm-12:50 pm		

Own Transport Pick Up and Collection

FS2 & Year 1	Drop off time – 7:15 am Gate opening time for pick up – 1:00 pm Noon -1:40 pm
Years 2-13	Drop off time – 7:15 AM Gate opening time for pick up – 2:30 PM
Pick up Area	
Years 2 & 3	FS2 classrooms near the Gate 1
Years 4, 5, 6	Designated classrooms near Gate 3
Years 7 – 13	Designated gates for Boys and Girls

PREAMBLE

Welcome to GLOBAL ENGLISH SCHOOL – An initiative of GLOBAL EDUCATIONAL SOLUTIONS.

Global English School - Al Ain comprises of three academic sections/schools: Early Years Foundation (EYFS), the Junior School and the Senior School.

Getting to know the system

Kindergarten follows the Early Years Foundation Stage Curriculum

Children are born ready, able and eager to learn. They actively reach out to interact with other people around them. Development is not an automatic process. It depends on each unique child having opportunities to interact in positive relationships and enabling environments.



Every child is **unique** who is constantly learning and can be resilient, capable, confident and self-assured.
Practitioners understand and observe each child's development and learning, assess progress, plan for next steps, support each one of them to develop a positive sense of their own identity and culture, value and respect all children and families equally.

Children learn to be strong and independent through positive relationships.
Positive relationships are warm and loving, and foster a sense of belonging sensitive and responsive to the child's needs, feelings and interests supportive of the child's own efforts and independence consistent in setting clear boundaries stimulating built on key personal relationships in early year's settings

Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and caretakers.
Enabling Environments Value all people, value learning.
They offer stimulating resources, relevant to all the children's cultures and communities, rich learning opportunities through play and playful teaching support for children to take risks and explore.

The framework covers the education and care of all children, including those with special educational needs and disabilities. Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development. **They foster the characteristics of effective early learning**

- Playing and exploring
- Active learning
- Creating and thinking

EYFS programme, which is a part of the National curriculum of England, where we nurture children to be creative, eager learners as they discover their full potential and become responsible, global citizens. This year, upon completely aligning with the British curriculum, KG-1 will be FS2 and KG-2 will be Year 1.

Years 2 to 6: Cambridge International Primary curriculum, Continuous Assessment and year end GLPT bench mark examinations (Years 4-6) meet up the requirement of student development.

Years 7 to 9: Cambridge International lower secondary curriculum. It empowers the students to develop skills, which will be useful for lifelong learning and career development.

IGCSE: Years 10 & 11 are the stage when students are prepared for the Cambridge International General Certificate of Secondary Education. Students appear for Cambridge IGCSE Exams at the end of year 11. Subjects offered are English, Mathematics, Physics, Chemistry, Biology, ICT and a student can choose additional subjects as self- study subjects.

AS & A Level: Years 12 & 13 are the Senior Secondary stages. The students are offered courses in the Science & Business streams and they appear for Cambridge AS and A levels at the end of grades 12 & 13 respectively. We offer English, Mathematics, Physics, Chemistry, Biology, IT and a student can choose other subjects as self-study subjects. Our admission policy available on the website explains the subjects selection at the higher grades. (<https://geschooluae.com/wp-content/uploads/2026/09/Admission-policy.pdf>)

The Academic year is divided into three terms:

First Term - 31 August to 11 December 2026,

(Mid term break – Oct 14 – 16)

Second Term - 04 January to 02 April 2027

(Mid term break – 11&12 Feb)

Third Term - 12 April to 02 July 2027

School Timings:

FS2 & Year1– 7.30 am to 1 pm (Pick up time: 1 pm)

Year 2-Year 13 – 7:30 am to 2:20 pm (Gate opens at 7:00 to drop off and 2:30 pm for pick up)

Office timings

Monday to Thursday: 7 am to 3:30 pm

Friday: 7 am to 2:00 pm (Saturday off)

Sunday: 8:00 am to 2:00 pm

Private transport users-

Private transport users from Year2 and above should report to school by **7.15 am to enable them to keep their belongings in the class and be ready for the assembly at 7.30 am**. Private transport users of FS2 & Year1 should be picked up before 1:40 pm and students of other grades before 3:00 pm. Parents are requested to cooperate; school cannot take responsibility of students after the designated pickup time.

Late comers:

The school gate will be open for students from 7:00 a.m. to 7:30 a.m., **Monday through Friday**. Parents of own transport users may please ensure that students are dropped off latest by 7.20 am to enable them to attend the morning routine (assembly, form time etc). **Please note that the gates will be closed at 7.30 am sharp and late comers will be heavily disadvantaged having no choice but to go back. The signal system at the round about delays traffic and hence you may please start sufficiently in advance to avoid inconveniences. Furthermore, attendance is mandatory, student should not be absent on instructional days.**

All students shall assemble in an orderly manner, stand attentively and recite the UAE National Anthem together as a unified community. It teaches students pride, respect, discipline and positive participation in the school community.

Treating our staff:

Parents are required to deal with our staff diligently. Shouting / disrespecting the staff at the reception/elsewhere in the campus tantamount to violation of the school's code of conduct and such incidents will lead to removal of the student from the school with intimation to the ADEK.

Meeting teachers

Parents are not allowed to meet teachers during school hours. Parents wishing to meet with their son/ daughter's teacher should do so through making an appointment. The school reception staff may be contacted for fixing the appointments with teachers and Pastoral heads (Weekdays 2:30 pm. to 3:00 pm). Important contact details are provided below.

Meeting Senior Leadership Team

Parents are welcome to meet the Senior Leadership Team, Principal, VP, Pastoral Heads and Middle leaders. Parents wishing to meet with senior leadership team must secure an appointment in advance through our Reception Desk.

Pick up and Drop off your wards – Private transport users:

Pick up and drop off points are clearly marked. Please leave your children at the designated points well in time in the morning.

Parents of students using private transport are requested to make arrangements to pick up their son / daughter **before the designated time**. This is to ensure your students reach home as soon as possible to get some rest and for their safety. **It will be difficult for the school to ensure these students are taken care of, once the teachers and caretakers leave the school and hence they should be picked up not later than 3.00 pm.**

Early pull out

Parents are requested not to pull out their children in between the school hours unless there is an emergency (a casual reason such as going somewhere, no one to pick up etc. will not be considered as emergency. In such circumstances, please keep the student at home). In case of emergency and unavoidable situations, prior permission must be taken from the concerned authority (will be helped by the reception desk).

Request for pulling out from the bus at the last minute will not be entertained in any circumstances. In case, if the parent of School Bus user wishes to take the student, it should be informed at least 1 hour before the scheduled school time in advance. No requests for such early pull outs on phone will be entertained since it creates confusion, triggering safety issues.

Access to the Teaching-Learning Area:

Access to the teaching-learning area is restricted. Parents are requested not to disturb the learning environments by entering the classrooms without permission. We will schedule at least 4 parent-teacher meetings in an academic year for the parents to visit the classrooms and interact with the teachers.

Uniform : Students are required to come in full school uniform- with shoes, socks and ID cards throughout the academic year.

- Girls' hair must be plaited or tied back, if it reaches the shoulders. No fancy hair clips are permitted. All hair accessories should be black.
- Boys' hair must be short and neatly cut.
- Please make sure that your child comes to school on time. Students are required to report 5 minutes before time.
- Half-day leave will not be granted
- Lunch box, books and all materials should be sent with the children while coming to School in the morning.
- Please send the necessary materials for art and craft whenever required.
- Students must take care of their belongings. It will be difficult for us to safeguard their personal belongings such as winter jacket, learning materials etc.

Counselling: We have counselling facilities for our students and parents. Take benefit of these services if you face any problem in parenting or with your child's studies. You can meet our school counsellor by taking a prior appointment. A separate circular explaining the procedures follows.

Birthday celebration

Birthday celebration in the classroom is permitted for FS2 & Year1 and Year2 and Year 3 students since it promotes social development and the student feels elevated. Mothers only can join the celebration, that too only in FS2 and Year1 classes. Only Healthy snacks and drinks like Fruit juices are allowed. **Cakes, Junk food and carbonated soft drinks are not allowed.**

Website (<http://www.geschooluae.com>) : General information to parents, important notifications, academic assistance to students etc. are available in the school website. The Weekly plans, worksheets, activities, learning support etc. are made available in the Class Dojo (Junior School – FS2, Years 1 to 6) and Google classrooms (Senior School – Years 7 to 13).

Day to day communication: Please use the online platforms Class Dojo in case of FS2, Year 1-6 and Google Class in case of secondary students for communicating with the teachers and to obtain learning instructions and materials.

Important notifications / matters etc. will be sent to the parents in the form of circulars to their registered E-mails using our School ERP. Quick communication will be through SMS / WhatsApp messages. Please ensure that you have registered the correct contact number and Email Id with the school and any change should be informed to the reception desk so that you receive the notifications.

School WhatsApp group is not for official communication purposes. It is primarily used for communicating with the parents en masse as an additional mode of communication. WhatsApp chats on the school WhatsApp wall from parents will not be considered as an official communication.

School Transport Facility: Please note that school transport is an additional facility provided to support the parents and it is completely outsourced. All concerns about school transport facility will be handled by

the Transport Manager Mr. Sainudheen (050 8200509, transport@geschooluae.com). The reception staff will not be able to support you on transport facility.

Contact Details: Parents are requested to follow the protocols on raising their concerns if any, first with the Class Teacher / Form Tutor through the online platform, then with the Student counsellor, Student Welfare Officer, Pastoral Head, Vice Principal and finally the Head of School, the Principal. Following are the contact details of key personnel:

Name of Person	Designation	E-Mail ID
Ms. Vidhya N	Pastoral Head (FS2, Years 1-3)	vidhyan@geschooluae.com
Ms. Kala Kumar	Pastoral Head (Years 4,-6)	kalak@geschooluae.com
Ms. Aleli	Phase 1 Lead (EYFS)	aleli@geschooluae.com
Ms. Mahjabeen	Phase 2 Lead (Years 2 to 6)	mahjabeen@geschooluae.com
Ms. Meera V	Phase 4 Lead (Years 11 to 13)	meerav@geschooluae.com
Ms. Katrina	Head of inclusion	headofinclusion@geschooluae.com
Mr. Baiju T	Acting Vice Principal	baijut@geschooluae.com
Mr. Viswanathan N	Principal & Head of School	principal@geschooluae.com
Mr. Narayanan K	Registrar, Public Relations Manager & Career Guidance specialist	prm@geschooluae.com
Ms. Sarita Vinoj	Student Counsellor / Career Guidance Counsellor	studenthelp@geschooluae.com
Ms. Fatima	Student Welfare Officer	studentwelfare@geschooluae.com

Student Protection Policy

Policy Outline

Global English School fully recognises its responsibility to child protection and will adhere to the laws of the UAE and procedures stipulated by the Department of Education and Knowledge (ADEK).

- A Child under this policy is a person who has not attained 18 years old.
- Child protection, for the purpose of this policy, is defined as all measures, steps and actions that must be taken to protect students from risks that may cause harm or injury while they are in the school's care, travelling to and from the school using school transport, and moving between, waiting for, and taking part in, all activities organized by the school inside or outside the school campus.
- A school day is the time period spent by a student under school supervision. It includes the time spent by the student inside the school and includes the time spent by the student in school buses from and to the school and in extra-curricular school activities.
- Abuse refers to physical abuse, corporal punishment, emotional abuse, sexual abuse and also includes bullying, exploitation, and neglect.
- Physical abuse is the deliberate physical injury to a student, or the intentional neglectful failure to prevent physical injury or suffering. This involves actions including, but not limited to, hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, confinement, or giving the student drugs not prescribed by a physician to control behaviour (as explained in APPENDIX 1, common signs that indicate physical abuse.
- Corporal punishment, a physical punishment inflicted on a child by a teacher or any adult in authority, such as the guardian, as a form of discipline, and is considered as Physical abuse.
- Emotional Abuse is the persistent emotional ill-treatment of a student such as to cause severe and persistent adverse effects on the students' emotional growth and development. It involves actions such as, but not limited to, conveying to students that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It involves causing students to feel bullied, frightened or in danger, or the exploitation or corruption of students. Some levels of emotional abuse is involved in all types of ill-treatment of a student, though it may occur in isolation. (APPENDIX 2 - common signs that indicate emotional abuse).

- Sexual Abuse and Exploitation involves but not limited to forcing or enticing a student to take part in sexual activities. The activities involve, actions including, but not limited to, physical contact, including penetrative or non-penetrative acts. They include non-contact activities such as involving students looking at or in the production of, pornographic material or, watching sexual activities, sexual hinting or encouraging students to behave in sexually inappropriate ways (Bullying is unwanted aggressive behaviour(s) from a student or more to another student and involves an observed or perceived power imbalance and is repeated (or is highly likely to be) multiple times. Bullying, as a form of violence, includes physical (hitting, tripping), verbal (name calling, teasing), relational/social (spreading rumours, leaving out of group), and cyber-bullying aggression (occurs through e-mail, a chat room, instant messaging, a website, text messaging, or pictures or videos sent through cell phones or posted on websites). A student can be a perpetrator, a victim, or both.
- Neglect is the persistent failure to meet a student's basic physical, emotional and/or psychological needs, likely to result in serious impairment of the child's health or development. It involves failing of a parent or a guardian to take actions that are considered necessary to care for children including, but not limited to:
 - provide adequate food, clothing and shelter
 - protect the child from physical harm or danger;
 - provide adequate care (including the use of adequate caregivers)
 - provide healthcare and appropriate medical treatment
 - provide education and regular school attendance
 - maintain personal hygiene
 - ensure adequate stimulation.

“Our commitment to protect children”

GES and the school principal are guardians of the right of students of not being exposed to abuse and neglect. The school principal agrees to act as the guardian of all students while they are under school's care and has to take responsibilities that fall under this role.

All students have equal rights for protection, safety, and security in all public and private schools. Schools are fully responsible for the care and protection of students, while students are in the school's care, travelling to and from the school using school transport, and moving between, waiting for, and taking part in all activities organized by the school inside and outside the school.

GES also ensures the supervision of students before the start of the school day and after school hours

For safety and life reasons, all school staff shall never leave children unattended at any time.

All ADEK employees and school staff – including any person who, in the performance of his/her duties, has regular or temporary contact with students and who provides services to students or school – are authorized and mandated by ADEK to report all cases of suspected abuse and/or neglect (conducted by any perpetrator inside or outside of the school) directly to the Ministry of Interior – Child Protection Center within 24 hours upon suspicion.

It is mandated to report using the telephone hotline (116111) and the electronic reporting link available on the ADEK website (<https://www.adec.ac.ae/ar/Pages/childabuserreportingabudhabiedusector.aspx>).

If a child is in immediate danger (risk of serious harm), the police shall be called using the 999 service, followed by reporting to the Ministry of Interior – Child Protection Center within one hour upon discovery.

In addition, school staff shall inform the School Principal immediately when they suspect the exposure of any student to any form of abuse and/or neglect.

GES ensures that neither school principal nor school staff shall impede or inhibit reporting or a suspected case of child abuse and/or neglect by a third party, nor shall they take any actions against the reporter or nor threaten of doing so.

The Ministry of Interior–Child Protection Center shall conduct the case intake, immediate communication with parents/guardians, investigation, and referral for treatment and rehabilitation of affected child and families, if required.

GES shall act as per the guidance provided by the ADEK Division in charge of Student Protection in collaboration with the Ministry of Interior – Child Protection Center for further immediate actions, taking into account confidentiality and privacy of the students and families affected, and laws, regulations and procedures relevant to the incident.

GES will follow the Article 272 of the UAE Law No. 3 (1987) “Federal Penal Code” which states that: “Any public official or person in charge of detecting crimes and arrested the accused, who fails or defers to denounce a crime within his knowledge shall be punished by detention or a fine. A fine shall be imposed upon any official who is not in charge of detecting or seizing crimes, and who neglects or delays to notify the concerned authorities of a crime which becomes known to him, in the course of or in respect of his job performance”.

School staff must raise the awareness of students of the importance to report any suspected case of student abuse and/or neglect inside or outside the school that becomes known to them.

1. Legal Obligations and Rights

- 1.1 This policy was developed in line with federal student protection and related regulations and policies (see “References” section).

- 1.2 GES shall comply with the provisions of this policy and shall have a comprehensive policy and publish a student protection policy to protect students from any maltreatment, provided it meets the minimum standards of what is included in this policy and does not contradict any of its provisions.

- 1.3 GES shall comply 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 the educational institution.

- 1.4 GES shall ensure that the student protection policy has been communicated, understood, and agreed to

by all institutional stakeholders (board members, staff and volunteers, parents, and students). Students shall receive a student-friendly version of the student protection policy, and their assent should be obtained when any student protection concerns are raised.

1.5 The school and its principal are 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 educational institution's supervision and shall take responsibilities that fall under this role.

1.6 All students have equal rights for care, protection, and safety in GES and fully responsible for the care, protection, and safety of students while students are under the institution's supervision

2. Reporting of Concerns of Maltreatment with Educational Institutions

2.1 Staff of GES – 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 institution – are mandated by Federal Law No. (3) of 2016 Concerning Child Rights to report all cases of alleged and/or suspected maltreatment (conducted by any alleged/suspected perpetrator inside or outside of the educational institution) directly to the ADEK Child Protection Unit (CPU) within 24hours upon suspicion. Staff should follow the procedures outlined in Figure 1. Safety Concern Referrals in Abu Dhabi Educational Institutions and the guide on Handling Student Maltreatment Concerns within Educational Institutions (ECA, 2024).

2.2 All concerns of student maltreatment disclosed in the educational institution, whether the maltreatment took place inside or outside of the institution, should

be notified to the CPC or any other person representing him/her.

2.3 All cases of bullying should be handled in accordance with the

procedures defined in that framework. Exceptions related to bullying cases include 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 should be handled according to the procedures defined in this policy.

2.4 GES shall appoint a Child Protection Coordinator (CPC) and a Child Protection Team (CPT), and these appointments shall be reported to ADEK annually.

1. 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.
2. The CPT shall undergo any ADEK-mandated training as announced and would typically include 3-5 members consisting of the counselor 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. In educational institutions where such a team cannot be formed, the CPC would be responsible for case management within the educational institution, and a delegate should always be nominated in case the CPC is unavailable/ unable to perform their duties.

2.5 If any staff of the educational institution, including volunteers, receives an allegation or has a concern that a student may have been maltreated, is being maltreated, or is at risk of maltreatment 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 educational institution's premises.

2.6 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.

- 2.7 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 safety concern portal.

How should maltreatment concerns identified in educational institutions be handled? Reporting of Incidents:

- GES shall thoroughly investigate and report immediately to ADEK all incidents of abuse which students may face including exploitation, violence and/or any other physical harm, sexual abuse, or any emotional threat, or harm of any kind, all of which will be referred to as “abuse of students”.
- If any such incident is proven or suspected, it is the responsibility of the School’s Principal (or in the case of the abuse being carried out by the School’s Principal, the Chair of Board of Trustees/School Owner).
- ADEK shall require Schools, when handling cases of student abuse, to conduct an investigation, and to maintain clear and scrupulous communications and actions when dealing with relevant government entities such as the Health Authority – Abu Dhabi (“HAAD”), the social welfare institutions and police departments.
- GES shall keep relevant records and inform ADEK of such communications if so requested.
- Where the School uncovers a case of severe abuse to a student **outside of School**, it must take the matter seriously and follow up the case with the social worker. Schools shall take the necessarily steps to protect the student, including **by communicating with the Parent/Guardian** to discuss the matter, or by forwarding the case to the relevant official entities in the UAE (social support institutions).
- GES shall prepare a detailed report concerning the incident and procedures taken in this regard. This report should be kept in the student’s folder. If the abuse is a crime, the School is required to notify the relevant official entities.

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Figure 1. Safety Concern Referrals in Abu Dhabi Educational Institutions summarizes how maltreatment concerns should be handled in cases where the alleged maltreatment occurred both inside and outside of the school.

Figure 1. Safety Concern Referrals in Abu Dhabi Educational Institutions



1. After submitting the [Safety Concern Form](#) on the digital safety concern portal, a copy of the report is automatically shared with FCA, ADEK CPU, and MoI CPC.
2. For cases occurring within educational institutions' supervision, the ADEK CPU will review the information first before referring to the FCA for case management. Note: The ADEK CPU will take the necessary procedures to follow-up on the cases after receiving the report.

Relevant contact details are as follows:

- Abu Dhabi Police: 999
- Family Care Authority (FCA): 800444 icm@adfca.gov.ae
- MoE Child Protection Unit (CPU)*: 80085 cpu@moe.gov.ae
- Safety Concern Portal: <https://daasafetyconcern.abudhabi/>

*Educational institutions should contact the MoE CPU, which is the hotline for all reporting from where the request will be redirected to the ADEK CPU.

3. Data confidentiality:

3.1 GES ensures that Case reports and student data are strictly kept confidential. The identities of the student subject to alleged abuse or neglect, the alleged perpetrator, and the person reporting the alleged case must be kept confidential by all parties involved in the case. The data shall be shared only with authorized individuals from the ADEK Division in charge of child protection and the Ministry of Interior – Child Protection Center and Social Support Center authorized staff.

3.2 School staff are strictly prohibited from discussing active or closed cases with the media, or any third parties or other staff, unauthorized ADEK staff, with the exception of investigative and judicial authorities and within the legal responsibilities.

4. Training

- Ensure the Principal is fully informed of any concerns

- Ensure all staff are aware of these procedures
 - Ensure the safeguarding procedures are followed in the school
 - Ensure appropriate training and support is provided to all staff by the school leadership team.
 - Ensure that accurate records are maintained on an individual cases and these are kept in a secure place and marked “strictly confidential”
 - Provide guidance to parents and staff about obtaining support.
- 5. Vetting, Hiring, and Monitoring of Educational Institution Staff, Volunteers, and Invited Visitors**
- a. 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 applicant is being hired.
 - b. The principal must take full responsibility and accountability for all persons working in educational institutions 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.
 - c. The principal must ensure 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**
- a. 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.
 - b. Staff and volunteers shall not undertake any inappropriate behaviors towards the student and/or in the presence of the student.
 - c. Staff and volunteers are required to report any incidents of inappropriate behaviors against students.

- d. 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 educational institutions premises.

Allegations Involving School Staff

- Any member of staff who has reason to suspect that a child may have been abused by another member of staff, either at school or elsewhere, must immediately inform the Principal.
- A record of the concerns must be made, including a note of any witness to the incident or allegation.
- Staff at Global English School will follow the ADEK Professional Standards regarding students:

Educators will maintain a caring, professional relationship with all students, both in and outside the classroom

7. Student Protection Learning Resources

- a. 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.
- b. Student protection learning resources shall be taught in the classroom and in counseling 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.
- c. Student protection shall be taught by trained staff who are skilled in understanding student protection and student development.
- d. 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 Global English School website and disseminated annually to parents, institutional board members, staff, and volunteers, along with a student-friendly version.

8.2 All student protection policies, guidelines, safeguarding measures, and procedures should be regularly reviewed and updated at least every 5 years or as required

ROLES AND RESPONSIBILITIES:

1. Ms. Fatima Obaid (Student Welfare Officer) and Ms. Saritha Vinoj (Social Worker) are the designated Student Protection Officers who will work with pastoral heads under the guidance of Principal.

The Principal as the head of school will:

- Comply with the provisions of this policy.
- This Child Protection policy is published and made available to all students, staff and other stakeholders.
- Ensure that procedures to prevent situations that could lead to the abuse or neglect of students are in place and understood by all school staff and leaders.
- Ensure the supervision of students at all times while in school's care.
- Ensure that there is priority emphasis within the school on the protection of the students and for taking immediate actions when there is suspicion of cases of student abuse or neglect.
- Ensure that students can safely report their concerns about abuse and/or neglect without fear of retribution or punishment.
- Ensure that staff and others can safely report their concerns about the potential exposure of any student to abuse and/or neglect without fear of retribution or punishment.
- Gain views from students and parents regarding security and

protection within the school.

- Immediately report any case of potential abuse and/or neglect of students as stated by this policy.
- Ensure that all staff and administrators targeted for student protection training are fully attend and participate in all training sessions.
- Conduct orientation sessions for parents/guardians upon student registration or enrolment 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.
- Maintain students' records in compliance with Student Records policy, and ensure confidentiality of open and closed cases.
- Immediately suspend any staff member who is suspected of an offence involving student abuse and/or neglect on a temporary basis until the suspicion is adjudicated.
- School management shall ensure the supervision of students 45 minutes before the start of the school day and 90 minutes after school hours.
- GES shall provide counseling and School support services, enabling students to have access to a trusted professional counselor, or a social worker, or someone in an equivalent position. A qualified and experienced student counselor is appointed exclusively for this purpose.
- GES ensures the provision of on-going First Aid training, and dissemination of knowledge regarding all health, safety and prevention matters so that all School staff know what is expected of them and what to look out for with respect to the protection and safety of students (e.g. First Aid, CPR).

All School Staff will:

- Report a suspected case of abuse and/or neglect upon immediate discovery
- Supervise students at all times while in school's care.

- Understand this policy to address suspected or alleged student abuse or neglect cases.
- Attend and participate in mandated student protection training.

Parents/Legal Guardians will:

- Cooperate with the school administration and staff, answer all inquiries related to the Student's behaviour, academic performance and respond to their feedback and guidance.
- Attend all scheduled school parent meetings.
- Communicate any concerns, observations, or changes in their child's behaviour to the school administration or to the concerned school staff.

Our values, principles and belief

- We are committed to protect children for whom we work.
- Child abuse is never acceptable.
- All children have equal rights to protection from abuse and exploitation.
- Establish and maintain an environment where children feel secure, are encouraged to talk and are ^[T]_[SEP]listened to.
- Include opportunities in the curriculum for children to develop their skills they need to recognize ^[T]_[SEP]and stay safe from abuse.

We fulfill our commitment to protect children from abuse through the following measures

- **AWARENESS:** We ensure that all staff are oriented, of the problem of child abuse and risks to children.
- **PREVENTION::** We have introduced awareness programs for staff and parents concerning child abuse and implemented healthy practices to minimize this menace.

- **REPORTING:** We ensure that staff are instructed as to effective steps that need to be taken, when concerns arise about child abuse.
- **RESPONDING:** We ensure that action is taken to support and protect children where concerns arise regarding possible abuse. **In order that the above standards of staff reporting and responding are met, the members of Global English school also ensure that:**

All staff should be alert to the signs of abuse and neglect and know to whom they should report concern or suspicion

- A designated person with knowledge and skills in recognizing and acting upon child protection concerns is the first point of contact for staff and parents where a concern is identified.
- Designated staff should receive appropriate training
- Recruitment of staff follows safe selection procedures including CRB checks and local security checks. All staff who have contact with children will be screened.
- Where a deficiency is found regarding Child Protection Procedures it will be remedied without delay.

Evidence

- Notes should be made as soon as possible after a conversation of notice
- Keep original copies as they may be required by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words of the child.
- Record on a body map the site of any injury
- Record statements and observations, not interpretations or assumptions

UAE Regulations

In the event of an incident occurring, the school **must** report it to ADEK –PSQA (Licensing and Accreditation Division)

- Verbally as soon as possible
- Within 24 hours in writing

ADEK Contact Details	
Al Ain Regional Office	03 7078062
Al Ain Social Police	03 7151103

Allegations Involving School Staff

Any member of staff who has reason to suspect that a child may have been abused by another member of staff, either at school or elsewhere, must immediately inform the Principal. A record of the concerns must be made, including a note of any witness to the incident or allegation.

Staff at Global English School will follow the ADEK Professional Standards regarding students:

Educators will maintain a caring, professional relationship with all students, both in and outside the classroom

Professional Conduct, including but not limited to:

- Educators will behave in ways that promote the welfare of the students, taking all actions within their power to protect student safety.
- Educators must be aware of, and comply with, all ADEK child protection policies.
- Educators are obligated to report to relevant authorities if they suspect a student is being or will be harmed.
- Educators will meet the individual learning needs of

students, and assist all students to maximize their potential.

Prohibited Unprofessional Conduct, including but not limited to:

- Engaging or encouraging inappropriate relationships with students in or outside of the classroom, including any behaviour constituting sexual harassment or abuse , sending any inappropriate messages, pictures, or other communication to students in or outside of the classroom
- Using any form of discipline that involves corporal punishment, unnecessary or excessive verbal harassment, or that may cause physical or emotional harm to students
- Taking actions or behaving negligently in ways that endanger student welfare.
- Every teacher will have a copy of this Policy in their Professional development Plan Fold. An Arabic version shall be made available for Arabic speaking Teachers and members of the school community if they wish to see the policy.

Appointment of a Safeguarding Committee or Lead:

GES shall appoint a Safeguarding Committee or Lead, to oversee the school's overall safeguarding strategy. GES, through the Safeguarding Committee or Lead, shall:

1. Annually monitor and review the effectiveness of the school's Safeguarding Policy to ensure it is known, understood, and practiced appropriately by the school community.
2. Ensure the safeguarding policies and procedures adopted by the school's governing board are fully implemented and observed.
3. With the Principal, ensure that all staff, volunteers, and invited visitors are informed of their responsibilities in relation to safeguarding procedures.
4. Ensure parents have access to the school's Safeguarding Policy and all supporting documents, through all appropriate means (e.g., the school website).

5. Develop an induction and training strategy to ensure all staff and volunteers receive information on the school's safeguarding arrangements.

- **Anti-Bullying Policy**

Policy Statement

- GES will provide a safe and challenging environment in which each member of the school community [students and staff] is valued, irrespective of ability (either mental or physical, culture, gender, social background, home circumstance, races or religion). GES is committed to creating and maintaining a working atmosphere in which all students feel safe and valued, as we recognise that students only learn effectively when they feel safe. This includes ensuring that we do everything possible to ensure bullying of all types does not take place on the school site and respond quickly and effectively when it does.

Roles and Responsibilities

The Principal– has overall responsibility for the implementation of the policy and will liaise regularly with staff, the governing body, parents/carers and outside agencies.

The Vice-Principal is the whole school pastoral lead. His/her duties are:

- To develop and review the policy, involving staff, governors, parents/carers & related agencies;
- To implement the policy, and monitor and evaluate its effectiveness in practice;
- To ensure that evaluative feedback informs the policy review;
- To manage the reporting and recording of bullying incidents;
- To assess and coordinate training and support for staff and parents/carers where appropriate;
- To coordinate strategies for preventing bullying behaviour.

The School Counsellor is responsible for:

- Managing bullying incidents;
- Ensuring that staffs follow anti-bullying protocol

Definition of Bullying

We define bullying by the following criteria:

- there is a deliberate intention to hurt or humiliate;
- there is a power imbalance that makes it hard for the victim to defend themselves;
- it is persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent if it fulfils all other descriptions of bullying, particularly in cases of sexist, racist or when children with disabilities are involved.

How to Recognise Bullying

Bullying can take a number of forms:

- Physical – for example hitting and kicking;
- Emotional or verbal – for example name-calling, taunting, mocking, making offensive comments, harassment, excluding people from groups, threatening and coercion, gossiping and spreading hurtful and untruthful rumours;
- Cyber bullying- inappropriate text messaging and e-mailing; sending offensive or degrading images by phone or via the internet;
- Damage to property - for example lunches or books, theft or producing offensive graffiti;
- Constant low-level /minor activity – for example nudging when working, items knocked on the floor, deleting/damaging work on the computers.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become ‘bystanders’ or ‘accessories to bullying’.

Specific types of bullying include:

- Bullying related to race, socio-economics, religion or culture;
- Bullying related to special educational needs or disabilities;
- Bullying related to appearance or health;
- Bullying of young carers or looked after children or to children due to other home related circumstances;
- Sexist bullying.

There is no hierarchy of bullying- all forms should be treated with equal seriousness and dealt with appropriately.

GES’s response when a student is bullied

We will endeavour to create a secure atmosphere through education, intervention, monitoring and evaluation. As part of our ongoing commitment to the safety and welfare of our students, we at GES have developed the

following strategies to promote positive behaviour and discourage bullying behaviour.

Procedures

All reported incidents of bullying will be taken seriously and an investigation will take place involving all parties. The school will usually take the following steps (depending on the individual incident) –

Have the following steps been followed?	Tick and initial
Have statements been collected from: • The individual involved • The perpetrator • Witnesses	
Is there any evidence ?	
Have all parents been contacted	
Sanction (please comment)	
Support to move forward Restorative justice/mentoring/circle of friends/other (please comment)	
Has a follow up meeting with the individual involved been arranged (2 weeks) –include date.	

Education

- GES plans an annual Anti-bullying week to raise awareness of our expectations, issues and practical strategies.
- Anti-bullying is part of our PSHE curriculum.
- Our school value of respect is regularly discussed in assemblies, in lessons and throughout the school.

Intervention

- Clear information is given to all students that bullying will not be tolerated.
- The GES's values are regularly discussed and are displayed throughout the building.
- Students also explore the effects of their behaviour on others through Anti-Bullying Week.
- Staff provide a regular and visible presence around the school throughout the day.
- Reports of bullying are dealt with promptly and investigated thoroughly.
- All incidents are recorded by the School Counsellor.

- Playground Buddies are assigned at break and lunch times.
- There is an immediate response to victims of bullying with contact with parents.

Monitoring and Evaluation

- In the first instance, this will be the responsibility of the School Counsellor and Pastoral Supervisor.
- Anti-bullying will on the pastoral agenda on a regular basis.
- Pastoral Supervisors have a responsibility to ensure that form tutors maintain a clear watch out for bullying. They should also bring any issues to the attention of the Vice-Principal
- The effectiveness of the anti-bullying policy will be reviewed annually by the Principal and Vice-Principal.

Guidelines for All Staff and Other Adults

- Always take complaints about bullying seriously.
- Tell students that bullying is totally unacceptable.
- Sort out bullying positively and be proactive in investigating all reports of bullying.
- Report incidents to the School Counsellor.
- Watch out for intimidation, both in and out of lessons. This can be physical but sometimes discreet.

Guidelines for Students

- It is important that students are able to see the difference between simple fall-outs or misunderstandings and bullying (as defined earlier).
- If something happens once, it may not be bullying but it **is** bullying if it occurs over days, weeks and months.
- **Students must tell someone** if they are being bullied as there are lots of people that students can talk to if they have a problem. These include a friend, a parent, and any teacher, Pastoral Supervisors or the SLT.

Cyberbullying

Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative,

harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation.

The most common places where cyberbullying occurs are:

- Social Media, such as Facebook, Instagram, Snapchat, and Tik Tok
- Text messaging and messaging apps on mobile or tablet devices
- Instant messaging, direct messaging, and online chatting over the internet
- Online forums, chat rooms, and message boards, such as Reddit
- Email
- Online gaming communities

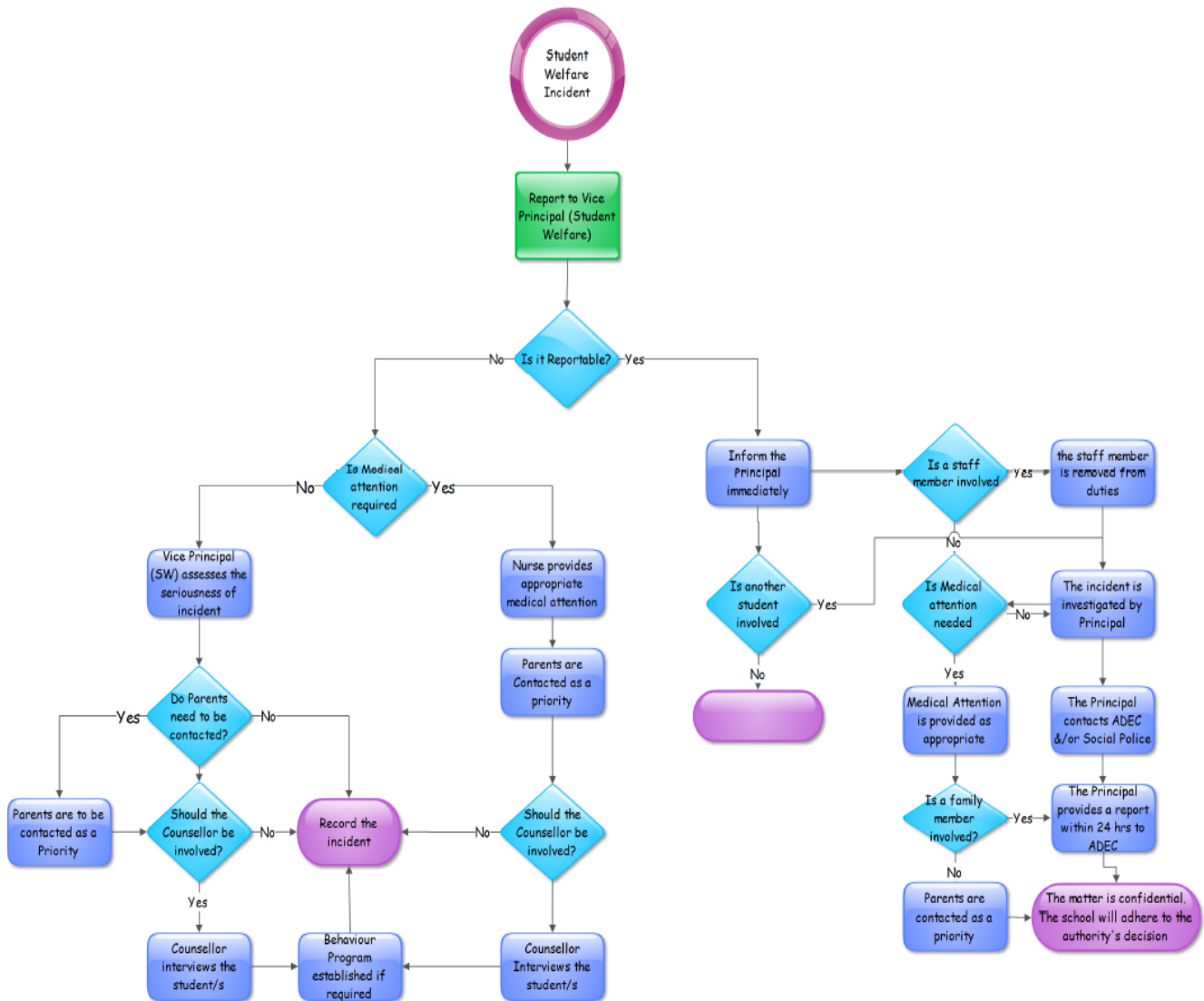
What to do about Cyberbullying?

- **Tell someone:** The first thing to do is tell an adult you trust. **But bullying can get worse, so speak up until you find someone to help.** You also can talk to your school counselor or a trusted teacher or family member. If the bullying feels like it's really getting you down (like if it's affecting your sleep or concentration), therapy can help. If you're not ready for that, you can still benefit from the support of a trusted adult.
- **Walk away.** What you've heard about walking away from a real-life bully works in the virtual world too. Ignoring bullies is the best way to take away their power, but it isn't always easy to do — in the real world or online.
- If you see something upsetting, try to step away from the computer or turn off your phone for a while. Don't respond, and never forward the message to someone else. Find something to distract yourself from what's going on.
- **Resist the urge to retaliate or respond:** Walking away or taking a break when you're faced with online bullying gives you some space so you won't be tempted to fire back a response or engage with the bully or bullies. Responding when we're upset can make things worse. Although it's not a good idea to respond to a bully, **it is a good idea to save evidence of the bullying if you can. It can help you prove your case, if needed.** You don't have to keep mean emails, texts, or other communications where you see

them all the time — you can ask a parent to make a copy or save them to a flash drive.

- **Block the bully.** Most devices have settings that let you electronically block the bully or bullies from sending notes. If you don't know how to do this, ask a friend or adult who does.
- **Be safe online.** Password protect your smartphone and your online sites, and change your passwords often. Be sure to share your passwords only with your parent or guardian. It's also wise to think twice before sharing personal information or photos/videos that you don't want the world to see. Once you've posted a photo or message, it can be difficult or impossible to delete. So remind yourself to be cautious when posting photos or responding to someone's upsetting message.

CHILD PROTECTION PROCEDURES (procedural chart)



“GOOD BEHAVIOUR IS A NECESSARY CONDITION FOR EFFECTIVE TEACHING TO TAKE PLACE”.

The governing body ensures to create an environment in the school that encourages and reinforces good behavior.

Aims

- To create an environment which encourages good behavior where relationships are based on respect.
- To define acceptable standards of behavior, both positive and negative behavior.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school expectations and strategies are orderly known and understood.
- To ensure the involvement of both home and school in the implementation of the policy

Policy statement

1. Student behaviour management Policy

1.1 policy requirement: GES’s student behavior policy shall include the following:

- a. An overarching positive behavior model.
- b. The GES „s school code of conduct.
- c. Misconduct policy and procedures.
- d. Anti- bullying policy.
- e. Provide support and interventions for students

1.2 Annual Review: GES shall review the student behavior policy and the effectiveness of its implementation on an annual basis.

1.3 Communication: GES shall take active measures to ensure that the policy is clear and understood throughout the school community, including ensuring that parents acknowledge the policy when signing the parent – school agreement.

2. Positive Behaviour Model

The objectives of the school discipline policy are to establish safe and positive learning communities that increases student responsibility and student learning. A **POSITIVE BEHAVIOUR FOR LEARNING (PBL)** approach will be the foundation of the Behaviour Management Plan.

2.1 Positive behavior Model to promote, recognize, reward, and reinforce positive behavior that consists of the following.

- a. Creating a culture of promoting high standards of behavior in line with the values of the school primarily;
 - a. UAE National Identity and Culture: Respect for local values, traditions, religion and culture, in line with the ADEK values and Ethics Policy.
 - b. Positive school environment: GES environment that is welcoming, caring, safe,

enriching, professional and respectful to all regardless of background, nationality, religion, ability/disability, race, gender etc.

- b. GES initiates to educate and to make all the students aware the importance of positive behavior, self- management, respect for diversity and bullying prevention.
3. GES gives training for teachers on the GES"s student Behavior policy and the positive management of student behavior.

School-wide Positive Behavior for Learning Goals

Objectives	Strategies	Outcomes
A positive learning experience.	Develop and maintain success for all students Teach students to take responsibility for their behaviour Develop and implement consistent practices to support the rights of all members of the school community Develop partnerships to manage student behavior	● Students' learning has improved. Relationships at school are based on mutual respect. ● Rights of the school community have been supported ● Appropriate support and services have been provided for students experiencing difficulties. ● IEPs have been managed in partnership between schools, students, families, services and agencies.

3. Promoting positive behavior through a **student code of conduct**

3.1 **Student code of conduct:** GES encourages positive behavior amongst their student body by establishing a student code of conduct that comprises the following;

1. A clear statement of actions defining positive student behavior, which includes:

a. Showing due care and respect for the school, its staff, students, and the wider community by:

- Complying with all 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.
- Representing the school on public occasions and promoting a positive school image by advocating and acting as an ambassador.

b. Demonstrating a positive mindset and engagement with learning by:

- Attending school and classes on time and providing an explanation for lateness and absences.
- Fulfilling all responsibilities as a student (e.g., completing classwork) with a good work ethic, personal effort, honesty, and a willingness to learn.
- Behaving responsibly and respectfully so as not to disrupt the learning of others within and outside the classroom.
- Engaging in extracurricular learning opportunities.

- Demonstrating consideration, respect, and civility to others, including staff, 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 in winning and losing.
- Considering the impact of words and actions on all students, staff, and parents.
- Following good hygiene practices (e.g., washing hands, covering nose and mouth when sneezing/coughing, refraining from spitting, being mindful of unpleasant odors).
- Being vigilant of, caring for, supporting, and/or mentoring younger students, where appropriate.
- Taking personal initiative to encourage and promote environmental awareness, conservation, and sustainable practice among and outside GES community/
- Encouraging collaboration and open dialogues by engaging in teamwork and possessing an open and welcoming attitude toward fellow students, particularly those who may feel marginalized (new students, students frequently bullied, etc.).
- Dressing modestly and appropriately and following the school’s dress code and grooming rules.
- Respecting UAE national identity and cultural values in line with the
- *ADEK Cultural Consideration Policy*.
- Recognizing 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, in line with the *ADEK Values and Ethics Policy*.
 - c. The expectation for students to exhibit positive behavior when under the school’s supervision.
 - d. This includes periods when students are traveling to and from the school using school transportation and moving between, waiting for, and taking part in all activities organized by the school inside or outside its premises.
 - e. Schools are authorized to extend the applicability of the Student Code of Conduct to situations where students are representing the school indirectly when not under the school’s supervision, such as

when wearing a school uniform in public settings.

2. A clear statement of actions considered to be misconduct and the associated disciplinary actions, as per the GES misconduct policy.

4. Misconduct policy and procedures:

4.1 GES shall strive to create a culture of applying positive behavior approaches when dealing with student misconduct. This includes the following;

- Reviewing the incident with the student
- Giving them a chance to explain, understand, and take ownership and the accountability for their misconduct.
- GES committed to investigate and analyze possible root cause for the misconduct.
- Engage the student to come up with their own behavior management strategies

4.2 Policy Requirement: GES has a comprehensive misconduct policy and procedures, in line with the requirements set out in the ADEK student behaviour policy.

1. This misconduct policy shall be applicable to students starting in grade 5. Disciplinary measures for students below grade 5 shall be subject to Ministerial Resolution No.(206) of 2020 on the policy of managing positive behavior for children in Early Childhood in Educational Institutions (MoE,2020)

2. Levels of Misconduct: GES ensured that their Misconduct policy and procedures distinguish between the different levels of misconduct outlined in Article 7 of Ministerial Resolution No. (851) of 2018 concerning the Code of Behavior management for students.

A. Level One Offenses:

- 1) Non-compliance with the school uniform (regular or PE) without an acceptable excuse.
- 2) Not following the school's rules as stated in the Student Code of Conduct, both inside and outside the classroom (e.g., not staying calm/disciplined during class time, making

inappropriate sounds inside or outside the classroom, not dressing modestly, sporting inappropriate haircuts, if applicable).

- 3) Not bringing books and other resources for school without an acceptable excuse.
- 4) Sleeping or eating during class time or during the morning assembly without justification or permission (after verifying the student's health status).
- 5) Not complying with the completion of homework (if applicable) and assignments in a timely manner, if applicable.
- 6) Misuse of digital devices in school (e.g., playing games, viewing social media, messaging, using head/earphones in the classroom without justification or permission).
- 7) Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.

b. Level Two Offenses:

- 1) Leaving or entering the classroom during class time without permission.
- 2) Not attending mandatory school activities and events without an acceptable excuse.
- 3) Physical fighting, Inciting quarrels, threatening, or intimidating peers in the school.
- 4) Acting or appearing in a manner that contradicts the ADEK Cultural Consideration Policy.
- 5) Causing minor damage to school or bus furniture (e.g., writing or sticking gum on bus seats, tampering with the alarm bell or elevators).
- 6) Taking out and/or using mobile phones at school without permission and misusing any means of communication (e.g., sending frightening videos to young children).
- 7) Verbally abusing or insulting any member of the school community (including visitors).
- 8) Using, promoting, possessing, and/or distributing tobacco and other tobacco-derived products and paraphernalia such as shisha, e cigarettes/vaping, etc., lighters, and pipes on the school premises, on the bus, or during school activities offsite.
- 9) Refusing to follow any reasonable safety instructions in line with the ADEK School Health and Safety Policy.
- 10) Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.

c. Level Three Offenses:

- 1) Bullying, intimidation, harassment, and/or abuse of members of the school community, including defaming them on social media.
- 2) Fabrication, falsification of documents and impersonation.
- 3) Academic dishonesty/plagiarism (including copying and reproducing assignments and falsely taking credit for them).
- 4) Leaving the school premises without permission.
- 5) Seizure, destruction, and/or vandalism of school property.

- 6) Setting off or activating the school's fire alarm or fire extinguishers.
- 7) Seizure, destruction, and/or vandalism of the school bus (including all furnishings), including causing harm to the driver, supervisor, and/or other road users.
- 8) Assaulting others in the school, on the bus, or during school activities offsite, without causing injury to the victim.
- 9) Driving a vehicle recklessly inside or around the school premises, and not following the security and safety instructions.
- 10) Capturing, possessing, viewing, or distributing media (audio, images, videos, etc.) of staff and students taken without consent.
- 11) Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.

d. Level Four Offenses:

- 1) Using forms of communication (e.g. social media, digital devices) for unlawful or immoral purposes, or in a manner discrediting the school and members of the school community.
- 2) Possessing, using, or distributing weapons or objects used as weapons (e.g. arms, blades), or their equivalent, on the school premises, on the bus, or during school activities offsite.
- 3) Committing sexual assault (including engaging in sexual harassment) inside the school, on the bus, or during school activities offsite.
- 4) Assaulting others in the school, on the bus, or during school activities offsite, and causing injury to the victim.
- 5) Premeditated theft and/or engaging in its cover-up.
- 6) Capturing, possessing, viewing, or distributing information/media (audio, images, videos, etc.) with unlawful content (e.g. pornography, terrorist/extremist videos).
- 7) Leaking exam questions or engaging in related activities.
- 8) Setting fire to the school premises.
- 9) Insulting political, religious, or social figures in the UAE.
- 10) 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.
- 11) Disseminating or promoting culturally inappropriate ideas/beliefs that go against the laws of the UAE with malicious intent, as per the ADEK Cultural Consideration Policy.
- 12) Intrusive and/or illegal digital activity on school IT systems (e.g., hacking into school accounts, installing unauthorized software).
- 13) Trespassing on school premises after school hours.
- 14) Persistent bullying, intimidation, harassment, and / or abuse of members of the school community, including defaming them on social media.
- 15) Any other forms of misconduct similar to the above as per the discretion of the

Behavioral Management Committee:

1. The committee consists of a minimum of 4 members representing each cycle.
 - a. The Principal (and/or their delegate).
 - b. A member of the teaching team.
 - c. A member of the social care team (e.g. social worker, counselor, wellbeing lead) or any other member at the school's discretion.
 - d. The Child Protection Coordinator. If this role is filled by a member of the social care team, the committee can consist of just 3 members, if the school chooses.

Accordingly, the behaviour management committee is GES is formed with the following members:

Sl. No.	Staff Name	Position
1	Mr. Viswanathan Nanoo	Principal
2	Mr. Baiju Thomas	Acting Vice Principal
3	Ms. Meera Viswanathan	Phase 4 Lead (Secondary)
5	Ms. Kala Kumar	Pastoral Head (KS2)
6	Ms. Vidhya N	Pastoral Head (FS2, Year 1 & KS1)
7	Ms. Katrina Nina Yap	Head of Inclusion
8	Ms. Saritha Vinoj	Student Counselor
9	Ms. Fatima Obaid	Student Welfare Officer

2. The committee shall review and discuss student behavioral concerns, provided that disciplinary actions by the committee must be fair and equitable to all students without exception. All disciplinary actions shall be appropriate to the student's age and ability and the severity of the misconduct as per the levels identified.
3. The committee members shall be available to convene at any given time to issue decisions and resolutions, in accordance with the urgency of the situation.

Preventive Mechanisms:

- a. GES shall ensure that their student behaviour policy outlines the mechanisms by which students are offered appropriate opportunities and guidance to identify the motivation behind their actions and rectify any negative behaviors before disciplinary action is taken (see Section 6. Support and Interventions).
 - b. Disciplinary Actions: Schools shall ensure that their student behavior policy outlines acceptable disciplinary actions, with descriptions of how each action is to be carried out, the stakeholders involved, and the internal escalation process.
1. Schools are permitted to use any of the following disciplinary actions, provided they are proportionate, age- appropriate, and in line with Figure 1.

Staging of Disciplinary Procedures:

- a. Discussion with the student and/or parents
- b. Formal and recorded meetings with the student and/or parents
- c. Verbal warning
- d. Written warning to parents
- e. Temporary or permanent removal from a class/group, under appropriate supervision (onsite suspension).
- f. Loss of school privileges
- g. Temporary or permanent confiscation of illicit goods or items belonging to the student if inappropriate (e.g., a mobile phone or music player) with a resolution by the Behavioral Management Committee.
- h. Supervised detention during break, lunch, and/or after school (with parental consent)
- i. Supervised restorative community work.
- j. Temporary exclusion of the student from school premises (offsite suspension)
- k. Permanent exclusion of the student from school via the withdrawal/cancellation of their enrolment (expulsion).

2. Schools are forbidden to use any of the following methods as disciplinary actions:

- a. 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, however slight; in line with the ADEK Student Protection Policy.
- b. Disclosing personal information about a student without their consent (e.g., medical status, financial status, family affairs).
- c. Psychological punishment (e.g., verbal abuse, issuing threats).
- d. Locking a student inside the school premises
- e. Seizing the student's personal belongings without having a resolution by the Behavioral Management Committee.
- f. Lowering or threatening to lower the student's academic grade/score.
- g. Punishing a group for an individual's misconduct.
- h. Imposing additional schoolwork \
- i. Mocking, insulting, or demeaning the student in private or in public.
- j. Preventing the student from using washroom facilities or consuming water and food.
- k. Detention outside of official school hours without parental consent

1) **Disciplinary Procedures:** GES shall ensure that their policies outline clear and staged disciplinary procedures to address student misconduct, in line with Figure 1. Staging of Disciplinary Procedures.

Schools are permitted to practice leniency in issuing disciplinary measures but have a right to implement procedures as per Figure 1. Staging of Disciplinary Procedures. Schools shall use the appropriate guidance and disciplinary actions to encourage students to understand why their behavior is unacceptable and how to behave better in the future. In their response to incidents of student misconduct, schools shall take into consideration the student's individual circumstances and personalities, including the social, emotional, and psychological factors that may underlie a student's behavior. Managing students' misconduct must be consistent with the following;

1. In all cases of misconduct, the first approach shall always be focused on understanding possible factors contributing to the student's behavior providing related support where possible and reinforcing positive behavior to encourage students to take ownership of their actions (see Section 2. Positive Behavior Model).

Level of misconduct	Occurrence			
	First time	Second time	Third time	More than three times
Level 1	Verbal warning Discuss the expected change in behavior with the student.	Written warning Notify the parent in writing about the student's misconduct.	Written warning Notify the parent in writing and hold meeting(s) with them to agree on a reasonable joint home-and-school strategy. The parent is required to sign an undertaking to support the agreed strategy	Written warning Notify the parent in writing and summon the parent together with the Behavioral Management Committee to agree on how to implement a set of strategies aiming at reducing the negative behavior.
Level 2	Written Warning	Onsite Suspension	Onsite Suspension	Expulsion

	Instruct the student to sign an undertaking not to repeat the offense. Summon the parent, who is required to sign an agreement to support their child in reforming their behavior	Temporarily suspend the student up to 2 days and assign the student supervised study assignments. inside the school with a notification to the parent. Notify both the student and the parent of a second written warning. Notify the Behavioral Management Committee to agree to a set of strategies	temporarily suspend the student up to 3 days and assign the student supervised study assignments inside the school. Issue a final warning in writing to the student and the parent. Notify the Behavioral Management Committee to agree to a final set of actions for reforming the student's behavior. The parent is required to sign an undertaking to support the agreed strategy.	Immediately suspend the student offsite until the end of the investigation, with a notification to the parent. The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion. After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient support and
		for reforming the student's behavior. The parent is required to sign an undertaking to support the agreed strategy		counselling as per their behavior strategy.
Level 3	Onsite suspension	Offsite Suspension	Expulsion	

	Immediately suspend the student inside the school. The Behavioral Management Committee shall evaluate the evidence and determine disciplinary actions. The school shall summon the parent immediately to inform of the disciplinary action and the requirement to sign an undertaking to support the agreed strategy.	Immediately suspend the student offsite until the end of the investigation with a notification to the parent. The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions. Provide the student and the parent with a final written warning. Summon the student and the parent to the school to present the Committee's decision.	Immediately suspend the student offsite until the end of the investigation with a notification to the parent. The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion. After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient counselling as per their behavior strategy. The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion. After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient support and counseling as per their behavior strategy.
Level 4	Offsite Suspension Immediately suspend the student off site until the end of the investigation with a notification to the parent. The Behavioral Management Committee shall evaluate the evidence and agree on a set of disciplinary actions and a corrective plan.	Expulsion Immediately suspend the student offsite until the end of the investigation with a notification to the parent. The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion. After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient counseling as per their behavior strategy.	

2. Throughout the disciplinary process, school shall monitor, document, and provide students with ongoing support to focus (whether through the school counselor or the in-school specialist) and other forms of support (e.g., social worker), as required, throughout the disciplinary process.

3. School shall deal with misconduct that can be categorized as maltreatment (e.g., physical abuse, bullying, sexual abuse) in line with the maltreatment reporting procedure in the Handling Student Maltreatment Concerns within Educational Institutions (ECA, 2024).

4. School shall involve law enforcement authorities as appropriate where misconduct is illegal as per the latest applicable laws in the UAE.

5. School shall ensure that, where disciplinary procedures are being exercised in relation to students with additional learning needs, the Head of Inclusion shall be consulted to determine appropriate disciplinary action.

- a. School shall ensure that any underlying special educational needs affecting behavioral regulation are considered in determining appropriate disciplinary action.
- b. School shall develop a Documented Learning Plan (DLP) and/or Risk Assessment to manage instances where students with additional learning needs cannot regulate their behavior in a similar manner to their peers due to an underlying need.
- c. School shall provide sufficient guidance to students to ensure continued learning during supervised detention and/or suspension periods.

6. As there is an obligation to re-enroll all students as per the ADEK School Administrative Affairs policy, where a school fails to re-enroll a student who has faced disciplinary action in the previous year, this is classified as expulsion. Schools shall therefore seek approval from ADEK (see Section 4.9 Approval for Expulsion).

- a. Receiving schools shall not deny admission on the grounds of a student's behavioral history.
- b. Schools shall support students in exercising their right to seek advice and support during suspension or supervised detention.
- c. Schools are not permitted to use misconduct by parents as grounds for disciplinary action against a student.

4.7 Appeals Procedure:

1. Timelines for the appeal:
 - a. To appeal against a school's decision to suspend their child, parents have 1 working day.
 - b. To appeal school's decision to expel their child, parents have 10 working days.
2. Modes of appeal(e.g., via email, telephone, or face- to face- meeting).
3. Appeals committee : GES shall form an Appeal committee consisting of different members from the behavior Management Committee and which does not involve the Principal Vice principal or any staff who may have a conflict of interest.
4. Decision of the appeal: Where an appeal has been made and following a review by the persons concerned(e., teacher, social worker, and /or counselor), 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.
5. If the school does not respond to the appeal within 3 working days or the parent rejects the

school's final decision, the parent shall be entitled to log a complaint to ADEK within 5 working days.

6. ADEK reserves the right to investigate any complaint in conjunction with suspension and expulsion following the school's final decision, but not prior to it, unless the school has not issued its final decision within the timeframe stipulated.

4.8 positive handling

1. When choosing to restrain a student, all other options shall initially be considered and positive handling shall be the last resort in managing situations. Schools are authorized to use positive handling to protect students, in circumstances such as to prevent students from:
 - a. Leaving the classroom or school premises where allowing the student to leave would risk their safety and/or that of others.
 - b. Injuring themselves and/or others.
 - c. Damaging property.
2. Any response to extreme behavior 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, and medical conditions). Such conduct shall only be in accordance with the following:
 - a. The student should be in immediate danger of harming themselves and/or others.
 - b. The member of staff should have good grounds for believing this.
 - c. Only the minimum force necessary to prevent injury or damage should be applied.
 - d. 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.
 - e. Once the situation is deemed to be no longer dangerous, the student should be allowed to regain self-control.
2. It is prohibited from using force as a form of punishment, which constitutes maltreatment, in line with the *ADEK Student Protection Policy*. This is considered unlawful.

4.9 Records:

GES 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 behavioral progress, disciplinary procedures, communications (e.g., written warnings, appeals), etc.

1.Level 1 misconduct shall be recorded only at the class level by the teacher. The misconduct may be added to the student's file or report card where it is repeated, or where escalation is required.

2.Level 2, 3, and 4 misconduct shall be recorded at the school level by the administration. All level 2 (on/offsite suspensions and expulsions), 3, and 4misconduct shall be reported to ADEK.

3.School, ADEK, and any social care support providers (e.g., social workers, and counselors) shall treat all information about students' behaviour as strictly confidential.

4.10 Approval for Expulsion:

GES shall seek ADEK's approval to expel a student. In making an application to ADEK, and the school would provide evidence that their internal procedures have been adhered to, and these procedures are no stricter than those set out in this policy.

1. At the end of each academic year, GES shall share a list of students at risk of expulsion with ADEK, along with the history of misconduct and all intervention strategies used to deal with the misconduct.

5. Bullying prevention

GES has a comprehensive policy and the policy would consider the following;

- i. Set out the provisions for educating students and staff on how to identify bullying.
- ii. Establish bullying prevention strategies by developing a school- wide anti-bullying program including recognizing vulnerabilities for students with additional learning needs.
- iii. Clarify steps students should take when confronted with bullying behavior when they are in the position of someone who is being bullied, who is bullying, and who is witnessing the bullying.
- iv. Set out procedures for staff to deal with bullying behavior.
- v. Describe the support and interventions provided by the school for any student identified as a victim or perpetrator of bullying.
- vi. Set out the disciplinary procedures that may be taken to address instances of bullying as per GES misconduct policy.
- vii. Monitoring: schools shall establish systems to track and monitor instances of bullying (including frequency and severity).

6. Absence:

6.1 GES shall identify students as a "cause of concern" depending on absence rates, in line with ADEK School Administrative Affairs policy.

6.2 Upon identification, GES shall determine if the student is at educational risk, in line with the ADEK School Educational Risk Policy, or as being potential subjects of maltreatment (neglect), in line with the ADEK School Student Protection Policy. Accordingly, GES authorizes to further escalate actions and develop intervention plans, in line with the ADEK School Educational Risk Policy and the ADEK School Student Protection Policy, respectively.

7. Support and interventions

7.1 GES shall provide appropriate, focused, and supportive student-centric interventions to students who have been identified as either engaging in behaviors of concern, misconduct or deemed to be at risk of engaging in behaviors of concern.

This includes:

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

7.2 In cases where student misconduct has been identified, GES shall take disciplinary action as appropriate and in line with the school's Misconduct Policy and Procedures (see Section 4. Misconduct Policy and Procedures), alongside any interventions.

7.3 GES shall ensure that any support and intervention to address a student's behavior shall not reduce or replace the support available to students with additional learning needs, as outlined in their DLP.

School shall develop and implement referral structures, in line with the ADEK School Student Mental Health Policy.

1. GES shall encourage students and teachers to identify signs of behaviors of concern in students and report them to the school administration via these structures. Where such signs are identified and reported and the school shall inform the student's parents,

except in cases where not reporting to parents is in the best interest of the student (such as suspected maltreatment in home settings).

8. Searching , Screening, and Confiscation :

Where staff and/or students are at immediate risk, principals and staff delegated by are authorized to search, screen, and/or confiscate a student's possessions if they have reasonable grounds or cause to suspect that the student may be in possession of an illicit item. Schools are also authorized to use metal detectors and mobile phone jammers, if required.

GENERAL INFORMATION:

Uniform

Policy:	Uniform Policy
Date Published	September 2019
Evaluation & Review:	Reviewed in June 2024. June 202 and May 2026, next review : May 2027
Rationale:	All pupils must come to School in prescribed uniform designed by the school with GES logo, which can be bought at the school store.

We ask all parents support the school uniform policy. We believe that parents have a duty to send their children to school appropriately dressed and ready for their school work.

Following is the prescribed set of uniforms that are carefully designed for students at different age groups.

Age Group	GIRLS		BOYS	
	REGULAR	PE	REGULAR	PE
FS2 & Year1	1) Pink blouse with school logo 2) black checks skirt 2)Black shoes + White socks 3) Winter Jacket	1)Blue Sports pants 2)Grey Round neck T-Shirt with school logo 3)White sports shoes +White socks	1)Black stripe pants 2)White T-Shirt with school logo 3)Black shoes + White socks	1)Blue Sports Pants 2)Grey Round neck T-Shirt with school logo 3)White sports shoes + White socks 4) Navy Blue Winter Jacket
Year 2- Year 5	1)Blue Check Half Skirt [Below Knee] 2)White sailor neck shirt with school logo	1)Grey Sports Pants 2)Pink Polo T-Shirt with school logo	1)Black stripe pants 2)White Polo T-Shirt with school logo 3)Black shoes + White socks	1)Blue Sports Pants 2)White Polo T-Shirt with school logo

	3)Black shoes + White socks 4) Navy Blue Winter Jacket	3)White sports shoes + White socks		3)White sports shoes + White socks 4) Navy Blue Winter Jacket
Year6- Year9	1)Blue Check long Skirt 2)White long sleeve shirt + Vest with school logo 3)Blue Tie 4)Black shoes + White socks 5)White scarf [For Muslim Students] 6) Navy Blue Winter Jacket	1)Grey Sports Pants 2) Pink Polo T-Shirt with school logo 3)White sports shoes + White socks 4)White scarf [For Muslim Students]+white long sleeve inner tights	1)Black stripe pants 2)White Polo T-Shirt with school logo 3)Black shoes + White socks	1)Blue Sports Pants 2)White Polo T-Shirt with school logo 3)White sports shoes + White socks 4) Navy Blue Winter Jacket
Year10- Year 13	1)Blue Check long Skirt 2)White long sleeve shirt +Vest with school logo 3)Blue Tie 4)Black shoes + white socks 5)White scarf [For Muslim Students] 6) Navy Blue Winter Jacket	1)Grey Sports Pants 2)Pink Polo T-Shirt with school logo 3)White sports shoes + white socks 4)White scarf [For Muslim Students]+white inner long sleeve tights	1)Black stripe pants 2)White long sleeve shirt with school logo 3)Black Tie 4)Black shoes + white socks	1)Blue Sports Pants 2)White Polo T-Shirt with school logo 3)White sports shoes+ white socks 4) Navy Blue Winter Jacket

Students who violate or flout this dress code will be required to remove the offending item or to change into attire that is more appropriate.

DRESS AND GENERAL APPEARANCE:

- The P. E. Uniform must be worn on specified days only. These days are decided based on the PE/Sport Activities mentioned in the Time Table.
- The school tie, belt and badge are to be worn neatly at all times when not wearing the PE uniform. The tie should rest approximately 4cm above the belt line.
- Exceptions in uniform are allowed only on occasions of cultural functions and other days/occasions specified/ notified in advance by the Principal.
- Muslim Girls are advised to wear “Hijab” from Year/Grade 8 onwards.
- While on trips, the students and staff are expected to wear the prescribed uniform. The School ensures that we uphold and maintain the dress code, ethical code as well as that of the UAE traditions, culture, law and religion.

GENERAL:

The following items are NOT acceptable:

- Above the knee skirts that are too short is not permitted at any time in school.
- Boots, construction boots, hiking boots, desert boots, high heels, flip-flops, jellies, clogs, sandals, platform shoes of any kind.
- Low cut slacks and shirt cut high at the waist and low at the neckline or tight fitting.
- Protruding shoe tongues and unlaced shoes. All shoelaces must be properly tied.
- Long nails, visible tattoos are not permitted.
- No ripped, frayed or dirty clothing.

ACCESSORIES, MAKE-UP & HAIR STYLES

- No wide coloured headbands or bandanas.
- No bright-coloured hair or unnatural hair colours.
- Hair styles should be neat and tidy and not outrageous.
- Throughout the school day, all girls with long hair should have it tied back for reasons of health, safety and hygiene. Hair ties must be simple plain colour.
- Stud earrings for girls only – No other piercings are permitted. No earrings for boys permitted.
- Hats and Caps – except woollen ones in winter, worn to and from school. All hats and cap must be removed in school.
- Make up -No VISIBLE make-up is allowed in school. Pupils wearing it will be required to remove any make-up being worn in school.
- Nail extensions, false nails or wearing of coloured polishes are not permitted on fingers and toes.

- Facial Hair - Boys are allowed facial hair deemed appropriate but must ensure that it is trimmed with no unusual shapes.

The school requests the parents to ensure that the student is dressed in accordance with the dress code / uniform policy.

- If a student disobeys the uniform policy of the school and violates the dress code, he/she will be given a warning. Further warning is given in case of second time violation. The parents will be notified at the third time and necessary disciplinary action initiated including suspension. Persistent uniform offenders will be sent home until proper uniform attire is worn.
- The School's Senior Leadership Team will be the final arbitrator in matters relating to the uniform. **All members of the school staff are conscious of their role in implementing this policy by setting an example in their own neatness and appropriateness of dress and by ensuring that children are neatly attired when participating in any school activity.**

DRESS CODE FOR STAFF STANDARD OF DRESS:

Teachers will dress in an official, professional manner, consistent with formal business attire and UAE customs and traditions.

Male Teachers : Full Sleeve Shirt, Trousers, Neck Tie and Blazer

Female Teacher : Pants (not tight and skinny), Loose formal top and Blazer

Professional Conduct, including but not limited to:

- Teachers will dress in an official manner reflecting business attire

Prohibited Unprofessional Conduct, including but not limited to:

- For any educator, wearing any type of clothing that is tight-fitting, transparent, sleeveless, revealing dress or unsuitable for the work environment

Identity Card & School Badge

The identity card issued to all students must be worn during attendance at school on regular school days.

Class Sizes

In order to facilitate better learning and good rapport in classes the management is aiming to restrict class sizes to 23 students. FS2, Year 1 classes and Years 2 to 13 classes are currently comprised of 23 students per class. In addition teaching assistants have been placed in FS2 and KS1 and Grade 1&2 classes.

Staff

We have well qualified and richly experienced teachers in all subjects. Our teaching staff also represent a wide variety of nationalities to enhance the international nature of the school.

All teachers have a Personal Continuous Professional Development Plan (CDP) that is reviewed and revised during the year.

The school provides in-school Professional Development as well as Professional Development provided by ADEC and external providers.

During the year all teaching staff undergoes an extensive Performance Appraisal that includes Lesson Observations and a rigorous appraisal procedure.

Learning Resource Centre (LRC)

The LRC is a new facility that incorporates the school library and study areas. The LRC will provide access to technology for study purposes and the Librarians are trained to develop research skills with the upper school and to liaise with class teachers from the Junior School to ensure that Library lessons support learning in the class.

All elementary classes have regular scheduled library classes once a week. During this session, the students do reading related activities including story-telling, story-writing, and lessons on how to use the library and internet.

They have the opportunity to read and select books for themselves.

Depending on their Grade levels, students are allowed to check out 1-5 items at a time.

Books and magazines can be kept for two weeks and they may be renewed for a further week if necessary.

When a student borrows materials from the library, he or she accepts full responsibility for those items.

If the materials are lost or damaged, the students are responsible for payment to replace materials.

Apart from weekly library classes, teachers sign up for library use when students have to do research for classroom projects.

Study rooms are also included allowing senior students to meet in small groups and conduct supervised study related to their Cambridge

Communication

<http://facebook.com/GlobalEnglishSchoolUAE> : The school's Facebook page is for the school community and friends and we update comments, photos, videos and links that are relevant to the school courses. Moreover, the school website www.geschooluae.com is dynamic and provides information to all stakeholders. Printed circulars and SMS messages are also used to communicate with the parents and students.

ICT Usage

Students and parents agree to abide by the ICT Usage Policy in order to use computers. This ICT usage agreement describes how computers are to be used. The student can access the World Wide Web (www) and e-mail facilities, mainly so that students can work on school assignments. The computers are for educational use only.

Software owned by student is not allowed to be used on school computers without the permission of the ICT HOD.

Parents and Students should be civil and refrain from posting inappropriate or offensive comments, post, personal attacks etc. Students found doing this will be managed as per the Behaviour Management Plan.

ICT Labs

Information & Communication Technology is an integral segment of our education, aiming at preparing the students for the 21st Century. The ICT Labs offer a safe environment where students are able to develop appropriate research skills and Computer related skills relevant to the National Curriculum of England.

Classrooms in the Junior and Senior School are equipped with data projectors and internet facilities.

Science Laboratories

Highly resourceful well-equipped state-of-the-art labs are set up for Physics, Chemistry and Biology. Physics and Chemistry labs give the students opportunity to gain hand-on experience and Biology lab is interactive and inquiry based, offering exploratory platform for the students to pursue career in Science. These labs are well equipped to meet the requirements of Cambridge IGCSE, 'AS' & 'A' level examinations.

Students are expected to take good care of the equipment. Any breakage will have to be paid by those responsible.

School Transport

The school has air-conditioned buses, which operate through-out of Al Ain. Each bus follows a fixed route. These buses comply with ADEK regulations including a female assistant, video monitors and seat-belts. Parents/Guardians are requested to notify the school immediately in case of changing address/ Pick up Point /Telephone number. An identity card is issued to each pupil, which must be brought every day. Parents are advised to ensure the safety of their wards at the pickup points both before boarding and after alighting from the bus.

Please note that it is a legal requirement that buses are fitted with seat-belts and that students must remain seated and belted whilst the bus is travelling. Failure to adhere to this safety requirement may result in the privilege of bus transport being denied.

Safety and Security

Student and staff safety is a very important focus at GES.

A comprehensive Emergency Procedures Handbook is located in every classroom and office on the campus.

Practice emergency drills are held several times during the school year.

The school campus is equipped with an emergency alarm system as well as fire extinguishers and fire hoses that are strategically located throughout the campus.

A variety of security measures are in place at GES campus to ensure a high level of physical safety.

The GES campus is a "closed campus". Students will only be allowed to leave early with the prior approval of the Principal. *Where Senior Students whose classes have finished wish to leave early they must have written permission from their parents and the Principal.*

OT Pass has been provided to the parents of Kindergarten to pick their wards from the school.

Students as well as all staff members are required to carry GES photo I.D. while on the campus.

***** No Adult or Student not enrolled at GES may enter the teaching precinct without prior approval of ADEK and the Principal. *****

Visitors to the school must provide a copy of their current passport and/or their UAE identity card so that Prior approval may be obtained from ADEK for entry into the school.

Lost and Found

Students must make sure that all belongings are marked and kept in a safe place. Lost articles should be taken to the school office. It is recommended that all clothing, books and PE uniforms have labels to identify ownership. Students are to bring money and other items necessary to meet daily needs.

They must never leave money or valuables unattended at any time. Lost items should be reported to the reception office.

Health

Parents are requested to keep sick children home. If they have a fever, or have obvious symptoms of severe cough, headache, congestion, pain, nausea, vomiting, or diarrhoea, please keep your child home until they are well. If a child has been given a medical order to stay home and rest because of infectious disease or injury, they must not attend school until they bring a physician's statement indicating they are able to return without risk to their own or others health.

Student Health Records

It is essential that any change to information initially provided is notified in writing to the School Nurse. Parents are encouraged to inform the school of any long standing illnesses or allergies in view of their children's safety. In such cases a doctor's letter with instructions explaining what action should be taken in an emergency should be provided.

Emergency

In case of a medical emergency first aid will be administered, school nurse will take the student to the nearest hospital. The school nurse will consult the doctors.

Medication

If the parent desires the school to administer medication to their children, an "Authorization for Medication" form must be filled out. These forms are available in the Health Office. If it is prescription medication, a copy of a doctor's prescription should accompany it. The medication should come in the original container, properly labelled. The health office also has some 'over the counter' medication available. To give permission for these medications, sign the appropriate spot on the enrolling health forms. This must be signed each year, should you desire this option for your child. You may also choose to authorise this medication for a shorter period. Students are not allowed to carry their medication without receiving authorisation from the health office / School.

School Cafeteria and External Food

The school provides snacks during recess and lunch time. Those students who choose not to buy the snacks may bring their own.

Please note: Outside food **must not** be brought into the school as per HAAD regulations. The Principal may grant special permission- where Health and Safety concerns as per HAAD & ADFCA are considered.

Cafeteria rules:

- No running, move safely.
- Stay seated throughout the entire lunchtime.
- Students may get up, to get items like ketchup, fork, water, etc.
- Do not take your rubbish to the rubbish bin until dismissed by the adult on duty.
- Students are dismissed by table: the quietest and tidiest tables will be dismissed first.

Snack room Etiquette

Pleasant brunch experience is something that everyone should be able to enjoy. Towards that end, we would like to remind all concerned that being courteous, talking quietly to others, using good table manners, and picking up after oneself is expected of everyone who uses our cafeteria.

Restricted Foods and Beverages on the Red List as per ADG2 Requirements

1. Red List Items

1.1 High Fat and High-Sugar Foods:

1. Deep-Fried Foods:
 - a. Examples: Fried chicken, falafel, samosas, fries, and other deep-fried food options.
 - b. Reason: High oil absorption leads to elevated saturated/trans fats and extra calories.
 - c. Alternatives: Oven-baked, air fried or roasted versions of the examples covered above.
2. Sweets and Desserts with Excess Sugar/Fat:
 - a. Examples: Cakes, donuts, croissants, sweet pastries, marshmallows, candy, lollipops, ice cream, slushies, chocolate (less than 50% cocoa), and other high fat and sugar dessert options.
 - b. Reason: Contributes to excessive sugar, saturated fat, and empty calories that can undermine dental health and weight management.
 - c. Alternatives: Portion-controlled whole-grain muffins with minimal sugar, fruit-based desserts, dark chocolate (more than 50% cocoa).*

1.2 Unhealthy Beverages:

1. Soft Drinks (All Types):
 - a. Examples: Regular, diet, or zero-calorie artificially sweetened sodas.
 - b. Reason: Often high in sweeteners (sugar or artificial) and phosphates, high in caffeine, lacking nutritional value.
 - c. Alternatives: Water, carbonated water, unsweetened fruit-infused water, low-sugar 100% fruit juices (max 200 ml).
2. Energy and Sports Drinks:
 - a. Exception: Energy and sport drinks are not allowed but Isotonic sports drinks can be allowed under specific conditions.**
 - b. Reason: Typically high in caffeine, sugar, and other stimulants not appropriate for children's daily intake.
 - c. Alternatives: Water, electrolyte solutions specified by health professionals.
3. Caffeinated Beverages:
 - a. Examples: Hot/iced coffee and teas.
 - b. Reason: Excessive caffeine can impact blood pressure, sleep, and concentration in children.
 - c. Alternatives: Herbal teas without caffeine, warm milk (complying with banned additives).
4. Fruit Syrup Juices:
 - a. Example: Juice that contain the statement "Made from real fruit juice" or "beverage, cocktail, drink".
 - b. Reason: Syrup-based juices are essentially sugar-loaded drinks lacking the fiber/vitamins of real fruit.
 - c. Alternatives: 100% fruit juice (max 200 ml) without added sugar, artificial flavoring and/or coloring. It can be diluted with water or carbonated water. Freshly blended smoothies without added sugar can be made with low fat dairy.*

1.3 Processed and High-Fat Meals:

1. All Non-Halal Meat Options:
 - a. Examples: Food items containing pork derivatives or with added alcohol (ethanol) or one of its products.
2. Processed Meats:
 - a. Examples: Hotdogs, sausages, mortadella, pepperoni, salami,

- smoked turkey, smoked salmon, bacon and other Deli meats options.
- b. Reason: High sodium, preservatives, and saturated fats; linked to long- term health risks.
- c. Alternatives: Lean poultry, fish, or unprocessed meats (baked or grilled).
- 3. High-Fat Meat Products:
 - a. Examples: All high fat meat cuts coming from beef, lamb and camel.
 - b. Reason: Contributes to excess saturated fat, processed meats, and high sodium, increasing the risk of various health concerns which can undermine healthy weight management.
 - c. Alternatives: Chicken breast, trimmed beef, or plant-based proteins (legumes).

1.4 Additive-Contain Foods:

1. Food and Synthetic Colourings and Flavors:
 - a. Examples: Sunset yellow E110, Quinoline yellow E104, Carmoisine E122, Allura red E129, Tartrazine E102, Ponceau 4R E124, RED40, YELLOW5, YELLOW6, BLUE1 and Food containing artificial sweetener, preservatives, colors or flavors manufactured from chemicals.
 - b. Reason: Chemical dyes or chemical food flavoring can cause hyperactivity or allergic reactions in sensitive individuals.
 - c. Alternatives: Natural colorings from vegetable juices (beetroot, carrot, turmeric), or fresh fruits.
2. Monosodium Glutamate (MSG) and Flavor Enhances:
 - a. Reason: Can cause headaches or allergic-like reactions in sensitive children; encourages overconsumption of high-sodium foods.
 - b. Alternatives: Use fresh herbs, spices, onion, garlic, or citrus for flavor enhancement.
3. High Fructose Corn Syrup:
 - a. Reason: HFCS correlates strongly with obesity and metabolic issues.
 - b. Alternatives: Use minimal sugar, honey, or fruit purees for sweetness; still in moderation.
4. Artificial Sweeteners:
 - a. Examples: All sweeteners that are not listed under the UAE technical regulation UAE.S 192:2019 Additives.
 - b. Reason: Some artificial sweeteners that are not listed under UAE technical regulations are possibly carcinogenic to humans.
 - c. Alternatives: Sweeteners as listed in the UAE technical regulation UAE.S 192:2019 Additives Permitted for Use in

Food Stuffs. An example of an acceptable sweetener is stevia (made from the leaves of the *Stevia rebaudiana* plant).

1.5 Dairy and Soy Products:

1. Dairy Drinks:
 - a. Examples: Flavored and sweetened dairy products and those that exceed set sugar/fat thresholds.
 - b. Reason: Excess saturated fat, and sugar can overshadow nutritional benefits of milk.
 - c. Alternatives: Unflavored full fat or low-fat milk, unsweetened yogurt, and natural cheese.
2. Soy Products:
 - a. Examples: Soy milk, and sauces that contain soy and its derivatives.
 - b. Reason: Many soy products contain flavor enhancers, sweeteners, or other chemicals.
 - c. Alternatives: Other plant-based milks (unsweetened coconut milk, or oat milk).
3. Cheese Imitations:
 - a. Example: Imitation cream cheese, sandwich slices, flavored cheese slices and other highly processed imitation cheese products.
 - b. Reason: Overly processed cheese spreads/imitations can be high in trans fats, salt, and additives.
 - c. Alternatives: Low-fat mozzarella, reduced-fat cheddar, other low-fat dairy options.

1.6 Other Restricted Items

1. Pickled Vegetables (High Salt/Preservatives):
 - a. Reason: Excess salt and preservatives clash with low-sodium requirements.
 - b. Alternatives: Fresh or lightly marinated vegetables using vinegar/herbs with minimal salt.
2. High Caloric Spreads, Salad Dressings and Sauces:
 - a. Examples: Mayonnaise, liquid and dried chili, ketchup. ready sauces such as ranch sauce, jalapeno sauce, Italian sauce and others.
 - b. Reason: High sugar, salt, or fat sauces with artificial flavoring or/and coloring.
 - c. Alternatives: Low-sodium, low-fat homemade sauces (tomato-based with herbs, yogurt-based dressings). Low fat mayonnaise, low salt and sugar ketchup.
3. Allergens: Nuts, Soybean, Sesame
 - a. Examples: All nuts and their products, peanuts and their products, soybean and its products, and sesame seeds and its products.

- b. Reason: Allergen concerns.
- c. Alternatives: Seeds such as chia seeds, flax seeds, pumpkin seeds and sunflower seeds (unsalted).

Student Counsellor

The school counselling programme is provided to support students, parents, teachers, and administration. Early identification and intervention of student's problems are essential in order to help them achieve their potential. The counselling program facilitates student development in areas of self-awareness, reflection, goal setting and personal/ social growth.

School Store

Learning resources such as textbooks, stationery and uniforms are available in the School store. To ensure uniformity of textbooks and to circumvent the possibility of non-availability, parents are advised to take advantage of the facility.

FEE RULES

Fees Details: The current year's fee structure is available on the school website www.geschooluae.com under Admission Menu.

Payment schedule

- **First instalment** of fee must be paid on or before 10-AUG-2026, in case of students progressing from the previous year. First instalment of fees is payable at the time admission in the case of new admissions.
- **Second instalment** of fees must be paid on or before 01-NOV-2026
- **Third instalment** of fees must be paid on or before 01-Jan-2027
- **Fourth instalment** of fees must be paid on or before 01-APR-2027

Re-Registration Process:

Students wishing to continue their education at the school must complete the re-registration process by producing the valid Emirates National ID with complete residential address with proof and pay the re-registration fee on or before the published date. If the re-registration process is not completed on or before the published date, the student shall be moved to a waiting list and admission will be confirmed only on availability of seats. Cases of fee defaulters will be decided as per the school policy on fee collection.

All fees are to be paid strictly in advance and fees once paid are not refundable.

HOMEWORK POLICY

Overview:

Homework becomes an increasingly important academic responsibility as progress is made through school.

The aims of homework are:

- To consolidate knowledge and understanding of a subject
- To reinforce and apply skills and concepts learned in the classroom
- To aid the development of good study habits
- To stimulate creative activity and imagination
- To encourage independent thinking
- To develop a spirit of inquiry and research
- To foster self-discipline

Responsibility of the student:

- To understand the significance of the homework as it relates to the course
- To organize time in such a way that assignments are turned in punctually
- To take note of teacher comments in the margin of returned assignments
- To approach the teacher to discuss the work if a teacher's comment appears unclear or requires a response
- To speak to the teacher if there are homework related problems
- To seek clarification about an assignment not understood well in advance of the due date

Role of the home:

- To provide encouragement and support
- To provide assistance, as suggested by the teachers; when necessary
- To ensure independent habits by refraining from "over-correction" or too much assistance
- To provide a quiet well-lit place for study
- To limit distractions and commitments during study time (e.g. Extra classes, television, social engagements)
- To provide a dictionary and encourage the use of other resources as opposed to "giving answers"
- To contact teachers about problems or concerns with homework

For all students at GES, homework is an expectation and each teacher will be responsible for providing specific homework expectations for his or her class. It is recommended that each student use the Homework Planner provided in this handbook to assist with the organisation of assignments.

Assignments, specific directions and due dates should be regularly checked as a means of increasing the level of direct communication between home and school, especially at the younger grade levels. Daily Homework given by the teacher can be checked by the parents from the handbook.

Guidelines:

Homework expectation increase as students' progress through the grades.

A guide to the average time expected to be spent on regular homework assignments and individual study is given below by grade level.

FS2/Year1	15-20 Minutes
(Parents reading to and with their child in both Arabic and English where possible)	
Years 2-Year 3	15 - 30 minutes (15 minutes reading / 15 minutes numeracy)
Years 4-Year 5	45 minutes – 1½ hours
Year 6-Year 8	1½ hours – 2.5 hours
Year 9 and Above	3 hours – 4 hours

SYLLABUS:

a. FS2/Year 1 (Areas of Learning)

1.Communication and Language	6.Expressive Art and Design
2. Literacy	7. Physical Development
3. Mathematics	8. Arabic
4. Understanding the world (Science & Social science)	9. Islamic Studies /Moral Science
5. Personal Social and Emotional Development	

b. (KS1 Year 2-Year 3)

Core Subject	Additional Subject	Optional Language
1. English incl. guided reading and writing	7.Computing	
2. Mathematics	8.Physical Education	Filipino
3. Science (IBL)	9.Art & Craft	
4. Arabic	10.Creative Curriculum Geography & History, Art	
5. Islamic Studies/Moral Education	11.Core Skills (English and Maths) Handwriting	
6. Social Studies (UAE)	Out Door Activities	

C – (KS2 Year 4-Year 6)

Core Subject	Additional Subject	Language
1.English	7.Computing	French
2.Mathematics	8.Physical Education	Filipino with Sibika
3.Science	9.Art & Craft	English Support
4. Arabic	10. Creative Curriculum Geography, History & Art	
5.Islamic Studies/Moral Education	11. Core Skills	

6.Social Studies (UAE)		
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D – (Year 7-Year 8)

Core Subject	Additional Subject	Language
1.English	7.Computing	French
2.Mathematics	8.Physical Education	Filipino with Sibika
3.Science	9.Art & Craft	English Support
4. Arabic	10. Sport	
5.Islamic Studies/Moral Education	11. Art & Craft	
6.Social Studies (UAE)		
7.Business Studies – Gr 8 only		

E – IGCSE (Year 10-Year 11)

1.English	7.Islamic Studies/Moral Education	Sport
2.Mathematics	8. Social Studies (UAE)	PSHE (Personal Safety and Health Education)
Science	9.Computing	French
3. Physics	10. Business Studies,	Filipino with Sibika
4. Chemistry	11. Economics	
5. Biology	12. Geography	
6. Arabic	13.Physical Education	

F – AS Level (Year 12) G – A Level (Year 13)

1.English	7.Islamic Studies/Moral Education	Sport
2.Mathematics	8. Social Studies (UAE)	PSHE (Personal Safety and Health Education)
Science	9.ICT	French
3. Physics		
4. Chemistry		
5. Biology		
6. Arabic	10. Business Studies	Filipino with Sibika
	11. Economics	
	12.Physical Education	Community Service Gr. 11 Career Counselling Gr.12

- AS Level admission : Only B and above non-core in the chosen subjects.
- English as a First language offered according to required minimum numbers only after school hours.

EXAMINATIONS

Students will write a progression test set by CIE at the end of each year. Grade 10 students are prepared for external IGCSE examinations (May/June).

CIE Primary (5 – 11 years old)

Key features:

- Cambridge Primary Checkpoint tests skills, knowledge and understanding at the end of the primary programme in English as a first or second language, mathematics, science
- The tests are marked by Cambridge examiners to provide a benchmark of learner performance.
- Learners receive a statement of achievement and a diagnostic feedback report.
- Feedback reports show how a learner has performed in relation to the curriculum, their learning group, the whole school, and against all learners who have taken tests in that series around the world.
- Cambridge Primary Checkpoint helps teachers to monitor group and individual performance, and manage future learning.

CIE Lower Secondary (11-14 years old)

Key features:

- Cambridge Lower Secondary Checkpoint tests have been designed to assess learners. They are available in English, English as a second language, mathematics and science, and give valuable feedback on learners' strengths and weaknesses before they progress to the next stage of education.
- The tests are marked in Cambridge and provide schools with an external international benchmark for learner performance.
- It enables teachers to; tailor individual learning programmes, monitor group and individual performance, Compare the performance of all learners taking tests in that session, manage learning programmes within schools and as learners move between schools

GL Progression test:

The G L Progression test (GLPT) is an age appropriate, diagnostic assessment that is designed to help students and their teachers understand how they learn and what their academic potential might be. It assesses how students think in areas that are known to make a difference to learning. GLPT is also used to do the benchmarking with national and international standards

Fee collection policy

Policy Statement

Global English School has devised a transparent policy for fee collection in accordance with the ADEK Policy and the parents are informed of the detailed School fee interpretation and

the due dates. The fee structure and payment schedule is published in the school website and visibly displayed in the school office.

Structure of School Fee :

The School fee is reviewed and decided every year depending upon factors affecting the revenue expenditure, improvements in the infrastructure, increase in salaries of staff and other cost factors. The nature of the parent community is considered while arriving at the fee structure which is in proportionate with the facilities provided and the quality of education.

Fee structure and installments :

- The School fee is inclusive of tuition fee, educational resources, uniform fees, Cambridge International Examination fees at Grades 10, 11 and 12, standardised benchmarking tests, school transport fees (optional for parents), value added tax wherever applicable.
- School transportation fees are collected in accordance with the ADEK Transportation Policy, with the required approvals from ADEK and the Integrated Transport Centre.
- Installments : In order to assist the parents, the fee is divided into 4 installments:
- Waivers: Schools shall waive certain components of school fees for devices, textbooks, uniforms, etc., for students willing to use second-hand (e.g., resold or donated) items that meet the current requirements of the school (e.g. valid book editions, current uniform colors/ design, etc.).

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Re-registration Fee collected in advance

- In accordance with the ADEK Policy, an amount equivalent to 5 per cent of the tuition fee is collected in the month of May as re-registration fee (four months prior to the beginning of the next school year) from those parents who wish to continue their children's education with the school.
- Parents who do not confirm returning students by paying the re-registration fee by the published date will not be considered to have a guaranteed seat for their student and will go on a waiting list for the next school year.
- The re-registration fee paid is adjusted towards the first instalment of school fees payable on or before the first day of school opening.

GES shall disclose, in writing, complete information on fees, refund policies, deadlines for requesting refunds, and other related relevant information to parents during the registration process.

Retaining Re-registration fee :

- In the event of the student attends up to a part of the first week of the term and discontinues without sufficient written notification from parents or does not attend the school, the value of the registration fees is retained.
- In the event of student failed to show up at all without the Parent / Guardian notifying the school in writing sufficiently in advance before the commencement of first term.
- In the event of school's inability to enroll the student as a result of insufficient capacity or following an ADEK-approved "Inability to Accommodate" notification, the registration fee / re-registration fee is fully refunded to the parent.
- GES shall refund transportation fees to parents if the bus services have not been used by the student.
- GES shall determine the refund of any other fees to parents, in cases where the items or services have not been used.

Retaining Fees Paid :

- If a student attends from one week upto three weeks in a term, one full month's tuition fee is retained.
- If a student attends over three weeks and upto six weeks in a term, two full months' tuition fee is retained.
- If a student attends over six weeks in a term, the full term fee is retained / payable.
- In the event of discontinuation of a student during a term, fee is payable as per the above. Any textbook / uniform fee paid and not collected / not used is also refunded.

Late or Non-payment of School Fee :

The school's fee policy is published in the website including the consequences of late or non-payment of school fees.

- GES shall honour the right of parents to a fair and reasonable payment system, without punitive sanctions.
- GES shall maintain confidentiality and discretion on late payment or nonpayment issues to protect students from unnecessary attention and embarrassment.
- GES shall not communicate non-payment of fees to students, even as a reason for their suspension.

Reminders are sent to parents at regular intervals in case of delayed payment of school fee in the form of circulars, phone calls and SMS messages. The parents are reminded of the necessity of payment of school fee in time repeatedly and the consequences of non-payment / delayed payment of fee.

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Consequences of non-payment of school fee :

- Even after the fee is not paid in reasonable time after the due date published and there is no response from the parent, GES shall issue parents with 3 (three) consecutive warning notices, each being at least 1 week apart, in response to late or non-payment of school fees.
- The student is liable to suspension for up to 3 days in response to late or non-payment of school fees, after issuing the 3 consecutive warning notices, and suspension will be only at most once a school term.
- Examination report cards, transfer certificates (or block a transfer on eSIS) will be withheld. However, the student with late or non-payment will be allowed to sit for examinations.
- GES shall withhold re-registering a student until all outstanding dues on school fees are settled.
- Re-registration is subject to thorough review. Those with fees pending from second instalment onwards are not re-registered and are given last priority. Cases of defaulters from third and fourth instalments are reviewed and decided upon merit after the dues are cleared and are subject to availability of seats.
- Transfer on eSIS is blocked.

Admission policy

- School Admissions Policy: GES has set up and implemented an Admissions Policy in line and make it available to prospective parents via school website. The admissions policy encompasses the following:
- Non-Discrimination: GES shall take a fair and transparent approach to

admissions and shall not discriminate based on race, gender (excluding single-gendered schools), special educational needs, disabilities, religion or beliefs, language, or medical conditions.

- Open Campus: GES shall establish protocols to allow prospective parents and students to visit the school's premises.
- Procedures: GES shall communicate clear procedures and timelines for applications, offers, acceptances, and enrolment.
- Documentation: GES shall clarify the documentation that parents are required to submit to enable the admission of their children to the school.
- Inclusive Admission Practices: GES shall adopt practices for students with additional learning needs during the admissions process, in line with the *ADEK Inclusion Policy*.
 - GES shall provide a statement in their policy that requires parents of students with additional learning needs to disclose all known information regarding their child's needs, as well as to submit any relevant documentation (e.g., clinical assessment reports).
 - Inability to Accommodate: GES shall not decline admissions for students with additional learning needs. However, in exceptional circumstances, where we consider we are unable to meet the needs of any students with additional learning needs, we shall submit an inability to accommodate.

Admissions Assessments:

- Use of Assessment: shall not use assessments as a basis for determining student admissions.
 - However, we shall assess students through observation, interviews, and/or placement tests for students in FS1, FS2, Cycle 1, and Cycle 2.
 - Admission tests are done only when we can guarantee a grade placement for the child. The results of the assessments shall only be used to inform the level of learning support required and correct placement.
 - In the following exceptional circumstances, we shall additionally use formal assessments to determine grade placement:
 - Students changing curricula in Cycle 3 (Y10 to Yr 13).
 - Students transitioning from alternative educational provision (e.g., homeschooling, coming from countries where grade/year equivalency cannot be established)
 - Students who have not attended school for more than two years.
 - Waiting List: GES shall develop waiting list criteria where we are oversubscribed and has more applicants than places available. These criteria shall be informed using all mode of communication:
- A transparent selection process (including prioritization criteria) for determining who gets offered a place once it becomes available.

- The maximum number of students that can be on a waiting list.
- How long a waiting list is open. Waiting lists shall be refreshed every term, at a minimum.
- Offer and Withdrawal of a Place: GES shall issue an offer letter when a student's application is approved by their admissions committee. GES shall outline the period of validity of the offer letter and not withdraw it unless:
- The parent has not completed the enrollment or re-enrollment procedures outlined by the school within the stipulated deadline; or it is established that admission was obtained fraudulently.

Registration:

- eSIS: GES shall register all their students on the Enterprise Student Information System (eSIS).
- Required Documents: GES shall seek the following valid documents from parents and ensure that they are up to date:
 - Registration Form: Schools shall require parents to complete a registration form.
 - Child's contact information.
 - Copy of child's birth certificate.
 - Copy of child's passport.
 - Copy of child's Emirates ID or diplomatic card with passport.
 - Copy of parent's passports (both mother and father, if applicable) and evidence of UAE residency or copies of diplomatic cards with passports.
 - Medical Records: Schools shall submit medical records for their children in accordance with the Department of Health (DOH) requirements.
 - Schools shall ensure that the nurse creates DoH-compliant medical files for new students from schools outside the UAE.
 - Transfer Certificate: When a student is transferring to a school in Abu Dhabi and is seeking admission to F2 or above (Including transferring mid-year), the sending school must issue a student performance report and a Transfer Certificate (attested if applicable to the country of transfer) / or transfer the student online.
 - Documented Learning Plan (DLP): If applicable, we shall plan, monitor, assess, and evaluate teaching and learning programmes personalized for students with additional learning needs, as per the *ADEK Inclusion Policy*.
 - Clinical Assessment Report: If applicable, shall ask parents to submit a clinical assessment report assessing their child's needs by a qualified professional, as per the *ADEK Inclusion Policy*.
 - Leaving Certificate: If a student is transferring from a government school to a private or charter school, a Leaving Certificate and a student performance report issued by the government school are required.
 - Other Documents: As per the ADEK policies to request any

other documents.

- Provision for Exceptions: Non-UAE transfer students are temporarily exempt from submitting their Emirates ID card during the registration period if it is not yet available to them; however, we will ask parents to sign an undertaking to submit the card by the end of the term in which the student was enrolled.
- Update Student Profile: GES shall update the student profile in eSIS with the new Emirates ID card (except for students with diplomatic cards).
- Record Maintenance: GES shall maintain and store all student admission files in line with the *ADEK Records Policy*.

Enrollment and Re-enrollment:

- Enrollment: GES shall enroll students at any time (subject to available space and fulfillment of admissions requirements) prior to the enrollment cut-off date stipulated by ADEK.
- Re-enrollment: GES shall re-enroll all existing students for the upcoming academic year, provided that all conditions for re-enrollment, as defined by ADEK, have been met.
- GES has a published re-enrollment procedure, detailing the prerequisites and timelines for re-enrollment.
- GES shall ensure that existing students are automatically re-enrolled in the next academic year, subject to meeting fee payment requirements, as per the *ADEK Fee Policy*, unless parents actively choose to withdraw their child from the school.

Placement of New Students:

- Grade Placement: GES shall place all new students in a grade/year corresponding to their age as per Table 1. Age Cut-Offs for Grades/Years, unless their placement in a different grade/year has been approved by ADEK.

Table 1. Age Cut-Offs for Grades/Years*

Grade /Year	Age criteria
FS-1	3 years
FS - 2	4 years
Year-1	5 years
Year 2	6 Years
Age is calculated as on 31 st August of the year	

- If the date of birth falling between Sep 01 and Dec 31, 2022, the child can be placed in either FS2 (KG1) or FS 1 (Pre-School) as chosen by the parent.
- If a student is registered or not registered in FS1 / Pre-School (3-4 years) in the academic year 2025-26, and their date of birth falling between Sep 01 and Dec 31, 2021, the student can be placed in FS2(KG-1) or Year 1 (KG-2) in the academic year

2026-27 as per the choice of the parent, however, based on school's recommendation based on skill set and social development of the student.

- Grade Placement for Transferring Students: GES shall determine the year placement for transferring students based on the last grade/year completed as per the Transfer Certificate.
- GES shall not place students who have not attended school for more than two years in a grade/year level more than two years behind the grade/year level corresponding to their age.
- When evaluating the placement of students with additional learning needs, GES shall consider the student's documented learning plans (DLPs), in line with the *ADEK Inclusion Policy*.
- Transition for New and Transfer Students: GES shall take all necessary steps to ensure a seamless transition for new and transfer students.
- Transfer of Records: GES shall transfer the records of a student to receiving schools in accordance with the guidelines outlined in the *ADEK Records Policy*. In case of transfers within the Emirate, receiving schools shall update the student's registration on both ADEK's eSIS and the school's internal system.
- Transferring Curricula: When students are transferring to receiving schools with a different curriculum from the sending schools, receiving schools shall write to the student's parents highlighting the potential risks that may arise in the adoption of a different curriculum, especially for those students who seek equivalency to the UAE's general secondary education certificate (Al Thanawiya), in line with the *ADEK Curriculum Policy*.
- According to the ADEK guidelines as above, GES had developed a comprehensive admission policy as follows:

General Guidelines

- Admission to all grades is entertained from February of the previous academic year. The number of available seats for each level is estimated based on available statistics. Expression of interest for admission is accepted in the prescribed format directly and online through school website.

Placement Assessment

- Students seeking admission to the school (except KG) will sit a placement assessment to determine their performance level so that appropriate educational support may be provided. These placement assessments will be in the form of:
- baseline assessments: English, Mathematics and Science
- Specialised Subject assessments for students entering IGCSE
- The information gathered from the assessment will be used to inform the teaching staff about the most appropriate provision for each student.

Cambridge International Examination Candidates:

- Candidates seeking admission to grade 10 (IGCSE) directly will appear for special interview / assessment to ascertain their knowledge based on IGCSE curriculum since

70 percent of the syllabus is covered in Year 10 (grade 9) and they will be appearing for the Cambridge International Examinations.

- Candidates who wish placement in the AS/A level programme must have a minimum **B grade** for each subject intended for study. These grades will have been awarded in a comparative programme (i.e. CIE, Edexcel.). Please see the “**Admission / re-registration to Senior School**” at the bottom for further detailed guidelines.

English Language

- English is the language of instruction for all the core subjects of English, Mathematics and Science as well as the CIE subjects. This means that students entering the school with no English or limited English knowledge will be seriously disadvantaged.

Students with Special Needs (SEN)

- Students identified as Special Needs (simple to medium) may be asked for an interview and/or sit some placement tests for the purpose of providing appropriate educational and psychological support.
- The school is entitled to charge up to an additional 50% of the admission fee in order to provide the additional support required to cater for a student with Special Needs (Relating to the article 53 of the Regulation and Policy 48 on Children with Special Needs)

Admission Considerations

- Based on ADEK regulations on space per student, the class sizes are limited to:
- 20 in KG1 and KG2 - with a space of no less than 1.6 m squared per student (as per the school's classroom area)
- 20 / 25 in Grades 1-12 - with a space of no less than 1.6 m squared per student.

The school is entitled to give priority to the following if the applications exceed the number of places available (Policy 66):

- students whose siblings are currently enrolled
- the children of the school's employees
- students who live near the school
- Note: priority is given to Emirati students in schools scoring good or higher.

Re-admission

- Families that default on payment of fees may not be re-admitted
- Families that do not confirm returning students and do not pay the required re-registration fees by the published due date (four months before the next academic starts) will not be considered to have a guaranteed seat for their student and will go on a waiting list for the new Academic Year.
- Families that do not support school policies may not be re-admitted (eg: where students attendance or late arrival inhibits their progress, behaviour has a negative impact on the progress of other students or themselves)
- Where parents/guardians have engaged in abusive and/or intimidating behaviour to any School employee, re-admission of that family may be refused.

Admission Process

- Successful candidates are admitted with the completely filled in Admission form and documents required as per the guidelines of ADEK and requirements of E-Sis. Parents are required to remit the first instalment of fees at the time of admission.
- The student data and Parent data is captured directly from the Emirates ID card.
- Admission in between the academic year is generally not entertained. However, transfer cases from other countries are admitted subject to availability of seats with the prior consent of ADEK.
- **Age Limit for admission**

Section	Level	From
KG	1	4
	2	5
Primary	1	6
	2	7 to 8
	3	8
	4	9
	5	10
	6	11
Secondary	7	12
	8	13
	9	14
	10	15-16
	11	16-17
	12	17-18

Documents required for admission:

- 2 copies of the Passport with RESIDENCE VISA STAMP of
 - Student
 - Parent (Mother and Father)
- Copy of Valid Emirates ID of the student and parents
- Original Emirates ID (valid) of student and parents for E-Sis registration
- Birth certificate of the student (duly attested by the UAE Embassy & MEA (2 copies)
- Premises Id and Proof (Copy of the Electricity Bill) or complete residential address as per E-Sis requirements.
- No Objection Certificate from the previous School (KG-2 onwards, if transferred from schools in the emirate of Abu Dhabi)
- Original Transfer Certificate (duly attested)
- Attested / Authenticated School records (2 copies)

- Vaccination Certificate (2 copies)
- Medical Insurance Card of the Student
- Current Passport-sized photographs of
 - Student (6 copies)
 - Father (2 copies)
 - Mother (2 copies)
- **Transfer Certificate – Attestation rules:**
- Transfer Certificate (TC) and progress report of the previous year are necessary for admission to Grade 2 and above.
- TC should be attested by the concerned authority as follows:

Schools outside Al Ain Education Zone, but within UAE	Respective Ministry of Education
Schools outside UAE	Concerned Education Office, UAE Embassy and Ministry of External Affairs, UAE
Schools within Al Ain Education Zone	No attestation required

Vaccination Certificates

- Vaccination Cards as evidence that the student has participated in the Abu Dhabi Health Authority's vaccination program schedule must be presented. Where Vaccination Cards are not provided to the school during the school year, *re-registration of the student for the following academic year may be denied* (Policy 44)

Admission / re-registration to Senior School

Progression of Year 9 students to IGCSE (Years 10 & 11)

- Candidates aspiring to continue Cambridge Qualifications after Year 9 must achieve grades 'B' or above at Year 9 in the core subjects (Eng, Math, Science, BS, Economics, ICT).
- **Progression of Year 12 students to AS Level**
- IGCSE /Year 11 candidates must score grades **B or above** in the subjects they want to pursue for ASL (Advanced Subsidiary Level). **Conditional admission/retake exam results will not be considered/accepted.**

AS Level registrations (general conditions as per the school policy):

- Minimum 5 subjects passed at IGCSE is the minimum requirement.
- The chosen subjects (Electives for AS Levels) : Minimum B and above scores at IGCSE.
- Repetition requests: Not entertained.
- Students from other schools : Same criteria remains

- Conditional admission as per the ADEK guidelines (3 subject passes and remaining 2 during Oct-Nov series) : Not entertained.
- All students whether re-admitted or not will have a chance to re-sit for the examinations during Oct-Nov series, registration deadline to be met with by the student/parent.
- Requests for students with C in the electives with a condition that the student will re-sit during Oct-Nov series and improve: Not entertained.

Progression of AS level students to A Level

- Minimum 'b' in all subjects at AS Level (minimum 2 subjects at AS level).
- Student who has 1 'b' and two/three subject passes with scores below 'b' : Allowed only to register for the subject with score 'b'.
- Conditional admissions with scores below 'b' with the condition that the student will improve the scores in the Oct-Nov series : Not entertained.
- Students with 1 'b' and two/three subjects with scores below 'b' requesting for conditionally allowing them to attend classes with the assurance that the student will improve to 'b' in the re-sit exam during Oct-Nov series - to be considered on a case to case basis and decided by the academic team and endorsed by the Principal.
- **A minimum of 10 candidates** is required for offering Business & Economics in Years 10, 11, 12 & 13; otherwise, the subjects will be discontinued for that particular Academic Year.

Admissions to Pre-KG (FS1):

We propose to start FS 1 in the academic year 2026-27. Necessary documents are sent to the ADEK licensing section with formal request for approval. We propose to start at least one class of FS1 in the academic year 2026-27.

Age criteria : 2.8 years to 3.8 years as on 31st August 2026.

Curriculum : Early Years foundation stage (EYFS) programme.

Ministerial Decree no. (41) for 2023 - Equivalency

Ministerial Decree no. (41) for 2023 concerning amendments of some provisions and extending the validity period of Ministerial Decree no. (199) for 2019 concerning the System of Equivalence of Private School Certificates

Article 1

1. Ministerial Decree no. (883) for 2019 regarding the System of Equivalence of Private School Certificates is cancelled.

2. The validity period of the Ministerial Decree no. (199) for 2019 regarding the System of Equivalence of Private School Certificates shall be extended until the end of the academic year 2022/23.

Article 2

Point no. 5 of Article 5 of Ministerial Decree No. (199) for 2019 shall be replaced with the following text:

Old Text	New Text
5. UAE National students shall pass: a. EmSAT Achieve - English for University Admission with a minimum score of 1100 B. EmSAT Achieve – Mathematics for university admission with a minimum score of 500	5. UAE National students shall pass: a. One of the following tests (English Tests): • TOFEL (iBT) with a minimum score of 61 • Or IELTS Academic with a minimum score of 5.0 • Or EmSAT Achieve - English for university admission with a minimum score of 1100 b. One of the following Math tests: • SAT 1 – Math Reasoning Test with a minimum score of 450 • Or EmSAT Achieve – Mathematics for university admission with a minimum score of 500

Article 3

Points no. 3 and 4 of Article 6 of Ministerial Decree No. (199) for 2019 shall be replaced with the following text:

Old Text	New Text
3. The student shall pass five (5) subjects in the IGCSE or GCSE level with grades (A*, A, B,C,D,E)	3. The student shall pass five (5) subjects in the IGCSE or GCSE level with grades (A*, A, B,C,D,E) or (3,4,5,6,7,8,9)
4. The student shall pass two (2) subjects in the GCE advanced Subsidiary Level or one (1) subject in the GCE Advanced Level with grades (A*,A,B,C,D)	4. The student shall pass two (2) subjects in the GCE advanced Subsidiary Level or one (1) subject in the GCE Advanced Level with grades (A*,A,B,C,D,E)

Article 4

This Ministerial Decree shall be communicated to whoever is required to implement it and to act thereunder and it shall repeal any text that violates its provisions. Issued on 16 February 2023

Note: this is a translation of the decree issued by the Ministry of Education, which is originally published in Arabic.

Cultural Consideration Policy

Policy statement:

GES shall ensure that members of the school community 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.

The overall responsibility : The School Principal is responsible for ensuring that school practices and the content of all teaching and learning resources align with and respect cultural consideration as regulated within the laws of the UAE which include respecting the constitution, laws, and orders issued by public authorities, preserving the Islamic and Arab principles and values, public morals, and the values, traditions, and systems of the state, respect for national identity and sovereignty and 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. Members of the school community shall conduct themselves in ways that are mindful of cultural consideration, including the following:

1. Respecting the UAE's cultural and social norms, values, and traditions.

2. Refraining from (directly/indirectly) promoting inappropriate stereotypes, preconceptions, and assumptions about the UAE and the region.
3. 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.
4. Refraining from using symbols, colors, or imagery associated with any movement/beliefs related to political, social, or extremist religious groups that 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.).
5. 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.
6. Refraining from holding rallies, demonstrations, and protests on school premises or while holding a school-related event offsite.
7. Ensuring that one's appearance is culturally considerate. Examples include but are not limited to:
 - a. Covering of visible body tattoos and any type of piercings for men and women.
 - b. Appropriate clothing in line with the school's dress code.
8. Ensuring the appropriateness of all school-organized events and celebrations to UAE culture, in adherence with this policy.
9. Adhering to the laws of the UAE by conducting themselves accordingly

Learning Resources and Activities:

GES shall establish a Resource Selection Committee to ensure that all teaching and learning resources are vetted for cultural consideration. GES shall ensure the following while reviewing and selecting any teaching and learning resources:

10. The suitability and appropriateness of the materials (topic/ content/ images)

to the UAE culture, values, and national identity: For example, topics/ content/ images that are culturally inconsiderate or encourage undesirable habits/ behavior such as drug and alcohol use, violence, smoking, gambling, alternative gender identity and sexual orientation, indoctrination, etc., shall not be accepted.

11. The suitability and appropriateness of political topics as per the approved UAE Social Studies curriculum.
12. Schools shall establish a process, with full documentation, to vet or verify the suitability of all resources, which includes a final signing-off by the head librarian, the Resource Selection Committee, and the Principal.

Topics in the Approved Curriculum:

1. If the approved curriculum includes topics relating to biological reproduction, human evolution, or sex education, schools shall limit the usage of figurative explanations and scientific images/ photos required to address the relevant learning outcomes in a manner that is respectful and culturally considerate.
 - a. GES shall inform parents in advance of the lesson, including the topics that will be covered (and whether the topic will be covered in any assessments), and allow parents to excuse their child from attending the relevant lesson with a written exemption.
2. If the approved curriculum includes topics relating to revolution, wars, or any other potential violent conflict, schools shall ensure that the required content is discussed and handled in the right formal educational context and presented objectively as related content may involve offensive, violent, or obscene imagery or themes. GES shall limit figurative explanations and scientific images/photos required to address the relevant learning outcomes in a manner that is respectful and culturally considerate.
3. If the approved curriculum includes any potentially controversial topics as part of the learning resources or activities required for the preparation of any high-stakes exams, GES will seek approval of the ADEK.
4. Where controversial topics may surface outside of approved curricula due to high-profile current events, GES shall follow UAE government direction and adhere to any directives issued by relevant federal or local UAE authorities.

Roles and Responsibilities:

GES shall ensure that explicit responsibilities have been conveyed to all parties. “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).

- a. Teachers shall: “Respect for national identity and sovereignty” (Clause 12, Article 11, Federal Law No. (18) of 2020 Concerning Private Education).
- b. Develop lesson plans using resources approved by the school’s vetting process.
- c. Conduct additional screening to ensure resources used and content presented to students are culturally appropriate.
- d. Prepare and vet all online resources in advance of all lessons to ensure they are free of any culturally inconsiderate content, including (but not limited to) images, texts, color schemes, and terminologies referencing any of the topics covered in this policy.
- e. Teachers shall avoid indoctrination when discussing political or cultural matters in class.
- f. Immediately report any content discovered in resources that may violate this policy to senior leaders and the Principal.
- g. Ensure adherence to this policy, including data confidentiality requirements when posting school information on public forums, such as social media channels.

SLT shall:

- a. Review and approve lesson plans and resources developed by teachers.
- b. Ensure all resources and materials selected and/or developed are age- and culturally considerate and have been approved by the school’s vetting process.
- c. Supervise the use of resources and materials during lessons to ensure adherence to this policy.
- d. Continuously monitor the content of the approved digital resources to ensure compliance with the regulations, policies, guidelines, and circulars issued by ADEK.

- e. Immediately report any content discovered in resources that are non-compliant with this policy to the Principal.

5. Librarian shall:

- a. Develop lesson plans using resources approved by the school's vetting process.
- b. Review, vet, and sign off all resources requested and ensure that they are compliant with relevant requirements and are age- and culturally appropriate.
- c. Submit the list of acceptable and non-acceptable resources to the Resource Selection Committee for review and approval.
- d. Continuously monitor digital and non-digital resources and textbooks including their usage to ensure compliance with the regulations, policies, guidelines, and circulars issued by ADEK.
- e. Immediately report any content discovered in resources that may violate this policy to the Principal and remove the resource from circulation.

Principal shall:

- f. Form a Resource Selection Committee to review, vet, and approve all resources.
- g. Implement and document the school-level process for the selection of teaching and learning resources.
- h. Provide, upon request, the full set of documentation for the vetting process.
- i. Communicate school-level processes and procedures to all staff.
- j. Ensure all resources and materials selected and/or developed at the school are age- and culturally appropriate.
- k. Ensure the delivery of cultural consideration awareness induction and refresher training.
- l. Report any content discovered in resources that are non-compliant with this policy to ADEK and ensure it is immediately removed from circulation.
- m. Ensure relevant staff engage parents to communicate that their school:
 - 1) Entrusts parents to oversee their child's use of the internet at home to minimize their exposure to inappropriate content.

- 2) Expects parents to immediately report to both the school and ADEK Parent Hotline (800 2335) any content in school resources that is non-compliant with this policy and always exercise caution when posting school information on public forums and social media channels.

Digital Policy

GES shall

- GES shall develop and implement the following documents, and make them available on their school website in both Arabic and English or their language of instruction, in line with the requirements of this Policy:
 1. Digital strategy (see Section 2.1 Digital Strategy).
 2. Responsible usage policies (see Section 4.1 Responsible Usage Policies).
 3. Framework for the selection of external providers and products (see Section 5.4 External Providers and Products).
 4. Data and Cyber security (see Section 6.1 Secure Digital IT Architecture).
 5. Response plan in relation to cyber security incidents (see Section 6.6 Cyber security Incidents).
 6. School data protection plan and policy (see Section 7. Data Protection).
 7. Digital media policy and social media policy (see Section 8. Digital Communications).

2. Digital Strategy and Oversight

- 2.1 Digital Strategy: GES has implanted a digital strategy that outlines and provides rationale for their digital goals over a 5-year time frame. The strategy includes:
 1. Overall strategic direction on how technology shall be deployed to deliver better student achievement and outcomes (e.g., to enhance

teaching and learning and to support the efficient and effective running of the school administration).

2. Assessment of how the school can use and provide assistive technology to enable inclusion.
 3. Goals related to student digital skills and competencies that enable learning.
 4. Development, procurement, and implementation plans for digital infrastructure, software, and hardware.
 5. Mechanisms for ensuring the security of the school's digital systems.
 6. Plan for future-proofing the school's digital infrastructure, where applicable.
 7. Resources and investment required to deliver the digital strategy.
 8. Staff training requirements.
 9. Increase awareness related to emerging technologies (e.g., Artificial Intelligence).
- 2.2 Oversight: A Digital Wellbeing Committee or Lead of GES shall have the following responsibilities in relation to oversight of the school's digital strategy and associated policies:
1. Develop and implement the school's digital strategy.
 2. Conduct an annual review of the digital strategy and its implementation:
 - a. Monitor progress against student learning goals and school development and procurement plans.
 - b. Evaluate technology, software, and online platforms to ensure that they meet the objectives of the strategy.
 - c. Test and conduct risk assessments of the school's digital systems and infrastructure (e.g., backup recovery) to ensure that they are secure and fit for purpose.
 - d. Review the effectiveness of the school's data and cyber security provisions.

- e. Re-evaluate the technological needs of the school based on feedback from staff, parents, and students, and plan procurement and digital development accordingly.
 - f. Re-evaluate staff digital development needs and identify additional training required.
 - 3. Develop and implement and review other school policies required to be created in line with this policy.
 - 4. Engage with relevant stakeholders (e.g., the Digital Officer, Head of IT) to inform its decisions.
- 2.3 GES shall appoint a staff member to liaise with ADEK for matters related to digital competency, safety, and security.

3. Digital Competencies

- 3.1 Student Outcomes: GES shall define digital competencies and expected outcomes for students by grade/year and integrate these into the school's curriculum. Schools shall ensure that they have the appropriate digital infrastructure and resources in place to support students in achieving these outcomes, including students with additional learning needs, in line with the *ADEK Inclusion Policy*.
- 3.2 Staff Training: GES shall provide relevant training to staff in line with their designation to enable them to promote the objectives of this policy. The training shall cover topics such as the school's digital infrastructure and policies, student digital learning outcomes, data protection, cyber security, and the digital safety measures implemented by the school.

4. Responsible Usage and Digital Safeguarding

- 4.1 Responsible Usage Policies: GES shall develop and communicate responsible digital usage policies for students, parents, staff, and visitors. These policies shall set out what these groups are permitted/ prohibited to do on the school's premises, network, and systems, and shall include:
 - 1. The definition of responsible usage of school software, network, services, and digital devices issued by the school, including shared devices.

2. Rules on the permitted and restricted use of personal devices on the school network and school premises, and during extracurricular activities that take place outside school (e.g., field trips).
 - a. GES shall restrict the use of Virtual Private Networks (VPNs) by students on school premises or through school networks unless explicitly authorized for specific educational or administrative purposes.
- 4.2 Staff Training: GES shall provide relevant training to staff in line with their designation to enable them to promote the objectives of this policy. The training shall cover topics such as the school's digital infrastructure and policies, student digital learning outcomes, data protection, cyber security, and the digital safety measures implemented by the school.

5. Responsible Usage and Digital Safeguarding

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 1. The definition of responsible usage of school software, network, services, and digital devices issued by the school, including shared devices.
 2. Rules on the permitted and restricted use of personal devices on the school network and school premises, and during extracurricular activities that take place outside school (e.g., field trips).
 - a. GES shall restrict the use of Virtual Private Networks (VPNs) by students on school premises or through school networks unless explicitly authorized for specific educational or administrative purposes.
 3. Standards in relation to the use of personal social media accounts by staff (see Section 8.3. Personal Social Media Accounts for Staff).
 4. The school's rules in relation to the setting and sharing of passwords for school accounts.
 5. Standards in relation to the sharing of data related to the school or school community, and the channels via which such data can be shared

- when permitted. This includes standards related to the uploading of student data on external applications and learning tools, where applicable.
6. Standards in relation to academic honesty, plagiarism, and the responsible use of copyrighted material and digital tools (e.g., artificial intelligence), in line with the Federal Decree-Law No. (38) of 2021 on Copyrights and Neighboring Rights and the ADEK terms and conditions, copyright policy, and data privacy policy with regard to the collection, use, and disclosure of information.
 7. GES shall communicate the relevant responsible usage policies to students, parents, staff, and visitors via appropriate channels.
 - a. GES shall publish responsible usage policies applicable to students and parents on the school website and in the Parent Handbook, as per the *ADEK Parent Engagement Policy*.
 - b. For all younger students up to Grade 6 /Year 7, GES shall provide age-appropriate versions of the policy to students, and a full version of the policy to parents.
- 5.2 Safeguarding Students: GES shall put in place education programmes and effective systems to protect students from the online risks stated below.
1. Online risks posed to students are as follows:
 - a. Exposure to content that is inappropriate, illegal, or may harm their wellbeing.
 - b. Exposure to unsafe online interaction (e.g., interaction with users with fake profiles).
 - c. Personal online behavior that can lead to harm for self or others (e.g., engaging in cyber bullying).
 - d. Scams and finance-related risks such as gambling and phishing.
 2. GES shall put in place the following programmes, systems, mechanisms, and procedures to safeguard students against online risks and promote their wellbeing:
 - a. An age-appropriate awareness programme for all students, covering the benefits of technology, awareness of online risks, self-assessment of online risks when using technology, online safety measures, and the impact of digital habits on wellbeing (e.g., the impact of duration of usage of digital devices).
 - b. Appropriate filtering and monitoring systems to monitor student internet use on school devices and systems (physical firewalls).
 - c. Regular analysis of students' internet usage and web filter violations to identify potential adverse trends or problems.
 - d. Procedures to identify and support students who appear to be developing risky, excessive, or illegal digital habits, such as digital addiction or gambling, in line with the *ADEK Student Mental Health Policy* and the *ADEK Student Behavior Policy*.

- e. Mechanisms to enable safeguarding during activities conducted virtually (e.g., disabling private chat for students).
 - 3. GES shall ensure there is a developmental purpose before allowing students to use the Internet during school hours.
- 5.3 Digital Incidents:
 - 1. A digital incident occurs when a member of the school community engages in inappropriate use of digital technology. This includes a breach of reasonable usage policies, the accessing of inappropriate content, inappropriate behaviors or communications, cyberbullying, or any other breach of school regulations in an online setting.
 - 2. Where a digital incident occurs during school hours or in settings covered in schools' digital policies, GES shall make interventions and provide support to students and/or staff in line with the relevant policy (e.g., *ADEK Employment Policy*, *ADEK Staff Wellbeing Policy*, *ADEK Student Administrative Affairs Policy*, *ADEK Parent Engagement Policy*, *ADEK Student Behavior Policy*, and the *ADEK Student Protection Policy*). Where required, GES shall report digital incidents to ADEK and cooperate with the Abu Dhabi Police for investigations.
 - 3. GES shall ensure that every digital incident is recorded, documented, and signed by the Principal and stored for auditing purposes, in line with the *ADEK Records Policy*.
- 5.4 GES shall require parents to monitor students' usage of digital devices outside of school premises and school hours to ensure safe and appropriate digital behavior.

6. Digital Infrastructure

- 6.1 Digital Devices: GES shall ensure that digital devices issued to members of the school community have appropriate security features. Where a school allows staff to access school-related data or systems on other devices or has a Bring Your Own Device (BYOD) policy for staff or students, the school shall define and implement digital safety precautions (e.g., minimum device specification, and antivirus requirements).
- 6.2 Digital Systems for Staff: GES shall ensure that relevant staff members have access to digital systems provided by ADEK, including the Learning Management System.
- 6.3 Distance Learning Readiness: GES shall adopt measures for distance learning for emergency situations such as temporary school closures or for individual students in exceptional circumstances (e.g., prolonged hospital stay, or emergency travel with parents for extensive periods).
- 6.4 Assistive Technology: GES shall provide assistive technology to students with additional learning needs as indicated in their Documented Learning Plan, in line with the *ADEK Inclusion Policy*.
- 6.5 External Providers and Products:

1. GES shall develop a third-party risk assessment framework for selecting external IT service providers and products related to the school network, system, and infrastructure, including learning application providers and open-source applications. This framework shall include the following, at a minimum:
 - a. Compatibility with existing school systems.
 - b. Secure management of data.
 - c. Compliance with cyber security standards and frameworks.
 - d. Security against cyber threats.
 - e. Service delivery and backup/ recovery provisions.
 - f. Reputation and financial stability of the provider.
 - g. Adherence of the vendor to the Federal Decree-Law No. (45) of 2021 on the Protection of Personal Data and the ADEK terms and conditions, copyright policy, and data privacy policy with regard to the collection, use, and disclosure of information.
 - h. Where relevant (e.g., learning application providers), educational quality, and age-appropriateness of content.
2. GES shall communicate to external vendors that the vendor is subject to the Federal Decree-Law No. (45) of 2021 on the Protection of Personal Data and the ADEK terms and conditions, copyright policy, and data privacy policy with regard to the collection, use, and disclosure of information.

7. Data and Cyber security

7.1 Secure Digital IT Architecture: GES shall establish a robust secure digital infrastructure and ensure the relevant cybersecurity controls are implemented as follows:

1. Access Control
 - a. Implement multi-factor authentication mechanisms across critical services.
 - b. Define and enforce role-based access control to ensure users have appropriate permissions.
2. Data Encryption
 - a. Employ encryption for data in transit and at rest to safeguard sensitive information.
3. Network Security
 - a. Deploy next-generation firewalls and intrusion detection/prevention systems to protect against unauthorized access.
 - b. Ensure web filtering policies are enforced.
 - c. Ensure the ability to block inappropriate content.
 - d. Ability to detect infected machines across the school network.
 - e. Ensure identity-based firewalls are implemented to provide granular visibility on user browsing activity.
 - f. Established a unified security edge architecture for all internet browsing.

- g. Regularly monitor and audit network traffic for unusual patterns.
- 4. Endpoint Protection
 - a. Install and update anti-virus/ anti-malware software on all school-managed devices.
 - b. Implement hard disk device encryption and ensure regular security patching.
- 5. Data Backup and Recovery
 - a. Establish automated regular backup procedures for critical data.
 - b. Ensure backups are vaulted and stored offline.
 - c. Develop a robust disaster recovery plan to minimize downtime in case of a security incident.
- 6. Data Security
 - a. Establish data classification controls across school and student data.
 - b. Implement Data Loss Prevention Tools to ensure data leaks or ex-filtration is prevented.
- 7. Security Awareness Training
 - a. Conduct regular training sessions for staff and students to raise awareness about cyber security threats and best practices.
- 8. Incident Response Plan
 - a. Develop and regularly update an incident response plan to address security breaches promptly and effectively.
 - b. Perform a tabletop cyber-attack simulation and exercise with school management involvement.
- 9. Physical Security
 - a. Ensure secure access to physical servers, networking equipment, and other critical infrastructure.
- 10. Regulatory Compliance
 - a. Ensure compliance with local and international data protection regulations and standards.
- 11. Monitoring and Logging
 - a. Implement comprehensive monitoring systems to detect and respond to security incidents in real time.
 - b. Maintain detailed logs for auditing and analysis purposes.
- 12. Secure Software Development
 - a. Follow secure coding practices when developing or procuring educational software.
 - b. Regularly update and patch software to address vulnerabilities.
- 13. Cloud Security
 - a. If using cloud services, ensure the selected providers adhere to stringent security standards.
 - b. Implement proper configuration and access controls for cloud resources.
 - c. Integrate Cloud Services – Software as a Service (SaaS) with school identity services where possible.
 - d. Establish Cloud SaaS Security Posture Management capabilities.

14. Collaboration Security
 - a. Secure communication and collaboration platforms to protect sensitive educational information shared among students and staff.
15. Third-Party Security
 - a. Vet and monitor third-party vendors providing educational technology solutions to ensure they meet security standards.
- 7.2 System Maintenance: GES shall maintain and regularly update digital infrastructure, operating systems, security systems, and software, including antivirus protection software. Schools shall regularly test their digital infrastructure and systems to ensure they are in good working condition.
- 7.3 Safe Use of External Learning Applications: GES shall have safeguarding mechanisms in place (e.g., single sign-on systems) to protect student and system security in the use of external learning applications.
- 7.4 Safe Virtual Interaction with Invited Visitors: GES shall seek parents' consent for any live virtual interactions with invited visitors, inside or outside of class. All such interactions shall also be approved by ADEK, in line with the *ADEK Extracurricular Activities and Events Policy* and the *ADEK Student Protection Policy*.
- 7.5 Backup and Storage: GES shall ensure that backups of important information, software, and configuration settings are performed at an appropriate frequency and retained for an appropriate period of time to allow for business continuity.
 1. GES shall ensure that such backups are stored securely and separately from the school network.
 2. GES shall ensure that their data is synced to the cloud.
- 7.6 Cyber security Incidents: GES shall develop response and business continuity plans to guide staff in the event of a cyber security incident, including the protocols for reporting the incident to the school leadership team and to ADEK, and the process for maintaining operational continuity.
 1. GES shall not communicate any cyber security incident to external parties except for the service provider involved and ADEK.
 2. GES shall adhere to all applicable laws and policies set out by the Abu Dhabi Digital Authority and any other relevant authorities in the UAE, including the Federal Decree Law No. (34) of 2021 on Combatting Rumors and Cybercrimes.

8. Data Protection

- 8.1 Data Protection Policy: GES shall develop a Data Protection Policy, setting out how the school shall ensure that personal information is dealt with correctly and securely, and in compliance with Federal Decree Law No. (45) of 2021 on the Protection of Personal Data, which shall include, at a minimum:
 1. The specification of the types of personal information that may be collected.

2. The requirement and procedures for individual consent in the collection, processing, and storage of personal information.
 - a. Consent must be freely given, specific, informed, and unambiguous.
 - b. Consent may be withdrawn by the individual at any time.
 3. The conditions under which personal information may be shared by the school with other individuals or entities (e.g., with ADEK).
 - a. GES shall have a non-disclosure agreement built into any agreements with contractors in which personal data cannot be shared within or outside the country for any purposes, without the explicit consent of ADEK.
- 8.2 Sharing Data with ADEK: GES shall provide accurate and up-to-date data to authorized ADEK personnel on request, in line with the Federal Decree Law No. (18) of 2020 on Private Education and Law No. (9) of 2018 Concerning the Establishment of the Department of Education and Knowledge and in line with the ADEK terms and conditions, and data privacy policy with regard to the collection, use, and disclosure of information.
1. GES shall inform parents of their obligations to share data with ADEK accordingly.
- 8.3 Data Protection Plan: GES shall develop and annually review a data protection plan, in compliance with Federal Decree Law No. (45) of 2021 on the Protection of Personal Data and the *ADEK Records Policy*. The data protection plan shall set out the steps taken by the school to safeguard its organizational data, including data classification methods, authorization levels, protections against cyber security and other threats, and procedures for restoring backed-up information in case of breaches.

9. Digital Communications

- 9.1 Digital Media Policy: GES shall develop, implement, and monitor a Digital Media Policy governing the creation and publication of digital media. The policy shall include, at a minimum:
1. The requirement to obtain consent before recording and publishing digital media:
 - a. GES shall only take photographs and/or video recordings of students after obtaining written consent from parents. In obtaining consent, schools shall inform parents about the purposes for which the photographs and/or video recordings are being taken.
 - b. GES shall obtain written consent from parents before publishing digital content involving students. GES shall clearly specify if the student will be identified by name in the publication when obtaining consent.
 2. The procedures for the provision and withdrawal of consent.
 3. Conditions related to the storage and security of digital media.
 4. Conditions related to the use of personal devices and accounts for recording or publishing school content.

- 9.2 **Social Media Policy:** GES has developed and implemented a Social Media Policy in relation to the use of social media by the school.
1. The policy includes:
 - a. Social media platforms and accounts to be used by the school.
 - b. Access, security, and password protection procedures for the school's social media accounts.
 - c. Conditions related to content, language use, and engagement with other accounts.
 - d. Conditions related to the use of names, photos, and videos of students, in accordance with Section 8.1. Digital Media Policy.
 - e. Guidelines for moderators (see Section 8.2.2. Moderators) in relation to content posted by third parties on the school's social media pages, including procedures to manage disrespectful content and trolling.
 - f. Procedures for addressing other adverse social media behaviors, such as impersonation of the school's accounts.
 2. **Monitoring School Communications:** GES shall regularly monitor all official and unofficial school-related communication channels (newsletters, social media, parent communication groups, etc.) to ensure their compliance with this policy.
 3. **Moderators:** GES shall appoint moderator(s) to pre-approve or remove content posted by other users on the schools' social media pages, where possible, in line with the school's guidelines. Moderator(s) shall reject or remove, where possible, content that is inappropriate, not in line with the UAE cultural values, or amounts to bullying, harassment, discrimination, or intimidation, in line with the *ADEK Values and Ethics Policy* and the *ADEK Cultural Consideration Policy*.
- 9.3 **Personal Social Media Accounts for Staff:** GES shall authorize members of staff to create and maintain existing personal social media accounts. In relation to these, staff members shall:
1. Not use email addresses issued by the school to create such accounts.
 2. Use the tightest possible privacy settings.
 3. Not identify themselves as being associated with the school, except on professional social media platforms (e.g., LinkedIn).
 4. Not accept invitations to friend, connect with, or follow from current students or former students under the age of 18, or send such requests to current students or former students under the age of 18.
 5. Not accept invitations from parents of current students to friend, connect with, or follow them.
 6. Not use such accounts to communicate with current students, their parents, or former students under the age of 18. This applies to messaging applications (e.g., WhatsApp, Telegram, Signal).

7. Assume that content posted through such accounts (including online reviews and comments) is publicly visible and searchable, regardless of the privacy settings, and exercise appropriate discretion.
 8. Ensure that content shared through such accounts is appropriate, in line with the *ADEK Cultural Consideration Policy*, and does not amount to bullying, harassment, discrimination, or intimidation, in line with the *ADEK Values and Ethics Policy*.
 9. Ensure that content shared through such accounts does not give the impression of being endorsed by the school.
 10. Ensure that they do not share any confidential information related to the school through such accounts.
- 9.4 Communications via Email: GES shall inform staff members that they are not authorized to use personal email addresses to communicate with students or parents.
- 9.5 School Website: GES has a dedicated website and it is kept up to date to serve as a reference for members of the school community.
1. GES shall publish the following content on their website, at a minimum:
 - a. Contact information.
 - b. Services provided by the school.
 - c. Fees, including transportation fees and fees for optional activities.
 - d. Inspection reports.
 - e. Aggregate student achievement data or individual achievements (e.g., awards), with consent.
 - f. Public versions of the annual report, in line with the *ADEK Reporting Policy*.
 - g. School policies that is relevant to parents and/or students.
 - h. Any other required content, as defined by ADEK policies.
 2. GES shall ensure that the content published on their website is accurate and appropriate, in line with the *ADEK Values and Ethics Policy*.
 3. GES shall ensure that content published on their website is in line with the requirements for digital media (see Section 9.1. Digital Media Policy).

Parental Engagement Policy

Policy Statement

- Global English School recognises the importance of a meaningful relationship between the school and parents that encourages open and honest communication between the two.
- GES will help parents to understand how they can support their child's progress and achievement and will help parents to understand the educational processes and the curriculum.
- GES has recognised three ways in which parents can help their child to achieve at school.
 - (1) Support with study at home
 - (2) Organise and monitor the student's time,
 - (3) Discuss the student's day at school.

Parent-School Agreement:

All parents are required to sign a parent-school agreement prior to their child's enrollment in the school and annually upon re-enrollment.

- The agreement shall outline the obligations of each party and require parents to accept the full set of school policies.
- The agreement shall include a code of conduct for parents when interacting with the school community, and an acknowledgment of the Student Code of that parents are expected to ensure their children adhere to.
- The code of conduct shall be aligned with the ADEK Values and Ethics Policy, ADEK Digital Policy, Student Behavior Policy, ADEK Inclusion Policy, ADEK Cultural Consideration Policy, and ADEK Student Administrative Affairs Policy.

Parent code of conduct:

1. Respect the vision, mission, and value statements of the school and its learning environment.
2. Treat members of the entire school community including students, staff (including security guards, cleaners, etc.), parents, in a professional and respectful manner and maintain relationships in the best interest of students.
3. Acknowledge that the education and wellbeing of each child whilst in school is a joint responsibility based on a positive school-to-home relationship between the school and the parent and that they will commit to their responsibilities (e.g., ensure their children engage in home learning, get adequate sleep, consume healthy foods, engage in physical activity).
4. Set a good example with regard to speech and behavior and a willingness to resolve concerns in a professional manner whether verbal or written (e.g., not raising one's tone of voice or using offensive
5. Refrain from posting culturally inconsiderate or defamatory content about parents, students, or staff of the school on social media as per the *ADEK Cultural Consideration Policy*.
6. Seek to clarify a child's version of events with the school's view in order to bring about a peaceful solution to any disputes.
7. Correct their own child's behavior (or those in their care), where it could lead to conflict/ unsafe conduct or limit the ability of other children to learn.
8. Commit to and be respectful of the school's general policies and whilst on school premises and behave and dress in a manner that is respectful of UAE national identity and cultural values and its current legislation.
9. Strive to achieve and maintain excellent daily attendance and punctuality of their child, including not taking holidays outside of official school breaks, following up on their child's academic performance, and being respectful of arrival and pick-up timings.
10. Respect the school's policy on academic honesty and integrity (i.e., monitoring their child's schoolwork for plagiarism, refraining from providing unnecessary assistance) to ensure the work accurately reflects the child's ability. This includes refraining from providing false information to the school (i.e., submitting fraudulent documents, and making false excuses for absences).
11. Respond to teacher requests to attend parent/teacher meetings as invited and maintain frequent positive communication to benefit their child's growth and steady progress.

12. Cooperate with the school's recommendations for additional learning support, in instances where the school deems learning support is necessary for their child's educational progress and development.
13. Should the above minimum requirements be disrespected or ignored, at the discretion of the school, parents may be asked to leave the school premises or be denied access.

Parent Handbook:

GES shall develop and implement a Parent Handbook that includes information about the school's programmes, policies, and procedures. The school shall make the handbook available to parents at the beginning of the academic year on the school website.

The handbook shall include, at minimum:

- School rules, policies, and procedures relating to admission, enrollment, tuition fees, uniform, daily schedule, attendance and punctuality, behaviour, academics, curriculum, assessment, communication protocols, nutrition, student protection and welfare, and transportation, as per the relevant ADEK policies.
- A blank copy of the parent-school agreement.

Parent engagement:

1. Engaging parents in the child's learning

- GES shall promote parent engagement in the learning and development of their children by facilitating access to information, staff, resources, and support.
- Interaction and Communication with Staff: Schools shall enable courteous, respectful, and professional parent-staff interactions and communication channels.
- grant parents direct access to their child's teacher(s) to follow up on their child's progress.
- GES shall grant parents direct access to all members of staff who are planning for or providing additional support for their child (e.g., Inclusion Assistant, Counselor, and Social Worker).
- GES shall ensure teachers and educators contact and notify parents when necessary to discuss any student's academic or behavioral issues as per the *ADEK Student Administrative Affairs Policy*, *ADEK Educational Risk Policy*, *ADEK Inclusion Policy*, and the *ADEK Student Behaviour Policy*.
- GES shall emphasize that parents are to abide by the school's code of conduct for parents and interact courteously and respectfully with all staff.
- GES shall send regular reminders of expected staff response times during the school's working hours, including an alternative contact information for emergencies as per the *ADEK Student Administrative Affairs Policy*.

2. Assessment Guidance:

- GES shall partner with parents in encouraging students to aim to do their best in internal and external assessments. GES shall support parents in developing an understanding of their child's assessment results and next steps for learning through direct communications, workshops, and/or training sessions as per the *ADEK Assessment Policy*.

Curriculum Transfer and Equivalency:

- GES shall provide support and guidance to parents who are seeking to switch curricula, ensuring that they are aware of the impact of changing curricula and the potential challenges that may arise from a break in the continuity and progression of learning.
- GES shall additionally inform parents of UAE equivalency requirements and require their signing of an undertaking should they choose not to seek equivalency.

Student Performance Reports:

GES shall share student performance reports with parents in digital format and provide opportunities for parents to meet with teachers at least once every term to discuss their child's learning as per the *ADEK School Performance Reports Policy*.

Home Learning Support:

GES shall encourage home-based learning support to promote parent-student interaction in the home environment for all students, including students with additional learning needs as per the *ADEK Inclusion Policy*.

Engaging Parents in Their Child's Wellbeing:

GES shall promote awareness of their wellbeing strategy and associated wellbeing policies to parents. Parents shall also be given the opportunity to provide feedback on improving their child's wellbeing at school by participating in parental wellbeing surveys as per the *ADEK Wellbeing Policy* and the *ADEK Quality Assurance Policy*.

Healthy Eating and Food Safety: GES shall encourage parents to pack healthy and balanced meals and snacks for their child, using sustainable practices, and inform them of food restrictions and foods to avoid bringing to school, particularly during events where food is shared. Schools shall inform parents of any food-related concerns for their child on the same day that the concern was noticed and require them to submit information regarding their child's food allergies as per the *ADEK Healthy Eating and Food Safety Policy*.

Mental Health Awareness: GES shall communicate their Student Mental Health Policy to all parents, including ensuring school counselors and teachers inform parents of any identified counseling needs for their child, requirements related to confidentiality and parental consent, and implications for parents who refuse to give consent. As per the *ADEK Students Mental Health Policy*, GES shall inform parents of the mental health education programmes conducted in schools and offer engagement opportunities. Where external support is being provided, parents shall monitor and report progress to the counselor who in turn shall inform the school's Mental Health Committee or Lead, as per the *ADEK Student Mental Health Policy*.

Inclusive Provision for Students: GES shall inform parents of their inclusive admissions processes, requests for clinical assessment reports, inability to accommodate students (if applicable), and provide regular progress updates on their child's learning, and engage parents in decision-making related to any modified curriculum pathways that may affect equivalency requirements. Parents shall be informed of

additional fees for support that is not part of the school's standard inclusive provision, referrals for specialized placement, and/or requirements for Individual Assistants or a dedicated Inclusion Assistant as per the *ADEK Inclusion Policy* and the *ADEK In-School Specialist Services Policy*.

Extracurricular Activities (ECAs): GES shall encourage parents to support their child's participation in extracurricular activities and facilitate this by sharing the ECA calendar and all other information, documents, and systems to assist them in registering. School shall equally encourage parents to volunteer to lead or assist ECAs, as per the *ADEK Extracurricular Activities and Events Policy*.

Digital Practices: GES shall engage parents in supporting their child's digital learning and monitoring digital device usage outside of school hours to ensure safety, as per the *ADEK Digital Policy*. GES shall communicate to parents responsible digital usage policies for students including what is permitted/prohibited to do on the school's premises, network, and systems.

Photos / Videos of the students: GES shall only take photographs and/or video recordings of students after obtaining written consent from parents.

Sustainable Practices: GES shall inform parents of its sustainability strategy, policies, and initiatives, and encourage their involvement and contribution as per the *ADEK Sustainability Policy*.

Immunization: GES shall allow access to Department of Health (DoH)- appointed health providers and facilitate their task of conducting the school based immunization programme for students and their parents in line with DoH guidelines as per the *ADEK Health and Safety Policy*.

Provision of Emergency Medical Services: In the event of an emergency and absence of parental consent, the school nurse shall inform parents of the requirement for intervention and take necessary measures to ensure the student's wellbeing, as per the *ADEK Health and Safety Policy*.

Weight Limits of School Bags: Schools shall inform parents, with regular reminders, to adhere to maximum weight limits for students' school bags as per the *ADEK Health and Safety Policy*

Parent Involvement and Notification:

Visits to School: Schools shall provide opportunities for parents to visit the school and meet the principal, teachers, and other staff. School shall conduct at least one open day event per term where parents can visit their child's learning spaces (e.g., classroom, other facilities).

Volunteering: School shall encourage parent volunteering and inform them of the requirements (e.g., Private Schools Staff Information System (PASS) registration/security clearance, student protection training as per the *ADEK Employment Policy*, *ADEK Safeguarding Policy*, and the *ADEK Student Protection Policy*. Parents will also need to adhere to the *ADEK Values and Ethics Policy*, *ADEK Cultural Consideration Policy*, *ADEK Professional Code of Ethics*, and *Code of Conduct for Education Professionals in General Education* (MoE, 2022) when carrying out their volunteering duties.

Participation in School Events: Schools shall actively promote parent attendance (e.g., as spectators or volunteers) at school events (e.g., UAE's National Day celebration, graduation ceremonies, sports

competitions) as per the *ADEK Extracurricular Activities and Events Policy*, higher education and career guidance sessions, general workshops, panel discussions with the students etc.

Governance:

GES shall have a Governing Board that includes at least one parent representative with voting rights, as per the *ADEK Governance Policy*. Parent members are expected to represent the interests of the parent body and not their own personal interests or the specific interests of their child(ren).

Parent representatives: GES shall have at least one parent representative per grade/year to serve as a liaison between the teacher(s) and parents.

Parent Council: GES shall establish a parent committee to represent the parent community in any form the school chooses, such as a high level parental advisory council (advising the governing board on matters relevant to school strategy and operations), a parent council, or a Parent- Teacher Association (PTA) (liaising between parents and schools and that is responsible for parents' involvement in school). Parents shall also have the opportunity to be involved in the School National Identity Committee, as per the *ADEK Governance Policy*.

Support to Parent Council: GES shall provide support to the parent council (advisory council, social association) and actively partner with it to encourage parent involvement and engagement, as per the *ADEK Governance Policy*.

Fees: GES shall enable parents to pay the ADEK-approved school fees in a timely and convenient manner, without charging Value Added Tax (VAT). GES shall ensure parents receive information outlining their response to non-payment or late payment of school fees, as per the *ADEK Fees Policy*.

Inspection Ratings: GES shall ensure that they publish their inspection rating and report on their website and make these available to parents, as per the *ADEK Quality Assurance Policy*.

School Records: In relation to students transferring schools within or outside the UAE, schools shall obtain parent consent before transferring student information to any third party. Schools shall keep parent details within the school and ensure that receive any copy of any reports on student information submitted to ADEK. GES shall facilitate parents to access their child's school records upon request (particularly those such as medical files that cannot be removed from the clinic) as per the *ADEK Records Policy* and the *ADEK Reporting Policy*.

Student Protection: GES shall inform parents of their duty of care in the protection of students. Sudden unexplained withdrawal of a student from school may be reported as a maltreatment concern. Schools shall conduct related orientation sessions to ensure parent awareness regarding student protection, in particular, that all members of the school community are mandated reporters as per the *ADEK Student Protection Policy*.

Safeguarding: GES shall additionally notify parents of all relevant requirements to safeguard students and the school such as the issuance of permanent access passes, authorizations for unaccompanied Cycle 3 students, arrival/departure notifications, pre-registration of guests for school events, protocols to inform the school of changes to pick-up arrangements, and other requirements as per the *ADEK Safeguarding Policy*.

School Calendar: GES shall share the school calendar with parents once it has been approved by ADEK as per the *ADEK School Calendar and Public Holidays Policy*.

Transportation: Schools shall inform parents about its bus services and communicate parent obligations and associated information regarding drop off and pick-up protocols and authorized persons, parking, use of non-school bus transportation (scooters, bicycles, etc.), consent required, and other requirements as per the *ADEK Transportation Policy*.

Inclusion: Schools shall ensure equitable access for parents of students with additional learning needs and parents who are people of determination to be involved in the above, as per the *ADEK Inclusion Policy*.

Means of communication:

1. **School Website:** For sharing important information, educational resources for students and informing the developments.
2. **Mobile App (GESApp) :** For sharing news, circulars, instructions to students
3. **Class Dojo & Google Class:** Day to Day communication between Homeroom teachers and parents, sharing resources and instructional help to students, implemented in KG, Primary and secondary Classes
4. **Printed Circulars:** For informing parents and students on specific, important matters.
5. **Soft copies of circulars**
6. **Newsletters:** Generally designed and developed every month, highlights on the happenings at the School, shared with the parents through the website.
7. **SMS Messages:** Messages are sent on Mobile Phones in case of Emergency and this is used to communicate short but important messages.
8. **Whatsapp Messages:** Messages are sent to specific target groups
9. **Facebook Page / other social media :** For informing the parents and the general public about the happenings in the School
10. **Coffee Morning Meet:** This is an Open Forum for parents to walk in and share their concerns and or suggestion with the SLT, generally conducted on every Thursdays
11. **Open Days:** At least 4 to 5 Open Days are there in an Academic Year. This is an opportunity for parents to meet the teachers of their children and to have a One-to-One discussion on their learning development.
12. **Meeting Teachers with Prior Appointment:** Parents have been informed on the procedure of meeting teachers, supervisors and or HoS and the Principal. They can leave the message and/or their concerns at the Reception Desk or with the Student Counsellor or Welfare Officer. In case of an emergency, the meeting is arranged at once, else parents are allocated time to meet the concerned.

Additional means of communication introduced

1. A Mobile App is introduced for effective communication between parents, teachers, students and academic administration.
2. Circulars are sent to parents over e-mail through the Mobile App /School ERP / SMS/Whatsapp.
3. Newsletters are sent at the end of every month to the parents' registered e-mails, uploaded onto the website and shared among a large community.

4. Class Dojo in KG and Primary Levels (Instructions and learning resources shared) and Google Class platform in secondary grades.
5. Coffee Mornings / Evenings are conducted to have formal / informal discussion with the SLT which is a platform for the parents to meet with the SLT every week without any prior appointments.

Attendance and Absence policy

Attendance

- 2.1 Requirements: At the beginning of each academic year, GES shall develop, implement, monitor, and regularly review and communicate their Attendance Policy to parents and publish it on the website. GES shall outline the following elements in their policy, at a minimum:

1. Defining Attendance and Punctuality: GES shall ensure that the attendance policy defines attendance and punctuality and sets out the school's procedures to ensure compliance.
 - a. GES shall have a procedure in place to follow up on all unreported absences within 2 hours of the attendance register being closed.
 - b. GES shall establish a system to record and notify parents of the arrival and departure of unaccompanied Cycle 3 students and upon request for students in any grade below Cycle 3, in line with the *ADEK Safeguarding Policy*.
 - c. For compulsory grades (Grade 1/Year 2 and above), GES shall identify students with unauthorized absence rates above 5% of the total calendar days outlined by ADEK as a "cause for concern".
 - GES shall determine whether to identify the student as being at educational risk, in line with the *ADEK Educational Risk Policy*.
 - The absences lead to reasonable suspicions of maltreatment (neglect), the school shall report this in line with the *ADEK Student Protection Policy*.

For the KG cycle, GES shall identify a student's overall absence rates (including authorized and unauthorized absences) above 10% of the total calendar days outlined by ADEK, as a "cause for concern" and are authorized to further escalate, in line with the ADEK Educational Risk Policy and/or the *ADEK Student Protection Policy*, if applicable. Schools shall advise the student's parents that persistent absences may have an impact on student learning and progression.

- a. GES shall require students with additional learning needs to comply with the school's attendance requirements as detailed above. However, we shall accommodate leaves requested for medical or therapeutic reasons.
2. Ensuring Attendance Compliance: GES shall outline the procedures via which attendance compliance is ensured, including:

- a. Recording attendance.
 - b. Managing absences in accordance with the guidelines issued by the ADEK Student Happiness Committee.
 - c. Recognizing excellent or improved student attendance.
 - d. Reporting attendance to ADEK daily on eSIS.
 - e. Safeguarding against travel-related absences during periods before school breaks by verifying that lesson plans enable positive engagement in productive learning throughout the academic year (e.g., lesson plans are not designed to be “light” in the last week before the end of the term in anticipation of student absences).
 - f. Communicating and working effectively with parents, students, and school staff about the importance of good attendance, the rules of attendance, and the consequences of poor attendance.
3. Authorized Absences:
- a. GES shall authorize the following types of absences, provided they are supported by a signed letter from parents or official documents from appropriate authorities:
 - Illness.
 - Death of a first- or second-degree relative.
 - Medical appointment scheduled prior to the absence.
 - Official community task.
 - Mandatory appearance before an official body.
 - Essential urgent family travel for matters such as medical care, escort leave, or a death in the family.
 - Attendance of conferences, competitions, and events, with the permission of the Principal (e.g., Model United Nations, sports events, Olympiads).
 - Work in the entertainment industry.
 - Observation of religious holidays that are not defined as public holidays in the UAE.
 - Examination leave (for board and pre-collegiate examinations only, when approved by ADEK).
 - Study leave (up to 4 weeks annually for board and pre-collegiate examinations only, when approved by ADEK).

GES shall remain open for learning during study leave and shall ensure that adequate support is provided to students who are not taking leave.

- Leave for medical or therapeutic reasons for students with additional learning needs.
- Government-approved school closures due to extreme weather conditions.
- Where an absence is authorized, schools shall inform the student of work to be caught up and shall allow the student to complete any assignments or tests that they have missed.

4. **Punctuality:**

- a. GES shall excuse students who are late in the morning in the case of adverse weather conditions, or any other exceptional reason deemed appropriate by the school administration.
- b. GES shall have a mechanism in place to approve and manage student punctuality (for instance, requiring students to register at the reception to obtain a late pass).
- c. Where a student is late on three or more occasions within an academic year, schools shall undertake the appropriate course of action in line with the *ADEK Student Behavior Policy*.

- 2.2 **Maintenance of Attendance Records:** GES shall ensure that teachers record student attendance daily and report it to the centralized unit responsible for updating SIS.

Unreported absence : In the event of a student not reported and there is no information / notification from the parent, the Class Teacher / Form tutor contacts the parent over the phone immediately after the school hours. Message is sent on the digital platform as well as email sent within a reasonable time during the day.

- 2.3 **Intervention Mechanism for Students at Educational Risk:** GES shall identify any students with low attendance as “students at educational risk”.

1. GES shall work with the concerned students and their parents to implement an intervention plan in line with the *ADEK Educational Risk Policy*.

Accordingly, we have the following policy in place:

Attendance & Absence

Regular attendance at school is important for a student to gain the most benefit educationally and socially. It also a legal obligation. Maintaining good attendance in school is extremely important in succeeding academically. Attendance at school is compulsory, five days a week. It is important that students gain continuity in their education in order to move ahead. This Attendance Policy is based on **ADEK Policy (54) Student Attendance and Policy (55) Absenteeism**

Student absences:-

- If an absence is anticipated, a pre-excused form should be produced before for approval from the VIC PRINCIPAL. This could occur for example, when a medical appointment has been made. Notification intended absence should be provided to the school at least ten (10) days prior to the absence.
- Any extended leave of absence including overseas leave must have prior approval from the PRINCIPAL. Overseas travel is normally considered an unapproved absence. Parents are advised against taking students on holidays outside the established holidays set by the ADEK / Ministry of Education (MoE)
- If your child is absent through illness or any other unforeseen reason, then a note explaining the reason for the absence should be produced on the first day back to school and presented to the class advisor. A medical certificate should accompany this note if the absence is due to illness.
- If a student is absent from school without prior warning having been given, a call/SMS or note will be made or sent home asking for an explanation of the absence.
- In cases when parents know that an illness or injury will prevent attendance for three or more days, it is advisable to phone the school office. This will prevent a call from school office to your home.
- In cases, when a student will be absent representing the school, state or country at sport or any other department of education organized activities such as music, debating etc, then the student will be marked officially present at school.

Fractional Truancy:-

It is essential that students attend every class in a day. The Class teacher shall register the attendance at each class.

The markings recorded are : **P = present A = absent L = Leave**

Unauthorized Absence :

If a student remains absent for more than 15 days without any sort of notice or information to the school administration, a report on such unauthorized absence is sent to ADEK regional office.

The school follows the below protocol for attendance categories:

Category & Percentage range	Action Plan
Green Category: 98% 100%	Rewards & positive reinforcement. Certification of 100% Attendance to be given by the end of each Term. Roles involved: Pastoral Heads/ Heads of school.

Yellow category: 97.9% 92%	Personal talk with the child, Positive reinforcement. Maintaining an attendance tracker (by the homeroom teacher) for each class, class teachers are expected to have a personal chat with the respective student. Roles involved: Class teachers, (Supervisors/ School counsellor <i>if needed</i>).
Amber category: 91.9% 85%	First Parent Contact & undertaking. Supervisor to call parents. Letter to Inform and an undertaking to send home, and to be returned by the students with their parent's signature. <i>(Letter includes: student's attendance category, consequences of the following categories).</i> Roles involved: Supervisors
Pink category: 84.9% 75%	First written warning & parental meeting. Parents to meet with the Heads of School and Supervisors (School Counsellor/ School Nurse/ SEN/ Child Protection officer if needed). Undertaking to be signed by the parent. Roles involved: Heads of school and Supervisor (School Counsellor/ School Nurse/ SEN/ Child Protection officer if needed).
Red category: 74.9% Below	Final written warning, debarring from final exam & parental meeting. The child will not be allowed to write the exam unless the parent is met with The Principal & Heads of School. Final Warning to be issued during the parental meeting, an undertaking to be signed, prior to the exam. Roles involved: SLT (School Counsellor/ School Nurse/ SEN/ Child Protection officer if needed).

Attendance that is irregular

Late arrival at School:-

- Students arriving late to school are recorded.
- Students who report late to school several times are counselled to encourage timely arrival
- Students are expected to be on time for class and should arrive on campus no later than 7.30 a.m.

- If a student arrives late for more than three times a week, a letter of concern regarding the tardiness is sent home to notify parents.
- Where a regular pattern of late arrival is monitored a meeting will be arranged with the Vice principal, the student and the student's parents.
- Continued lateness may mean that the student will not be re-enrolled the following year.

Leaving early:-If a student needs to leave school early, the following procedure applies.

- The parent has to notify the help desk in the reception and sign a pre-excused absence form and get it countersigned by the concerned Pastoral Head to sanction the leave.
- If the pre-excused form is not signed by the Head of School / Pastoral Lead, the student or and the parent a required to meet them and give an explanation.
- The reason given should be a valid one for leaving school early as according to the ADEK policy.

Extracurricular Activities

One of the outstanding features of GES has been the extra-curricular activity programme, which has provided our students with a platform to excel in various skills that enhance talent, sportsmanship, competitive spirit, leadership and to a great extent, passion for life outside the walls of the classroom.

Our extra-curricular activities comprise of school activities such as participation clubs, competitions and innovative endeavour and social services. Our community activities, will encompass a sensitive drive to do well for our community and realise the needs of every individual in the society. We also will offer a work-related activity for the preparation of students in their future ambitions. There will also be a scope to involve as many students in volunteering activities to foster our GES core values.

The after-school activities will be offered to Grade one upwards. Students can choose more than one club on their allotted days and they may change club during the next term.

Assessment Overview

KG – Continuous assessment

Gr 1-2 Continuous assessment & Year End exams (CPT style)

Gr 3-5 Continuous assessment & Year End exams (GLPT & CPT)

Gr 6-9 Continuous assessment, Short tests, Term End & Year End exams (GLPT&CPT)

Gr 10-12 Interim assessments, Term End exam, 2 mock exams & Cambridge International Exams

GES ACTIVITY Calendar 2026-27

Calendar of Activities Academic Year 2026 -27 (T1, T2 & T3)

TERM 1 _ AY 2026-'27				
Month	Date & Day	Key Stage	In Charge	Activity
August 2026	24, Mon	SLT & MLT New Teachers	Principal	Staff back to school / Induction to new teachers
	26, Wed	Existing Teachers		Report to school
	30, Sun	KG and Primary	Phase Leaders	KG/KS1/KS2 Parent Orientation
		Secondary		KS3/KS4/KS5 Parent Orientation
	28 Friday	All	Arabic Dept/HOD	Emirati Women's Day (changed from 28th August)
	31, Mon	G1-12	Arabic Dept + HOD	Students Back to School Arabic Orientation for Parents
Sept 2026	01, Tue	KG		Students Back to School
	04, Fri	All		GREEN DAY
	07 - 11 (Whole week)	All	PL/HoD/HOI	Diagnostic test/Baseline
	08, TUE	All	English[French,Filipino] & Arabic Dept	International Literacy Day
	10, THU	All	Humanities and Arabic Dpt	International Charity Day Domain Values 22 Empathy + Cooperation with the "MAAN" (Parents & staff)
	15, Tue	G1-G12	Inclusion	Embracing Diversity and Belonging
	16, Wed	KG	PL1	KG Phonics Workshop for Parents
	18, Friday	KG	PL1	HEALTHY SNACKS DAY FAVORITE FRUIT/VEGETABLES (RED)
	14 -18 (Whole week)	Primary	PL2	CC Entry Term 1
	21, Mon	All	PL/Humanities Dept	International Peace Day
	21 - 25	Pri/ Sec	PL/PH	SRC Selection /Election
	22, Tue	Secondary	Maths Department	Grade 6 to 8 (Mental Maths Contest)
	24, Thu	All	School Nurse	Oral Hygiene Day
	25, Fri	KG/Primary/Secondary	PL 1/2/3	Healthy Snacks Day (new)

Calendar of Activities Academic Year 2026 -27 (T1, T2 & T3)

	25, Fri	KS4-KS5	PRM	Career Guidance Intro Session
	21, Mon	G1-8	PL/English-HoD	Handwriting Competition Grades 1 - 8 (National Identity Mark)
	29,TUE	All	PL/HoD- Science Dept	World Heart Day _ Debates
Oct 2026	WHOLE MONTH OF OCTOBER		Inclusion Dept	ADHD Awareness Month
	1, THU	All	Sustainability Coordinators/Pas toral/PL	Reopening of the Sustainability Club Flowering Plants, Herbs Planting
	02, Fri	ALL		GREEN DAY
	02, Fri	KG	PL	FRI - BRING YOUR FAVOURITE FRUIT/VEGETABLES (YELLOW)
	02, FRI	Primary, Secondary	PL/Pastoral Heads	Investiture Ceremony (SUBJECT TO CHANGE)
	08 Thu	All	Inclusion Department/HOI	Dyslexia Awareness Day
	01 - 09 Thu-FRI	KS2 , KS 3&4	PL/HoD/Hol/Asse ssment Coordinator	Mid Term 1 - Term 1
	5, Mon	All	Activity Coordinator	World Teachers' Day—Whole School
	11, Fri	Kg	PL	- BRING YOUR FAVOURITE FRUIT/VEGETABLES (GREEN)
	22-Thu	All	All	Parent Teacher Meeting- (2.30 pm- 5.30 pm) TBC
	12-13 MON-TUE	G2-G12	English [French, Filipino] & Arabic Dept	Story Writing Competition (National Identity Mark)
	13 TUE	ALL	Inclusion Department	Neurodiversity Awareness
	13- TUE	KS1	PL - KS1	Pirate Day / Baker's Day (Dress up)
	14 - 16	All		Midterm Break
	19-23 Mon-Fri	All	PL/HoD-Science	Space Week/ October 22 2026 Inter School Exhibition 10th-Exhibition
	19-23 Mon-Fri	KG	PL1	Continuous Assessment 1
	21, WED	KG	PL	WED, OCT 21 - DRESS UP (ASTRONAUT DAY)
	23-Fri	G 6-9	PRM,Student Counselor	Career Guidance Session

Calendar of Activities Academic Year **2026 -27** (T1, T2 & T3)

	21-Wed	KS3 G6-Boys	Secondary-PH	Visit to National Archives then to (Al wathba) Sheikh Zayed Festival city NIM- Domain is Culture - Subdomain - history Subject to ADEK Approval)
	21 WED	Grade 8-12	School Nurse	Health Talk by School Nurse, SC & SWO
	22-Thurs	KS3 G6-Girls	Secondary-PH	Visit to National Archives then to (Al wathba) Sheikh Zayed Festival city NIM- Domain is Culture - Subdomain - history (Subject to ADEK Approval)
	28, WED	KG	PL	WED, OCT 28 - DRESS UP (COMMUNITY HELPERS)
	29, Thu	KG	PL	THURS, OCT 29 - HEALTHY SNACKS DAY
	29, Thur	G5 - G12	Humanities Dept	UN Day Model United Nations- Business (MUN club)
	30, Fri	All	Activity Coordinator	Pink Day - Breast Cancer Awareness Day
	Oct 26 - Oct 30	KS2	HP, PL	Educational Trip (G3 - Shaikh zayed desert learning center, G 4,5 Al Ain Oasis subject to ADEK approval) Grade 3 - Oct 27, Grade 4 - Oct 28-29, Grade 5 - Oct 30-31 (SUBJECT TO CHANGE)
	Oct 26-30	KS1	PL, HoP	Educational Trip (Tentative- Al Ain museum and Alqasr mosque subject to ADEK approval) Grade 1- Oct 29 , Grade 2 Oct 30 (SUBJECT TO CHANGE)
	30 Fri	G1-12	English Dept/ Math Dept/Science Dept	Spelling Bee
Nov 2026	02 Mon	ALL	HOD	Remembering Shiekh Zayed (Arabic Assembly)
	02-13	G3-G9	HOD Arabic	IBT Assessment
	04 Wed	Grade 5 to 7	School Nurse	Health Talk by School Nurse, SC & SWO
	3 Tue	All	NIM Coordinators	UAE Flag Day
	4,5	KG	PL, HoP	Term 1 Educational Trips(* Subject to change based on ADEK approvals) Al Ain Zoo KG1 - Nov 6, KG2-Nov 5 (* Subject to change based on ADEK approvals)
	06, Fri	ALL		GREEN DAY
	06, Fri	KS2-KS3	ICT Dept	Techno Talent Fest[Inter school competition]
	07-Saturday	G7-12 Boys	Pastoral Heads	Zayed National Museum Abu Dhabi & Yas water Theme Park- Abu Dhabi- Subject to ADEK Approval
	2-6	All	NIM Coordinators	UAE Tolerance Day
	5-Thu	G1-G7 G8-12	Islamic Dept	Islamic Quiz Islamic Facts and Science Presentation
	6- Fri	All	Science Dept	World Diabetes Day

Calendar of Activities Academic Year 2026 -27 (T1, T2 & T3)

	8-Sat	G7-12 Girls	Pastoral Heads	Zayed National Museum Abu Dhabi & Yas water Theme Park- Abu Dhabi- Subject to ADEK Approval
	9-13	KS1 & KS2	Arabic Dept	Spelling Bee Competition & UN ARABIC language Day
	13, Fri	ALL	Inclusion Dept.	World Kindness Day
	13	KS4-KS5	PRM	Career Guidance (Grade 9 to 12)
	12- Thu	All	Eng & Arabic Dept	Read Aloud Competition - Emirati Folk Tales & Stories (NIM - Domain:History)
	12-FRI	FS2/Y1	PL	Drawing Competition
	13-Fri	KS1-KS3	Art Dept	Drawing Competition
	16, Mon	ALL	Inclusion Department/Student Counselor/Student Welfare	International Day for Tolerance
	16-20 Mon-Thu	All	Inclusion Department/School counselor/Student Welfare	Kindness and Anti-Bullying Month
	13 - Fri	All		BOG Meeting & Parent Council Meeting
	14-Sat	G7-12 Girls		Girls Trip (Subject to Approval)
	19-Thu	Y1/KS1	PL	Mental Maths Competition/Maths Brain Challenge Universal/World Children's Day
	20-Fri	KS1(G2)		Recitation Competition - Union of the Emirates -Union of the Emirates (Steps) (NIM - Culture -History)
	20-Fri	KG and KS1	PL	Pyjama Day/Slumber Party (Invite Parents to read a story)
	23-27	KG	PL1	Continuous Assessment 2
	Nov 23 - Dec 11	Primary Secondary	PL/HoD/Hol/Assessment Coordinator	End of Term 1 Assessments
	26-Wed	All	NIM Coordinators	National Day Celebration An Exhibition of Leaders' Legacy (Sheikh Zayed Activity Hall)
	30 Mon	All	NIM Coordinators	Martyr's Day
Dec 2026	2,3,4	All		UAE National Day (Public holidays)
	Thu 4	Gr 10, 11 & 12	KS 3-5	Term 1 Exam _PTM for Cambridge Candidates

Calendar of Activities Academic Year **2026 -27** (T1, T2 & T3)

	7- Mon		Inclusion Department/HOI	International Day of Persons with Disabilities
	7- Mon	Staff		First Aid training - 9 am to 12.00 pm (15 staff)
	8-9	KG	PL	TUE-WED, DEC 8-9 - SPORTS DAY
	9-Wed	Grade 1	PL 2	Grade 1 - 100 days at school
	10-Thurs	KG	PL 1	KG 100 days at school
Dec 2026	11 Fri	All		Last working Day for students in Term 1
Jan 2027	Jan 4 Mon	School Reopening		
January 2027	7-Thu	All	Science Dept	Zayed's Garden: A Healthy Feast(UN Sustainable Goal - 3 (Good health and well being)
	6-8 Wed- Fri	Primary	PL/Pastoral Heads/School Nurse	Oral Health Week
	7-Thu	All	All	Parent-teacher meeting
	08, Fri	All		GREEN DAY
	08, Fri	KG	PL	FRI, JAN 8 - PLANTING DAY WITH PARENTS
	8-Fri	All	PRM/Clinic	Oral health guest speaker (10 am to 12 pm)
	11 Mon	ALL	Arabic Department	Arabic Art Calligraphy Competition
	17 Sun	Secondary	French Dept	Educational visit to the Louvre museum (SUBJECT TO CHANGE)-
	13-15 Wed- Fri	All	NIM coordinators/UAE SST Dept	An Exhibition of Leaders' Legacy (Sheikh Zayed Activity Hall)
	14- Thu	All	Math & Humanities Dept	From Souq to Start-Up: Honoring Our Heritage, Building Our Future (Dukan Al Tayibin)
	15, Fri	KG	PL	FRI, JAN 15 - PLANTING DAY WITH PARENTS
	15-Fri	All	ICT Dept	Cyberbullying / Security Workshop
	15-Fri	KG-G12	Art Dept	Drawing Competition - UAE Culture and Heritage
	18-21, Mon- Thu	KS1 & KS2	PL/Pastoral Heads	CC Exit (Parents invited)
	22 Fri	ALL	Arabic Dept/ HOD	Haq Al Laila
	25-Mon	KS1	PL/Pastoral Heads	Farmers Day / Fishermans Day

Calendar of Activities Academic Year **2026 -27** (T1, T2 & T3)

	16-Sat	KS3,4,5-Boys	HOS,PH	Camping in school & Trip outside Al Ain for Boys (Grade 7 to 12)(* Subject to change based on ADEK approvals) Evening Visit to Horse Club in Al Ain (NIM)Collaboration and the trip to Kalba
	27, Wed	KG	PL	WED, JAN 27 - FS2 LETTER PARADE
	28- Thu	KS2-KS5	Arabic Dept HOD	Debate/Public Speaking Competition - Arabic Dept
	Jan 28 - Feb 5	Pri Sec	PL/HoD/Hol	Mid Term - Term 2
	Jan 30-Sat	ALL	PL/HoD/Hol /PH	CULTURAL DAY
	23 Sat	KS3,4,5-Girls	HOS,PH	Camping in school & Trip outside Al Ain for Girls (Grade 7 to 12)(* Subject to change based on ADEK approvals) Evening Visit to Horse Club in Al Ain instead of Mubazzarah- (NIM and trip to Kalba
Feb 2027	1-2 Mon-Tue	All	Arabic Dept	Reading with our Children(Waya Eyalna)- Arabic Dept
	05, Fri	All		GREEN DAY
	2 Tue	All	Islamic Dept	Holy Quran Competition
	2, TUE	KG	PL	TUE, FEB 2 - FS2/Y1 SPELLING BEE COMPETITION
	4- Thu	KS2 KS4-KS5	Science Dept/PL	- World Cancer Day - Write-ups, posters, recognition and UAE initiatives to cure cancer. (NIM-Values - Compassion) - Visit to pediatric oncology dept - Tawam Hospital- (Grade 10B1 and 10G1)-Boys & Girls (* Subject to change based on ADEK approvals)
	03 Wed	KG-G2	HOD ARABIC/PL	Iftar Gathering (KG-G1/2) *(Arabic Whole School Assembly for Ramadan)
	2-TUE	FS2/Y1	PL	SPELLING BEE COMPETITION
Feb 2027	3- Wed	KS1/KS2/KS3	English Dept/ PL	Spelling Bee - UAEs famous places, famous people, Sheikh's Names, 7 Emirates and others related to UAE. (NIM -Citizenship - Belonging) For Primary???
			English Dept.	Interschool Choral Recitation Competition
	05, Fri	KS1/KS2/KS3	French Dept/PL	French Language Day
	11-12 Thu-Fri	ALL		MIDTERM BREAK TERM 2
	08-10 Mon-Wed	KG-KS5	PL/English/(Eng)	Public Speaking Competition - (KG, Grade 1 - 12)- English Dept NIM-Domain: Values- Global Understanding
	12-Fri	G9-12	Business Dept	Startup Spotlight Competition—inter-school competition

Calendar of Activities Academic Year 2026 -27 (T1, T2 & T3)

Feb-Mar 2027	15-19	KG	PL1	Continuous Assessment 1
	9-17 Mon-Tue	All KG - KS1	P.E Dept/Pastoral Heads/PL/HoS	Sports Week (Football)
	17-18 Wed-Thu	All	Arabic Dept	The Best Reader- Arabic Reading Competition
	18-19 Thu-Fri	All	PL/English Dept/Arabic Dept	Pen Pal Day - Students will write letters, and will drop in an improvised mail-box.
	17, WED,	KG	PL	WED, FEB 17 - FARM ANIMALS DAY / CLASSROOM VISIT TO THE ZOO (DH)
	26 Fri	KG/KS1/K S2	English Dept /Arabic Dept	Handwriting Competition
	March 1 - 23	KS4&KS5	Cambridge Examination officer	MOCK exams (G10 to G12 only)
March 2027	8 - 12 01, Mon	All ALL	Inclusion Department/School counselor/ Student Welfare	Eid Al Fitr Holidays Zero Discrimination Day
	05, Fri	All		GREEN DAY
	17 - 29	Pri Sec	PL/PH/HoD/HOI	End of Term 2 Assessment
	16- Tue	All	UAESS Dept / NIM Coordinators	Zayed Humanity Day
	15 Mon	KS3-KS4		Parent-teacher meeting (G10- G12)
	15 Mon	ALL	HOD	Emirati Children Day
	19- Fri	All	PL/HoS/Pastoral Heads/Activity Coordinator	Mother's Day celebration
	19, Fri	KG	PL	FRI, MAR 19 - MOTHER'S DAY CELEBRATION / FS2 FLOWER SHOP DAY
	22-26 Mon-Fri	KG	PL1	Continuous Assessment 2
	21-26	KG	PL1	MON-FRI, FS2 ART SHOW WITH PARENTS
	23 Tue	All	Inclusion Dept. HOI	World Down Syndrome Day

Calendar of Activities Academic Year 2026 -27 (T1, T2 & T3)

April 2027	5 - 9 Mon-Fri	All		Spring Break
	02 Fri		Inclusion Dept. HOI	World Autism Awareness Day
	12	All		Term 3 Begins
	16	G3-G8	ICT Dept	Scratch-Match[Intra school compt]
	16, Fri	All		GREEN DAY
	13-16 Tue-Fri	All	PL/Maths Dept	Maths Week Interschol competition - National Maths decathlon challenge - Grade 6 to 8 - April 14
	13-14 Tue-Wed	KS1 & KS2		CC - Entry Term 3
	15- Thu	All	All	Parent-Teacher Meeting Time
	22- Thu	G 5-6	PL/Science HoD	Ethara Racing Day [Parents invited]
	19 - 20 Mon-Tue	G9	PL	Progress dialogues (only selected students),
	17- Sat	G7-G9	Islamic Dept	Sharjah Museum of Islamic Civilization
	19-23 Mon-Fri	All	Islamic Dept	Hadeeth's Competition
	22-23 Thu-Fri	All	Library Dept Arabic Dept	World Book Day- Library Dept Nabati Poetry Competition-Arabic Dept (NIM-Domain:Culture-Arabic)
	22 Thu	Grade 8		IGCSE Options Evening - 3.00 to 5.00pm
	22 Thu	ALL	Science & Humanities Dept	Earth Day & Water Conservation Day Symposium
	30 Fri	ALL	HOD Arabic / PL	Labour day (International workers Day)
	April-June	IGCSE, AS & A Level	Cambridge Exam Coordinator	Cambridge International Exams (May 2- June 9)
	May 3-June 11	G3-G9	PL2/PL3/PL4/Assessment Coordinator	GL PT
	6-14 Thu-Friday	ALL		MIDTERM EXAM
May, 2027				
	07, Fri	All		GREEN DAY
	3 Mon	KS1	PL	All Star Day (Celebrating Students' Achievements)
	05 Wed	KS3-KS4	PRM/Clinic/Pastoral Heads	Visit to nursing home in Al Ain -(NIM-Domain:Values-Empathy)

Calendar of Activities Academic Year **2026 -27** (T1, T2 & T3)

	May 6 - 14	G3-9	PL2/PL3/PL4/Assessment Coordinator	Midterm Assessment
	14, Fri	KG	PL1	FRI, MAY 14 - MOVIE DAY (link to financial literacy - sell popcorn and ticket)
	15-18 Sat-Tue			Eid Al Adha Holidays(Subject to Change)
	31-June4	KG	PL1	Continuous Assessment 1
June, 2027	3 Thu	All	Activity Coordinator	Fathers' Day
	04, Fri	All		GREEN DAY
	4 Fri	All	Humanities Dept	World Environmental Day
	4, Fri	PL	KG PL	FRI, JUN 4 - FATHER'S DAY / FS2 WACKY HAT DAY
	11-FRI		SECONDARY	GRADUATION DAY
	12-SAT		KG	GRADUATION DAY
	14-25	G1-G9	PL2/PL3/PL4-Cambridge examination officer	End of Year Assessment/Make up
	15 -TUE		G5	GRADUATION DAY
	6 Sun	All		Holiday-Islamic New Year
	30 Tue	All		PTM
Jul 2027	3	All		Last day of term 3/AY for all students

Appendix A: School Electronic Device User Rules and Agreement RULES

These are the rules to follow to prevent the loss of SED privileges at Global English School – Al Ain

1. **NO FOOD AROUND THE SED:** There is NO GUM CHEWING, DRINKING, or EATING around the Laptops. This applies to students and staff always!
2. **HANDLE EQUIPMENT WITH CARE:** Do not run with laptop or cart or use it any way that may cause physical damage to the device or equipment. Please ensure that equipment is securely positioned when in use and properly stored when finished using.
3. **DO NOT CHANGE ANY SETTINGS ON THE SED:** Do not change the Homepage or any settings in the Browser, do not move, add or delete any items from the desktop.
4. **DO NOT PLAY GAMES ON THE SED:** unless sanctioned for classroom use to achieve curricular outcomes by the teacher.
5. **DO NOT DOWNLOAD ANY SOFTWARE:** You must get permission to download any software on the MAC.
6. **NO DOWNLOADING OF SCREENSAVER/DESKTOPS:** If you do this, computers must be restarted. This takes time away from other students.
7. **SHOW RESPECT:** Show respect for the IT Lab equipment and supplies. Follow these guidelines. This means respecting privacy and a person's right to have a quiet work environment.
8. **SAVE YOUR WORK ON A MEMORY STICK/FLASH DRIVE OR ONLINE:** Use or create an online account to store your files. Example: Google a/c, Send to your EMAIL, Dropbox, etc. Files saved to the desktop will be deleted.
9. **SAVE YOUR WORK OFTEN:** Sometimes programs freeze or the connection to the server gets lost. When this happens any unsaved work will be lost. Protect yourself!
10. **USE THE INTERNET PROPERLY:** Playing games or using Internet relay-chat is prohibited unless authorized by a teacher for classroom purposes. Do not access web sites featuring pornographic, discriminatory, or hate group content.
11. **FOLLOW E-MAIL PROTOCOL:** Electronic mail is not guaranteed to be private. System administrators have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities and will result in appropriate disciplinary measures
12. **MAINTAIN YOUR PRIVACY:** Never reveal your home address, home phone number, or the phone numbers of any other individuals. Notify your parent(s)/ guardian(s) and teacher if any individual is trying to contact you for illicit or suspicious activities.
13. **HELP MAINTAIN YOUR WORKSPACE:** Wipe the machine screens with the provided cloth if you notice it is dirty or smudged. Wipe the keyboards with Lysol wipes to maintain a clean work environment for yourself and to keep the machines in good working order. Report any problems you notice with software or hardware, and any evidence of vandalism or theft.
14. **UPHOLD COPYRIGHT LAW:** The Internet can be a great source of inspiration. Do not copy the work of others and give credit where it's due. Always cite your sources.

AGREEMENT (student will not be able to use the system until signed by student and parent)

I, _____ (Student Name), Grade _____, understand and agree to the rules for using the School Electronic Devices. **YOU WILL LOSE YOUR COMPUTER PRIVILEGES IF THE USER RULES ARE VIOLATED.**

I, _____, parent of above child, understand and agree to financially compensate IIS for repairs or replacement costs if the system, is damaged due to my child's misuse of the equipment as per the agreement.

Student Signature _____ Parent Signature _____

SCHOOL CONTACT

School Telephone and email

Telephone number: 03-7668844 Fax number: 03-7671166.

School Email: geschooluae@geschooluae.com Webpage: www.geschooluae.com

Facebook: www.facebook.com/GlobalEnglishSchoolUAE

Only in emergencies will students be permitted to use the school office telephone.
Please note: Students are not allowed to bring mobile phones to school as per the ADEK regulations.

Frequently Asked questions

1. If a student took Arabic Language in Yr. 12 in a private school / British curriculum that follows the year system, and then transferred to another school that follows the grade system, is the student required to repeat the subject in Gr 12?

The student does not have to take Arabic Language again as he/she studied it in Yr12 / Gr11, but rather he/she must complete the subject designated for Yr13/ Gr12 , because Gr12 in the grade system is equivalent to Yr13 in the year system. The student in his/her previous school that followed the year system, studied Arabic Language for 11 academic years, yet, Arab native students have to study Arabic Language for 12 years in order to be eligible to obtain the high school equivalency certificate. The first school (year system) began teaching Arabic from Yr1 - Yr12, i.e. from KG2 – Gr 11, so if the student continues in the year system, he/she has to study Arabic until Yr13, and if he/she moves to a grade system school, he/she has to study Arabic until Gr12. According to the Ministerial Decree (610) attachment (1), teaching Arabic to Arab students is compulsory for grades Gr1 / Yr2 - Gr12 / Yr13.

2. In regards to Ministerial Decree (199) and Ministerial Decree (883), what grades are affected?

Students affected by Ministerial Decree (199) are the students currently in Gr12/ Yr13 and Gr11/ Yr12, while students affected by Ministerial Decree (883) are students currently in Gr10/ Yr11.

3. Are Arab students in Gr10/Yr11 - British system exempted from studying MOE mandatory subjects, and instead shall study only the subjects related to GCSE / IGCSE level in the British system, including Arabic, or shall they study both?

The requirements in international curriculum are different from those in MOE curriculum. Therefore, a student must comply to both (meet the British system requirements and study MOE mandatory subjects) according to the Ministerial Decree (610), in order to be eligible to obtain the high school equivalency certificate. Non- MOE Arabic Language is accredited only in the International Baccalaureate system.

4. If a student completed Gr10/ Yr11 in a British system school, and wanted to travel out of the country next year, based on which ministerial Decree is the passing score calculated; is it the Ministerial Decree (883) Or (199)?

If a student moves outside the country, Ministerial Decree (199) shall be implemented. Students who will move outside the country during the Academic Years 2020/21–2021/22, their results will be calculated in accordance with Ministerial Decree (199). Ministerial Decree (883) will be implemented as of Academic Year 2022/23.

5. How many times is a student allowed to retake the external exams of the British system if the required score was not scored?

As per the British System re-sit and promotion policy that was approved by ADEK and circulated to all private schools on 12 Sep. 2019, Attachment (2), students are given two opportunities to retake external exams, (either in October - November, or in January), or as per the external providers' regulations. For more details about this policy, please refer to the attachments (Arabic and English).

6. Can a student in Yr12/Gr11 in a British system be promoted after completing only 1 subject of AS level?

Yes, according to the re-sit and promotion policy in the British system, students can be promoted to the next class / year if they passed one of the GCE Advanced Subsidiary Level-AS subjects, and shall be marked as “passed” in eSIS. In case the student did not pass the subject, he/she would still be promoted to next grade/ year, but registered in eSIS as "incomplete" until he/she has successfully completed all the required subjects.

7. If a student completes the requirements of the British system, 5 subjects of the OL level and 2 subjects of the AS level in Yr12 / Gr11, is he/she required to complete Yr13 / Gr12 in order to study Arabic Language and Islamic Education?

The British system allows students to study (IGCSE / GCSE-OL) subjects in Gr9 / Yr10 & Gr10 / Yr11, and sit for final exams for this level at the end of Gr10 / Year 11. The same applies to the subjects from (GCE Advanced Subsidiary Level-AS) and (GCE Advanced Level-AL) for students in Gr11 / Yr12 & Gr12 / Yr13. However, if the student completes all the requirements at the end of Gr11 / Yr12, he/she will not be able to obtain a high school certificate equivalency. This is according to Ministerial Decree (199) of 2019, (Article 6 - Clause 2), which states that in order to obtain the equivalent of the secondary school certificate in the British system, students must complete Gr12 / Yr13, and pass Arabic Language and Islamic Education subjects in grades (10, 11, 12), in addition to other requirements mentioned in the Decree. The school may provide those outstanding students with some additional school classes that will support them academically, or give them additional subjects from the (AS or AL) level to qualify them for the university.

8. Who is concerned to deal with inquiries from private schools regarding equivalencies? All private schools' inquiries regarding equivalencies are directed to the school's (Case Manager) - from Student Happiness Section at ADEK, and he/she will raise those inquiries to the Head of the Section and respond to them. If required, the schools' inquiries will be submitted to concerned department in the Ministry of Education.

9. If a student passed Yr13/ Gr12, Yr12/ Gr11, and Yr11/ Gr10, and obtained a high school equivalency, and then after a couple of years he/she wanted to get additional subjects as a university admission requirement, is the student allowed to take these subjects as a private candidate?

If the student has taken all the required subjects according to the Ministerial Decree, and his/ her high school certificate was already equalized, then MOE and ADEK are not responsible for any additional materials that the student wishes to obtain for any purpose. However, the student can take these additional materials from the British Council, and coordinate with the university they would like to join for the requirements in this regard.

10. Does attesting certificates applies to all graduate students in previous years, or will it be applied starting from AY 2021/22?

Certificates issued by the Department of Education and Knowledge, can be attested through (Tamm) application. As for international certificates issued by any external board, they do not need attestation, as they are certified and approved by that board.

11. Are Arabic Language and Islamic Education subjects compulsory for non-Arabs and non-Muslims only, to be able to obtain the high school certificate equivalency?

No, because Arabic Language and Islamic Education are not compulsory for non-Arab and non-Muslim students. Rather, they are optional subjects. Arabic Language is compulsory for Arab students only, and Islamic Education is compulsory for all Muslim students, regardless of whether they are Arabs or non-Arabs.

12. Does Decree (199) apply to students currently enrolled in grades (11 and 12), and Decree (883) to students who are currently enrolled in grade (10)?
Yes, Ministerial Decree (199) applies to students currently in Yr13/ Gr12 & Yr12/ Gr11, and Ministerial Decree (883) will apply to students currently in Yr11 / Gr10
13. Is the final score (E) equivalent to (2) or (3) in OL-level subjects according to Ministerial Decree (199)?
The Ministerial Decree (883) considered the final score (D) equal to (3), therefore (E) is considered to be equal to (2). This is defined in eSIS. However, schools must ensure that students get a score of (3) or higher.
14. When will the Ministerial Decree (199) stop being valid?
Implementing Ministerial Decree (199) will end by the end of the academic year 2021/22, where Decree (883) will be implemented at the end of the academic year 2022/23.
15. If a student does not meet the requirements of (Yr13 / Gr12) mentioned in Ministerial Decrees (199 & 883) at the end of the academic year, could the student approach an external entity other than the school?
Yes, the student can take re-sit examinations at an external center, if the center is approved by the Ministry of Education, and the Ministry has approved this procedure. The school is not qualified to provide re-sit exams for students who finished grade (Yr13 / Gr12).



GLOBAL ENGLISH SCHOOL

Undertaking by the Parent / Student

(To be signed at the time of Admission / Re-Registration)

I understand and accept the following:

DISCIPLINE

1. Disrespect and disobedience will result in disciplinary action involving suspension or expulsion from the school. Three warnings will be given and it will be recorded, referred to the ADEK regional office and suitable action will be initiated.
2. The discipline committee headed by the Principal of the School is the sole authority to take the final decision in respect of any disciplinary action against my son / daughter and its decision is final and irrevocable.
3. My son / daughter will follow the school's policy on 'students' code of conduct'
4. The school administration expects to maintain cordial relationship with the parents. All the issues related to the education of their children will be addressed by the appropriate level. Incidents of overreaction / harsh behavior etc. shall be avoided and the decorum shall be maintained. Where parents/guardians have engaged in abusive and/or intimidating behaviour to any School employee, re-admission of that family may be refused.
5. Day to day communication with the teachers should be done through the digital platforms (Class Dojo / Google Class). Requests for personal meetings with the teachers should be routed through the reception desk, who will coordinate and arrange such meetings if the situation so demands.
6. Parents and students are expected to follow the policies prevailing in the School, which is a published document, available on the school website. Important policies requiring endorsement will be sent as hard copies.
7. All issues related to academics other than the routine ones that needs special attention shall be addressed by the respective Pastoral Heads. Parents can meet the Pastoral Heads with prior appointment through the Reception Desk/Student Counselor for the redressal of such issues. Contact details will be shared upon start of the Term-1.
8. Issues that are solved by the Student Counselor in consultation with Pastoral Head / Vice Principal as the case may be shall be reported to parents.
9. Parents are liable to pay compensation if their son/daughter is involved in damaging any school property.
10. Students shall attend the school with proper uniform. Those without proper uniform will not be allowed to attend the classes. Uniform policy may be seen and observed.
11. Late comers will not be allowed to attend the classes unless it is for a valid reason. It is also a Level 1 offence.

RE-ADMISSION

12. Families that do not support school policies may not be re-admitted (eg: where students' attendance or late arrival inhibits their progress, behaviour has a negative impact on the progress of other students or themselves).
13. Re-Registration is to be done with five percent advance fees for securing a seat for continuation in the succeeding year at least four months before the start of the succeeding academic year.
14. If a re-registered student discontinues, the school should be notified in writing well in time (on or before 30th June 2024) after which request for refund will not be entertained (email notification is accepted).

USE OF TECHNOLOGY / BYOD

15. The student is bound to follow the School Electronic Device User Rules and Agreement.
16. The students are required to bring their own devices to enable integration of technology into the curriculum. Students are not allowed to use devices and internet facility for purposes other than guided learning.
17. Printed books which include course book and workbook will be supplied. E-books with additional interactive

activities are also provided.

18. Students are not allowed to use Mobile phones in the school campus. If the student breaks this rule, the cell phone will be confiscated and shall not be returned till the end of the academic year.

SCHOOL FEE PAYMENT:

19. Parents are liable to follow the School Fee Policy and make timely payment of the fees.
20. Parents need to settle the first installment of the school fee on or before 10th August 2024, even though re-registered before the published date; failing which accommodating the student will be subject to availability of seat.

TRANSPORT

1. School Transport is an additional facility offered. Parents cannot demand transport facility to a location where the bus cannot reach because of logistic issues.
2. Misbehavior in the school bus in case of those using school transportation will not be tolerated and such actions will be considered a serious indiscipline. Please refer to the Transport Policy/terms mentioned in the Transport Application Form.
3. I understand that my child is bound to observe the rules and regulations stipulated in the School transport policy.

USE OF IMAGES/PHOTOS/MOVIES OF STUDENTS

4. I agree that the School may photograph / or film my child whilst in the care of the school. I understand that these media files may be used for school's print and / or online marketing purposes such as in the brochures, promotional materials (both printed and soft copies), website, and social media pages as well as for other information purposes such as newsletters, displays etc., and I acknowledge that such media files are the property of the School.

GENERAL RULES:

I accept that:

5. I cannot ask for change of my child's class division.
6. I cannot change my child's teacher.
7. My child will not receive the books at the start of Term 1 if registered/admitted late (after 30th June onwards). I also accept that books will be available only if there is stock in case I do not turn up at the published date slot for collection and report late.
8. The bus drop off and pick up points, timings are present according to the bus route and cannot be changed on request or demand.
9. The exam schedule cannot be changed due to my personal holidays/ vacations.
10. That the school will not authorize extended absentees (unless it is on medical reasons).
11. The KG early pull-out time is 11:15 AM, Primary and Secondary is 1 PM.
12. A minimum grade of B/b per subject at IGCSE/AS level is required to progress to the next grade.
13. If my child is required to stay back for any booster, reinforcement or afterschool classes, he / she must participate and must be picked up at the set timing.
14. I cannot request for a section, homeroom, form or subject teacher change for my child.
15. All medical forms / waivers must be duly signed and submitted a week before the start of the Academic Year.
16. Demand to meet the Principal, Vice Principal and Section heads or any staff without an appointment is not possible unless it is a genuine emergency. I will not make such a demand.
17. My child may be required to undergo medical examinations / be given vaccinations administered by the Ministry of Health, Abu Dhabi.

ACKNOWLEDGEMENT

I / We also understand that apart from the above, the possible amendments in the school policies are to be adhered to by the students and parents and the guidelines formulated for smoothening the teaching – learning process from time to time shall be applicable to us.

I also understand that if I/he/she fail to comply with the above terms, we will be liable to suitable action as per the school's laws and rules. I undertake that I/he/she will strictly follow the above.

Name of Parent:Signature.....

Name of Student: Grade.....

Signature of the Student (Students of 9, 10, 11&12).....

Date:.....