مدرسة الرواد الإعدادية والثانوية
Al Rawabi Middle & High School

مدرسة الرواد
Al Rawabi School

Al Rawabi School
&
Al Rawabi Middle & High School

Parents & Students
Policies & Procedures

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مدرسة الرواد
Al Rawabi School

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CHAIRPERSON'S MESSAGE
Ms. Awatif Jassim Radhi



السلام عليكم ورحمة الله وبركاته،،،

إلى منتسبي المدرسة إداريين ومعلمين وتلاميذ...

أود البدء بتذكيرنا جميعًا بفضل العلم وأهميته الربانية في حياتنا، ففي القرآن الكريم، وجدنا الكثير من الآيات التي تحُثُّ على طلبِ العلمِ وتُشجّعُ على التفكُّر والتَّدبُّر في آياتِ الله. يقول الله تعالى: "قُلْ هَلْ يَسْتَوِي الَّذِينَ يَعْلَمُونَ وَالَّذِينَ لا يَعْلَمُونَ" (الزمر: 9). هذه الآية تذكرنا بأن العلماء والمتعلمين يحظون بمنزلةٍ عظيمة، وأن طلب العلم هو واجب على كل فرد.

ومن هنا، ندرك أهمية دور المعلم في المجتمع ومسؤوليته الكبيرة.

رسالتي للمعلم: إنَّكَ القائد الذي يهتم بتوجيه تلاميذه نحو طلب العلم، وتحقيق الرسالة الربانية، لَستَ مجرد ناقلٍ للمعرفة، بل قُدوة ومُرشدٌ يهتمُ بتنمية قدرات التلاميذ وتمكينهم.

رسالتي لابني التلميذ: إنّكَ الشريك في عملية التعلم، وعليك أن تَكون ملتزمًا ونشيطًا في سعيكَ لاكتساب المعرفة، إنّكَ مسؤول عن تحقيق نجاحك التعليمي على المستويْن الشخصي والأكاديمي.

إن العلم هو سلاحنا الأقوى في مواجهة التحديات وتحقيق التقدم في المجتمع.؛ لذا أوصي نفسي وإياكم بفهم قيمة العلم، والسعي جاهدين لاكتسابه وتطبيقه في حياتنا.

فلنتذكر دائمًا أن العلم يمكن أن يغير حياتنا ويفتح أبوابًا للفهم والتقدم، فلنتعاون جميعًا في جعل التعليم والتعلم مهمتنا المشتركة.

في الختام، أود أن أشكر الإدارة المدرسية وجميع أعضاء الهئية التعليمية على جهودهم المستمرة في التوجيه والتثقيف. وأُثني على أبنائي التلاميذ لاستعدادهم للتعلم وتحقيق الرسالة الربانية من خلال طلب العلم. ولنستمر جميعًا في بذل الجهود؛ لبناء مجتمع يستند إلى القيم والمعرفة العلمية.

والسلام خِتام.

عواطف جاسم رضي
رئيس مجلس الإدارة

GENERAL DIRECTOR'S MESSAGE
A. Sattar Mustafa Amri, PhD

Dear Al Rawabi Community,



In a world that's constantly evolving, education must do more than keep up—it must lead the way. At Al Rawabi Schools, we believe that impactful education extends beyond academics. Our goal is to nurture well-rounded individuals who are not only prepared for higher education and future careers but also for life as compassionate, responsible global citizens.

Success today requires more than just knowledge. Research tells us that qualities like resilience, empathy, critical thinking, adaptability, and collaboration are just as crucial as academic achievement. That's why social-emotional learning (SEL) is at the heart of our approach. We want our students to develop confidence and emotional intelligence to navigate life's challenges, build strong relationships, and contribute meaningfully to their communities.

At Al Rawabi Schools, learning isn't passive. Our teachers act as facilitators, guiding students to discover their potential through dynamic, real-world experiences. By encouraging students to set goals, reflect on their progress, and use feedback to grow, we foster critical thinking, creativity, and a lifelong love of learning.

We believe education isn't just about gaining knowledge - it's about building character. Through our value-based education, we instill a deep sense of integrity, respect for diversity, and social responsibility. These values empower our students to thrive in an interconnected world and make a positive impact wherever they go.

We are proud of our commitment to providing a well-rounded, high-quality education that balances academic excellence with personal growth. With the support of parents and the wider community, we continue to shape confident, capable learners who will lead with integrity and purpose.

Thank you for trusting us with your children's future.

A.Sattar Mustafa Amri, PhD
General Director


OUR VISION
EDUCATIONAL EXCELLENCE FOR A CREATIVE GENERATION

OUR MISSION

In partnership with all stakeholders, we are committed to fostering resilient, productive learners through collaborative engagement and critical thinking. We are dedicated to inspiring intellectual, personal, and ethical excellence in a caring, inclusive educational atmosphere. By instilling the core values and skills of the 21st century, we prepare every student for higher education and career pathways, nurturing responsible global citizens.

VALUES

Al Rawabi School offers a VALUES rich education. Ours is a community of RESPECT: self-respect, respect for others, respect for the school and respect for the Kingdom of Bahrain. The most essential standard of behavior is that all members of the community will treat one another with kindness, honor and tolerance in all situations and this is reflected in our core values:



Value	Description
Local and Global Citizenship & Empathy	- All members of the school community are encouraged to honor and uphold Bahrain's cultural heritage, leadership, and Arabic-Islamic identity. - Students and staff are expected to develop a broad understanding of global challenges and concerns. - Fostering empathy and compassion towards individuals facing hardships around the world is a key principle.
Integrity & Trust	- The school promotes an environment of transparency and honesty in all interactions and practices, ensuring trust among all stakeholders. - Trust is fundamental in fostering a caring atmosphere and building strong, positive relationships within the school community.
Tolerance	- The school community values respect for all individuals, regardless of differences. - We are committed to fostering an environment where conflicts are resolved through dialogue and mutual understanding.
Responsibility & Accountability	- Clear goals and expectations are established for all members of the school, ensuring a shared understanding of responsibilities. - All stakeholders are held accountable for fulfilling their respective roles and duties, contributing to the overall success of the school.
Life-long Learning	- The school aims to equip students with essential learning strategies and skills that foster a mindset of continuous personal and academic growth. - Teaching and learning practices are aligned with the principles of 21st-century learning, promoting collaboration, critical thinking, and innovation. - Learning communities are nurtured among students, teachers, and other stakeholders to support collaborative learning and growth.
Environmental Awareness	- The school encourages a strong awareness of environmental issues among students and staff. - Active participation in environmentally-focused initiatives and events is promoted to instill a sense of responsibility for conserving and protecting the environment.

SCHOOL HISTORY

Al Rawabi School was established in 1997 with 25 Kindergarten students in a small villa in Grnata, Kingdom of Bahrain. We have always maintained that the aim of education should be to promote the balanced and holistic development of students, in a nurturing and supportive environment. There is no doubt, that this is the reason for our rapid growth over the last 25 years and today, our school provides high quality education, at an affordable cost, for nearly 2000 students.

Achievements by Year

1997	School established as a kindergarten in a small villa in Granda Garden with 25 students.
2003-2007	Primary, Intermediate & Secondary stages added to kindergarten in a new premises in Jablat Hebshi
2012	Cambridge IGCSE Programme introduced
2013	All classrooms equipped with hi-tech interactive boards
2014	School approved as an IBDP Programme provider (IB World School)
2014	UCMAS, Life Skills, Hydroponics added to the school subjects
2015	First batch graduated from the school (G12)
2015	School is officially member of UNESCO
2016	Robotics introduced to intermediate and secondary stages
2016	School earned candidacy for accreditation by Middle States Association (MSA), Philadelphia, USA
2017	New School premises construction launched in Jablat Hebshi
2017	Passed 7-year MSA-CESS Accreditation
2018	Began construction of New Campus
2019	Launched New Campus
2022	New Website Launched

THE SCHOOL & THE COMMUNITY

Al-Rawabi School is a national bilingual private school operating under the Ministry of Education in Bahrain and serving Bahraini and expat communities. Bahrain has always attracted new nationalities with varied cultural backgrounds, and our community has been growing increasingly diverse over the past decade.

The school was founded in 1997 with 25 students as a kindergarten. Today at the end of its 26th academic year, we are well spread over 2 state-of-the-art campuses, and can boast accreditation as a fully-fledged Cambridge / IBDP school.

The school provides high quality education at an affordable cost. We believe that the aim of education is promoting a balanced development of the mental, emotional, physical, social, moral and spiritual aspects of our students. This is achieved through the creation of a thinking class that promotes concept-based teaching and learning. Along with assigning top priority to academic excellence, we maintain a balanced whole-child educational approach that develops the overall welfare and achievement of students.

In 2014, Al Rawabi has become an IB International school, and it acquired the trust of Cambridge, and Edexcel to be an approved Test Centre. In 2015, the school introduced MAM "Mental Abacus Magic" as a support subject, and became affiliated as a UNESCO school. In 2018, the school was accredited by the Middle States Association of Colleges and Schools (MSACS). In the 2019, AL RAWABI became a Pearson approved test Centre.

OUR STAFF AT AL RAWABI

Get to know our amazing school staff. We are all here to help.

Our highly professional, university-educated teachers encourage students to develop a love of learning and a desire to succeed. They maintain the highest integrity and concern for your child's education and wellbeing.

The principal and his executive team are responsible for the educational leadership and management of our school.

If you would like to speak to any member of the executive team or teaching staff, please contact us to make an appointment. Our school administrative staff can answer inquiries or direct you to the appropriate staff member.

THE ACADEMIC PROGRAMME

Designed to motivate and challenge all students, the academic Programme at Al Rawabi School is driven by equity and the highest possible learning expectations for students. Our proficiency-based learning and assessment policies ensure that all students leave as highly literate and skilled graduates. The high school at Al Rawabi offers a standard American high school diploma (equivalent the Bahrain Secondary Education Certificate) as well as the International Baccalaureate Diploma Programme (since 2014). In addition to the national subjects (Arabic, Social Studies, Religion & Citizenship), the school offers a range of core and elective subjects, all instructed in English (English, Math, Biology, Chemistry, Physics, Economics, Business Studies, World History, Environmental Science and Computer Science). The average number of schooling days is 180 divided into 3 terms (trimester), during which students attend 5 days a week, 6 periods a day (1 period = 55 minutes). During their high school journey, students have access to a wide range of learning all of which are academically rigorous and intended to prepare students for success in college, career and citizenship.

مدرسة الرواڈي الإعدادية والثانوية
Al Rawabi Middle & High School

مدرسة الرواڈي
Al Rawabi School

ADMISSION POLICIES AND PROCEDURES

This policy shall be shared with all stakeholders at the beginning of the school year and reviewed every year.

1. INTRODUCTION

1.1 The school policy is grounded in the principles of equality, justice, and individual rights. The school will admit all students whose educational needs can be met with the available resources and staff, provided they meet the relevant admission requirements, which include academic, psychological, and behavioral criteria.

2. SCOPE

2.1 This policy applies to all individuals associated with Al Rawabi School / Al Rawabi Middle and High School, including: -

- School Staff (All Staff Members)
- School Students (Existing and New)
- Parents (Existing and New)
- Visitors

3. ABBREVIATIONS

MOE	**Ministry of Education**
IGCSE	**International General Certificate of Secondary Education**
IBDP	**International Baccalaureate Diploma Programme**

4. PROCEDURE

4.1 Period of Registration

4.1.1 Re-enrollment is not automatic – Parents must personally confirm re-enrollment by the specified deadlines. Seats will not be reserved without confirmation and may be allocated to other students.

4.1.2 The registration is open for Existing Students from January of the current academic year, and from February for New Students, until May of the same year – subject to seat availability.

Note: *The registration deadline for new admissions may change according to announcements from the Ministry of Education (MOE) and subject to seat availability.*

4.2 Capacity

4.2.1 The school can admit a number of students that does not exceed the capacity approved by the Ministry of Education.

4.2.2 The school will notify the public through various channels (social media, school website, SMS, emails, etc.) when the capacity for any grade level has been reached.

4.3 Age Criteria

Age Criteria for New Admissions S.Y. 2026-2027	
Grade/Level	**Age Criteria**
KG1	**1st January – 31st December 2022**
KG2	**1st January – 31st December 2021**
Grade 1	**1st January – 31st December 2020**
Grade 2	**1st January – 31st December 2019**
Grade 3	**1st January – 31st December 2018**
Grade 4	**1st January – 31st December 2017**
Grade 5	**1st January – 31st December 2016**
Grade 6	**1st January – 31st December 2015**
Grade 7	**1st January – 31st December 2014**
Grade 8	**1st January – 31st December 2013**
Grade 9	**1st January – 31st December 2012**
Grade 10	**1st January – 31st December 2011**
Grade 11	**1st January – 31st December 2010**
Grade 12	**1st January – 31st December 2009**

4.4 Admission Interview/Tests

Admission Interview / Test	
Grade/Level	**Process**
KG	Admission Interview
Grade 1 - 2	Admission Test + Observation Period (1-Day - 8am-12pm)
Grade 3 - 5	Admission Test + Interview
Grade 6 - 12	Admission Test + Interview
Grade 9/10 (IGCSE)	Admission Test + Interview
Grade 11 (IBDP)	Admission Test + Interview

- **Students applying for KG** must pass the School Admission Interview which will be scheduled by the KG Admission Committee.
- **Students applying for Grade 1 to 2** must sit for an admission examination in **Arabic, English and Math,** as well as the **Observation Period (trial classes)** which will be scheduled by the Primary School Admission Committee.
- **Students applying for Grade 3 to 5** must sit for an admission examination in **Arabic, English and Math** and participate in the **School Admission Interview,** which will be scheduled by the Primary School Admission Committee.
- **Students applying for Grade 6 to 12** must pass the Admission Examination in **Arabic, English and Math** and participate in the **School Admission Interview**, which will be scheduled by the Middle and High School Admission Committee.

- **Students applying for Grade 9 & 10 (IGCSE)** will be taking a different placement examination and will be interviewed by the IGCSE Coordinator.
  (See IGCSE Admission and Continuity Policy for more information)
- **Students applying for Grade 11 (IBDP)** will be taking a different placement examination and will be interviewed by the IBDP Coordinator.
  (See IBDP Admission Policy – for more information)
- **All new applicants have to score minimum 60/100** in the following skills and subject test:
  I. **Arabic:** Reading & Writing
  II. **English:** Reading & Writing
  III. **Math:** Basic Operations
- **Students coming from other schools** must present a **Good Conduct Certificate**. However, the school reserves the right not to register the students for the coming academic year if they do not abide by the school's code of conduct and policies. If their behavior during the academic year raises concerns, the school may also choose not to re-enroll them.
- **Students from abroad** *(who are not able to take the admission examination in person)* must pass the **online admission assessment**, which will be scheduled by the Admission Committee.
- **The final placement decisions** will be confirmed by the School Management.
- **The final decisions** will be communicated to applicants/parents by the Admission Committee as soon as the results are available, not later than 3 school working days from the date of examination.
- **The admission result/decision** will be valid for only 2 weeks from the date of approval.
- On the day of the examination/interview, the following documents are required: -
  ✓ Copy of student's and parents' CPR
  ✓ Copy of the latest report card (1st Term) *(For Grades 2-12 applicants)*

4.5 Registration

4.5.1 The parents are required to submit the following documents to register/reserve a seat for the student: -

Grade/Level	New Students	Existing Students (Renewal)
KG	• Completed Al Rawabi School Registration Form • (All Pages / Signed) • One passport size photograph (student) • Copy of student & parent CPR (front & back) • Copy of student birth certificate • Copy of student vaccination records (from birth) • Copy of student medical report (if the student has any health issues)	• Completed Al Rawabi School Registration Form (PowerSchool – Online Registration)

Grade/Level	New Students	Existing Students (Renewal)
Grade 1	• Completed Al Rawabi School Registration Form (All Pages / Signed) • One passport size photograph (student) • Copy of student & parent CPR (front & back) • Copy of student birth certificate • Copy of student vaccination records (from birth) • Copy of student health report to school (from Health Centre) • Copy of student medical report (if the student has any health issues)	• Completed Al Rawabi School Registration Form (PowerSchool – Online Registration) • Copy of student health report to school (from Health Centre)
Grade 2 - Grade 5	• Completed Al Rawabi School Registration Form (All Pages / Signed) • One passport size photograph (student) • Copy of student & parent CPR (front & back) • Copy of student birth certificate • Copy of student vaccination records (from birth) • Copy of student medical report (if the student has any health issues) ***School Transfer Documents (from previous school)*** • Copy of good conduct certificate • Transfer Letter/Certificate • Copy of Final/Last Report Card ***School Transfer Documents (from Outside Bahrain)*** • Original Transcripts / Graduation Certificate • Certified Legal Translation if the educational documents are issued in languages other than English or Arabic • Attestation Requirements: - Stamp of the Ministry of Education of the issuing state or its representative - Stamp of both Ministry of Foreign Affairs of the issuing state and Bahrain's Embassy, or any entity acting on its behalf or vice versa. (This may be dispensed with an Apostille certification) **Note:** Other requirements (such as leaving certificate, transfer letter, or other documents) will be requested when needed.	• Completed Al Rawabi School Registration Form • (PowerSchool – Online Registration)

Grade/Level	New Students	Existing Students (Renewal)
Grade 6 - Grade 9	• Completed Al Rawabi Middle and High School Registration Form (All Pages / Signed) • One passport size photograph (student) • Copy of student & parent CPR (front & back) • Copy of student birth certificate • Copy of student vaccination records (from birth) • Copy of student health report to school (from Health Centre) • Copy of student medical report (if the student has any health issues) ***School Transfer Documents (from previous school)*** • Copy of good conduct certificate • Transfer Letter/Certificate • Copy of Final/Last Report Card ***School Transfer Documents (from Outside Bahrain)*** • Original Transcripts / Graduation Certificate • Certified Legal Translation if the educational documents are issued in languages other than English or Arabic • Attestation Requirements: - Stamp of the Ministry of Education of the issuing state or its representative - Stamp of both Ministry of Foreign Affairs of the issuing state and Bahrain's Embassy, or any entity acting on its behalf or vice versa. (This may be dispensed with an Apostille certification) **Note:** Other requirements (such as leaving certificate, transfer letter, or other documents) will be requested when needed.	• Completed Al Rawabi Middle and High School Registration Form (PowerSchool – Online Registration) • Copy of student health report to school (from Health Centre) – Grade 7 students

Grade/Level	New Students	Existing Students (Renewal)
Grade 10 - Grade 12	• Completed Al Rawabi Middle and High School Registration Form (All Pages / Signed) • One passport size photograph (student) • Copy of student & parent CPR (front & back) • Copy of student birth certificate • Copy of student vaccination records (from birth) • Copy of student health report to school (from Health Centre) • Copy of student medical report (if the student has any health issues) ***School Transfer Documents (from previous school)*** • Copy of good conduct certificate • Transfer Letter/Certificate • Copy of Final Report Cards for (Grade 9, 10, 11) ***School Transfer Documents (from Outside Bahrain)*** • Original Transcripts / Graduation Certificate • Certified Legal Translation if the educational documents are issued in languages other than English or Arabic • Attestation Requirements: - Stamp of the Ministry of Education of the issuing state or its representative - Stamp of both Ministry of Foreign Affairs of the issuing state and Bahrain's Embassy, or any entity acting on its behalf or vice versa. (This may be dispensed with an Apostille certification) **Note:** Other requirements (such as leaving certificate, transfer letter, or other documents) will be requested when needed.	• Completed Al Rawabi Middle and High School Registration Form (PowerSchool – Online Registration) • Copy of student health report to school (from Health Centre) – Grade 10 students

4.5.2 All sections of the application form must be completed and submitted to the school for registration by the end of May in the year of entry. Late applications will be considered based on seat availability.

4.5.3 Parents must acknowledge the Assessment Policy and all School Policies and Procedures by signing the Registration Agreement.

4.6 Ministry of Education – Student School Transfer Service *(Bahrain.Bh)*

4.6.1 Parents are required to complete the Ministry of Education's (MOE) online school transfer for Grade 2 – Grade 12 students by logging in to www.bahrain.bh

4.6.2 The following documents must be attached as PDF files: -

- ✓ Student CPR
- ✓ Transfer Letter/Certificate
- ✓ Final Report Cards
- ✓ Acceptance Letter from the school

4.6.3 Students transferring from schools outside Bahrain must apply for a School Equivalency Certificate from the Ministry of Education. Requirements may change as per Ministry of Education instructions.

(Refer to www.bahrain.bh / MOE for requirements)

Note: Student admission will not be considered complete or confirmed until MOE approval for transfer is received.

5. RATIONALE

5.1 In accordance with the laws and regulations of the Ministry of Education (MOE), and in line with the vision of the Board of Directors, Al Rawabi School / Al Rawabi Middle and High School supports the following principles:

- Equality of access for all applicants.
- Respect for the diversity of beliefs, traditions and languages.

6. PAYMENT

6.1 School fees are annual and shall be paid according to the payment schedule.
*(See **School Fees** for payment schedule)*

6.2 Mental Skills (M.A.M.) course materials for GR1 to GR8:

- BD70 with 1st payment
- BD70 with 2nd payment.

6.3 Extra-curricular activities: Not included in the school fees

6.4 The deadline of registration for the S.Y. 2026-2027 is **31st May 2026.**

6.5 Subject to the Ministry of Education's regulations, school fees may be increased.

7. WITHDRAWAL

7.1 Parents must complete and submit the official withdrawal request form to the Al Rawabi School/Al Rawabi Middle and High School Admission Department.

7.2 Parents must ensure that all school fees are paid, and that clearance from Student Affairs has been received.

7.3 A copy of the final report card and clearance from Accounts are to be attached to the request form (if collected).

7.4 The withdrawal letter / good conduct certificate will be ready within 2 school working days and can be collected from the Al Rawabi School / Al Rawabi Middle and High School – Admission Department.

8. STUDY MODE

8.1 Pandemic

1. The school provides 3 teaching modes during the pandemic: **On-campus**, **Online** and **Hybrid classes** for all grades, taking into account the available facilities and classrooms.
2. Parents who choose one learning mode are not allowed to change their choice until the end of the school year. Exceptionally, the school may approve the change from one mode to another in specific cases, provided that class capacity allows for it.

8.2 Normal Conditions

1. Under normal conditions, the school provides only **on-campus teaching**.

Mission and Structure of the Admission Department

It is the mission of the Admissions department to recruit, inform and admit new, qualified students to Al Rawabi School in a professional and forthright manner, while maintaining the integrity of the school, the students and their families. We aim to ensure that prospective families understand the school mission, philosophy and values. We also strive to give them a good initial understanding of the IGCSE and IB Programmes. The Admission department comprises the Admissions Coordinators, who report to the School Principal and are assisted by Accounts Department.

Admission to Al Rawabi School is available to Bahraini students and all other nationalities residing in Bahrain. There are certain criteria and procedures that the candidate has to go through in order to get admission to Al Rawabi School. The decision to accept a student is based on an assessment of the student's ability to master both Arabic and English languages. A face-to-face interview is also required to be able to diagnose the student's abilities and readiness as well as any linguistic or physical disorders. Passing the placement test and the individual interview are the requirements for admission.

Students' age requirements

The student's age determines the grade in which s/he will join. KG1 students must be 4 years old, KG2 students 5 years old and grade 1 students, 6 years old by the end of September. Other graders will be registered in the next grade from which they passed.

Placement Test

Students applying for admission to Al Rawabi School for the first time are required to take the school placement tests according to the level they are applying for. These tests are checked and scored by the subject teacher of each grade to evaluate the student's competencies. This assessment is measured by a placement interview (KG) and placement test in Arabic, English and Math (Grade 1 to Grade 12) to ensure a good start for the student.

Registration Date

Registration starts in **January** of every year.

Procedures

- Sitting for a Placement Test.
- Sitting for an interview to examine the applicant's academic potential and psychological state. The interviewers are specialized in academic and psychological domains.
- If passes, the student has to present a behavioral report and the final score report in addition to other identity documents and personal photos.
- If the student suffers from any diseases, parents are requested to provide a medical report describing their health status.

Required Documents (for new students)

- Kg1 and 2 applicants: Birth certificate, copies of one parent's Identity Card and the child's Identity Card, child's vaccination records and personal photos.
- Grade1: All previously mentioned documents for KG1 and 2 + Medical Examination.
- Grade 2 onwards: All previously mentioned documents + Behavioral Report and Final Score Report from the previous school.
- If the student comes from another private school, s/he has to submit a proof of fees payment from the previous school (Transfer Letter/Leaving Certificate)

All required documents should be submitted upon registration, prior to the commencement of the school year to reserve a seat. Failure to do this will result in the cancellation of the admission.

Parents Engagement

- Urge the students to abide by the school rules and instructions including uniform, behavior, attitude, academic progress and work ethics.
- Pay the fees and other expenses related to the educational process as determined by the school administration.
- Agree and sign the Registration Contract which includes the School Rules and Regulations.

Criteria for Admission

Each candidate's application materials are carefully studied to assess suitability for admission. We are looking for candidates:

- who are motivated/determined
- whose academic performance is average to excellent
- whose conduct is good overall, and who are respectful to others
- who are, and whose parents are, committed to the school's vision, mission and Values
- who are more or less internationally-minded
- whose qualities would enrich the school community and be a positive contribution to it.

Previous experience with the MYP IB Programme is an advantage for applications but it is an optional pre-requisite for admission at Al Rawabi. Students who broadly adhere to the school admissions criteria due to academic or other challenges may be admitted with an agreement between the school and the student's parents to engage in other Programmes for additional support. These Programmes may include Individualized Personal and Social Education, Counseling, Learning Mentoring, and/or other kinds of learning support as appropriate. Such decisions remain, however, entirely at the discretion of the Admission Department. Al Rawabi takes into careful consideration gender, language, specific needs, etc., in distributing students to different classes. The Admission Department and the Programme Coordinator in coordination with the School Principal, have the right to accept or refuse any applicant based on their assessment of the applicant's suitability.

Applicants with Specific Needs

Al Rawabi School has a Learning Support Programme in Pre and Elementary, although the number of students to whom it can be offered is limited by the resources it has available at any given time. Parents of any applicant who has a specific need must submit complete reports with the application.

These might include Targeted Support Programmes (TSPs), psychological reports or speech and language reports. Any student with significant and specific academic or physical needs for which the school does not have adequate resources will not be admitted. Students needing Learning Support may be admitted if it is believed that the school can offer appropriate support and that the children can be placed in the regular classroom (as per the school inclusion policy).

When reviewing the application of a student with specific needs, the Admission Department will take into consideration all students receiving learning support in that grade, with additional consultation from the Learning Support specialists. As part of this process, the applicant will usually be interviewed, and the Admission Department reserves the right to request that a psycho-educational evaluation be conducted before a decision is made, if necessary. In the case where a specific need has not previously been identified, the school reserves the right to review the situation to assess the appropriateness of the student's presence in the school based on our capacity to address his/her needs. Please note that all levels of Learning Support have **NO additional fee**. There is no learning support department in the Middle and High School.

Post-Review Procedure

When a decision has been taken on a candidate's application, parents will be notified of the decision by email or telephone within 48 hours. Subsequently, the action taken varies depending on the decision taken regarding the student:

Acceptance: If an applicant is accepted, this will be followed by a formal email of acceptance accompanied by the Registration Contract. The Registration Contract must be completed and returned to the Admission Department, within 10 days of receipt, along with a Registration Deposit for each child, in order to officially reserve the space(s). There may also be additional subject choice forms to complete, depending on the grade level. If the offer of a place has notbeen accepted by the 10-day deadline, it can be offered to another student.

Denial: If an applicant is denied a place, a formal letter or email is sent to confirm this.

Language Criteria for Admissions

English is the primary language of instruction throughout the school. We will consider those students who are not proficient in English if we believe that, over their projected time at Al Rawabi School, they will be able to develop proficiency in academic English sufficient to enter the IB Diploma Programme.

Acceptance to IBDP is at the discretion of the principal in coordination with the Programme Coordinator.

Admission to the IGCSE **(Admission to IGCSE will be at Grade 9 only)**

Cambridge Assessment International Education
Cambridge International School

Al-Rawabi Middle & High School adopts the following procedures in selecting students seeking admission to the IGCSE Programme:

Grade 9-IGCSE

- Al Rawabi Middle and High School applicants for Grade 9 **MUST** obtain a minimum score of 90 and above in the final Grade 8 examinations in the following subjects: English Language, Mathematics, and Arabic, in addition to **strong recommendations from their Grade 8 teachers.**
- Applicants enrolling from other schools **MUST** score at least 25 out of 35 in the school admission test. This test consists of three components: English as a Second Language, Mathematics, and Arabic. **Additionally, approval for admission is conditional upon a successful interview with the IGCSE Coordinator.**
- In both cases above, students who wish to take Science subjects will be required to sit for a second admission test based on Checkpoint past paper questions. A minimum score of 15 out of 20 is required. Students who do not meet this requirement will be advised to select from the following options: Business, Economics, Visual Arts, or Environmental Management.
- A deposit of BD 225 must be paid at the time of registration as a pledge of commitment to the Programme. This amount will be used in Grade 10 as part of the registration fee for the Cambridge IGCSE examination. No additional fee is charged specifically for enrolment into the IGCSE Programme.

Grade 10-IGCSE

- Promotion from Grade 9 IGCSE to Grade 10 IGCSE for Al Rawabi Middle and High School students will be based on academic performance in Grade 9 overall exam (a minimum of Grade B in all subjects) and **strong recommendations from IGCSE teachers.**
- Applicants enrolling from other schools must score at least 25 out of 30 in the IGCSE placement test. The test consists of two parts: Part A covers English as a Second Language, Mathematics, and Arabic. Part B includes one option from each group: Biology/Computer Science, Physics/Economics, and Chemistry/Business/Visual Arts. These are designed from the Grade 9 IGCSE scheme of work using Extended-level past IGCSE questions. An interview with the IGCSE Coordinator is also mandatory.

OTHER IMPORTANT POINTS TO NOTE

- Newly admitted students must present documented syllabus coverage from their previous schools. In cases where there are gaps, a clear catch-up plan must be provided. Responsibility for catching up rests with the students and parents.
- Seventh period and Saturday classes are mandatory for all Grade 9 and Grade 10 students from the beginning of the academic year.
- The final examinations in the Al Rawabi IGCSE Programme are cumulative and cover content from Chapter 1 of each syllabus.

- Students and parents are required to read and fully understand the curve-up system as outlined in the school's assessment policy for the coming academic year (this is mentioned in the current assessment policy available on the school website).

REGISTRATION FOR THE IGCSE BOARD EXAMS

IGCSE students may only be registered as candidates for a syllabus in the official IGCSE board examinations if they demonstrate strong conceptual understanding through consistent performance in monthly tests and pre-mock examinations. Students who underperform in the Grade 10 IGCSE pre-mock exams will be advised to register for the board examinations privately through the British Council.

External Candidates

1. The student is required to complete the application form and attach the relevant documents as specified in the form.
2. The student sits for a placement test. The test measures the student's abilities in Science, Math & English.
3. The student shall score a minimum of 60% of the placement marks.
4. The student shall then appear for an interview with the IGCSE Coordinator, to understand his aptitude for the Programme, and orient him/her on the Programme.
5. After the interview, the student shall be notified with a final decision on his/her admission.
6. Admission of the student is communicated to the parents.

Internal Candidates

1. Al-Rawabi students' admission into the Programme depends on their performance history specifically in the core subjects: English, Arabic, Math & Science. All students sit for a placement exam.
2. The student's personal development history is also taken into consideration.
3. Grade 8 students sit for a placement exam.

Admission to the IBDP

Al Rawabi Middle & High School has an inclusive admissions policy encouraging all students to attend the International Baccalaureate Diploma Programme. Al Rawabi Middle & High School also allows students to follow an individual or a selection of IB Diploma Programme courses if the full IB Diploma is unsuitable.

All candidates will meet with the Admission Department, IBDP Coordinator and/or Counsellor, and Support Team (if needed), to help guide the candidate in their choices relative to the course selection.

The Programme Coordinator ensures that candidates have an acceptable level of readiness to avoid struggling with the IBDP later. This is done through a diagnostic/placement test for all the subjects chosen by the candidate, including Visual Arts. An interview with the subject teachers follows these tests. The diagnostic/placement test score only allows candidates to be admitted to the IBDP when they demonstrate a proficient understanding of the critical concepts of the subject matter. In this case, the candidate is admitted to the Programme even if he does not score high on the test.

Students with **IGCSE** backgrounds are admitted automatically to the Diploma Programme if their grades in the respective subjects are **C and above**.

IB ADMISSIONS POLICY
ADMISSION TO AL RAWABI MIDDLE AND HIGH SCHOOL - IB DIPLOMA PROGRAMME

1.1 This Admission policy applies to Grade 11 students applying for the Al Rawabi Middle and High School -IBDP Programme.

ACCEPTANCE CRITERIA FOR IBDP GRADE 11

1.2 The admission of any incoming IBDP - Grade 11 student is based on the results of the following:

A. Al Rawabi Middle and High School admission examinations - 60%
- *Admission examinations for each student will vary depending on the chosen subject by the student.*
- *Passing marks for the admission examinations is 80% of the total items taken in the chosen subjects.*

B. Interview with the IBDP Coordinator - 40%

Interview Rubrics	
Criteria A - Conversation - *How relevant are the ideas in the conversation?* - *How appropriately and thoroughly does the candidate respond to the questions in the conversation?* - *To what depth are the questions answered?*	
0	- *The work does not reach a standard described by the descriptors below*
1-3	- *The candidate consistently struggles to address the questions.* - *Some responses are appropriate and are rarely developed.* - *Responses are limited in scope and depth.*
4-6	- *The candidate's responses are mostly relevant to the questions.* - *Most responses are appropriate and some are developed.* - *Responses are mostly broad in scope and depth.*
7.-10	- *The candidate's responses are consistently relevant to the questions and show some development.* - *Responses are consistently appropriate and developed.* - *Responses are broad in scope and depth, including personal interpretations and/or attempts to engage the interlocutor*
Criteria B - Communication - *To what extent does the candidate understand and interact?* - *How well can the candidate express ideas?* - *How well can the candidate maintain a conversation?*	
0	- *The work does not reach a standard described by the descriptors below.*
1-3	- *Comprehension and interaction are limited.* - *The candidate provides limited responses in the target language.* - *Participation is limited. Most questions must be repeated and/or rephrased.*
4-6	- *Comprehension and interaction are mostly sustained.* - *The candidate provides responses in the target language and mostly demonstrates comprehension.* - *Participation is mostly sustained*
7-10	- *Comprehension and interaction are consistently sustained.* - *The candidate provides responses in the target language and demonstrates comprehension.* - *Participation is sustained with some independent contributions*

**Acquired marks are converted to 40*

C. Academic Achievement

Grade 10 NON-IG students

Candidate Applicants for the Al Rawabi Middle and High School IB Diploma Programme should at least have the following grades upon fulfillment of Grade 10 (NON-IG)	
To Register for IB	*Minimum NON-IG Grade 10*
Group 1: Studies in Language and Literature Arabic A: Language and Literature English A: Language and Literature	Applicants must have a grade of B or higher in prior English or Arabic classes
Group 2: Language Acquisition Arabic B: Language Acquisition English B: Language Acquisition	Applicants must have a grade of B or higher in prior English or Arabic classes
Group 3: Individuals and Societies Business Management Economics	Applicants must have a grade of B or higher in prior Math and Business Classes
Group 4: Sciences Biology Chemistry Physics Computer Science	Applicants must have a grade of B or higher in prior Mathematics and Science subjects being applied to
Group 5: Mathematics Math: Analysis and Approaches	Applicants must have a grade of B or higher in prior Mathematics
Group 6: The Arts Visual Arts	Applicants must have a grade of B or higher in related subjects

Grade 10 IG students

Candidate Applicants for the Al Rawabi Middle and High School IB Diploma Programme should at least have the following grades upon fulfillment of Grade 10 (IGCSE)	
To register for IB	*Minimum Grade in IGCSE*
Group 1: Studies in Language and Literature Arabic A: Language and Literature - Higher Level English A: Language and Literature - Higher Level	*English 1st Language - B* *Arabic 1st Language - B*

Group 4: Sciences Biology - Higher Level Biology - Standard Level	 *Biology A* *Biology B*
Chemistry - Higher Level Chemistry - Standard Level	*Chemistry A* *Chemistry B*
Physics - Higher Level Physics - Standard Level	*Physics A* *Physics B*
Computer Science - Higher Level Computer Science - Standard Level	*Computer Science A* *Computer Science B*
Group 5: Mathematics Math: Analysis and Approaches - Higher Level	*Math Extended - B*

D. *Recommendation of Al Rawabi Middle and High School IGCSE Coordinator (for Al Rawabi Middle and High School students only)*

Al Rawabi Middle and High School reserves the right to cancel a subject in case of insufficient number of enrollees to make up a group or cases of students.

The school holds the final decision with regards to any IBDP student registration.

1.3 The interview with the coordinator and admission examinations are scheduled on the same day.

1.4 Results of the interview and admission examinations will be informed by the registration

ENROLLMENT PROCEDURE

2.1 Complete the IB Subject Selection Form
(For further details on Subject Selection please head to page 3 of this document)

2.2 Schedule your Al Rawabi Middle and High School Admission Examinations and Interview with the IBDP Coordinator

2.3 After passing the exams and interview, fulfill the following:

- Fill-up the official school registration form*
- Submit required documents by the registration*
- Settle the IB Fees

New Students only

2.4 IBDP Fees

2.4.1 Incoming Grade 11 IBDP students are to settle 50 percent of the total IB fees before the start of the academic year to confirm and secure their IB subjects/ class.

2.4.2 Payment is non-refundable if they choose to withdraw any subject after payment.

2.4.3 The remaining 50% is to be paid at the beginning of grade 12 academic year.

	TOTAL AMOUNT	*GRADE 11*	*GRADE 12*
6 subjects:	*BHD 630*	*BHD 315*	*BHD 315*
5 subjects:	*BHD 525*	*BHD 265*	*BHD 260*
4 subjects:	*BHD 420*	*BHD 210*	*BHD 210*
3 subjects:	*BHD 315*	*BHD 160*	*BHD 155*
2 subjects:	*BHD 210*	*BHD 105*	*BHD 105*
1 subject:	*BHD 105*	*BHD 50*	*BHD 55*
105 BHD per subject			

PROGRAMME SELECTION

3.1 Al Rawabi Middle and High School offers the following academic Programmes for incoming Grade 11 Students:

3.1.1. **Full IB Diploma Programme**

Students will be awarded with a school diploma and IBDP diploma upon fulfillment of requirements and passing the board exams. Students are to take the following subjects:

a. (3-4) Higher Level Subjects
b. Maximum of (3) Standard Level Subjects
c. IB Core Subjects (CAS, EE, ToK)

3.1.2 **IB Course Programme**

Students will be awarded the school diploma and IB certificates upon fulfillment of requirements and passing the subject board exams. Students will take some subjects as IB and some as NON-IB:
a. (1-5) Subjects will be taken as IB
b. The remaining subjects will be taken as NON-IB

3.1.3 **NON-IB Programme**

Students will be awarded with a school diploma upon fulfillment of Al Rawabi Middle and High School requirements and passing the exams. Students will take ALL subjects in NON-IB.

SUBJECT SELECTION

4.1 Al Rawabi Middle and High School offers the following IBDP subjects:

Group 1: Studies in Language and Literature
- *Arabic A: Language and Literature*
- *English A: Language and Literature*

Group 2: Language Acquisition
- Arabic B: Language Acquisition
- English B: Language Acquisition

Group 3: Individuals and Societies
- Business Management
- Economics

Group 4: Sciences
- Biology
- Chemistry
- Physics
- Computer Science

Group 5: Mathematics
- *Math: Analysis and Approaches*

Group 6: The Arts
- *Visual Arts*

**For more information on each subject, please see the attached subject briefs in this document*.

Subjects offered in Al Rawabi Middle and High School IB Programme may not be available due to an insufficient number of enrollees.
Due to some scheduling conflicts, there is no guarantee of accommodating all subject selections. Al Rawabi Middle and High School will exert all efforts to accommodate student preferences but there may be instances where students have to compromise.

4.2 Al Rawabi Middle and High School has mandatory and optional subjects for incoming Grade 11 students:

4.2.1 Mandatory Subjects

a. Languages

- *Students are to select (1) subject from Group 1 and (1) subject from Group 2.*
- *It is mandatory to select an Arabic and English subject.*

b. Mathematics

- Mathematics: Analysis and Approaches is a mandatory subject.

c. Social Studies and Religion

4.2.2 Optional Subjects

For scheduling purposes, incoming Grade 11 IB students are to choose from the following selection. Students are to choose (1) of the following subject combinations

GROUP 1: Science Focus (Biology, Chemistry, Physics)
GROUP 2: Mixed Sciences (Physics, Chemistry, Computer Science)
GROUP 3: Business & Commerce (Business Studies, Economics, Computer Science)
GROUP 4: Arts & Humanities (Arts, Business Studies, Environmental Science)

***IBDP Students opting for Biology, Physics, and Chemistry and Physics, Chemistry and Computer Science are required to submit secondary documents from the school they are applying to. Without these secondary documents, the student will not be allowed to continue registering for the selected subject choices.*

Additionally, students and parents must acknowledge the following conditions:

1. *Students will be registered for the IBDP Programme in Grade 11 and are not permitted to transfer out to a half or non-IB Programme after registration.*
2. *Parents are required to pay the full IBDP fees for Grade 11 at the time of registration.*

4.2.3 IB Core subjects

IB Core subjects are required for full IBDP Students

- CAS - Creativity, Activity and Service
- ToK - Theory of Knowledge
- EE - Extended Essay

Grade 12 IB Course and Non-IB Students in IB Classes policy

	Time Duration
Mock Examinations/Term 2 Final Exams All IB Course and non-IB students enrolled in IB classes are required to participate in the Mock Examinations alongside their IB classmates. These examinations will be held in the last week of February. These examinations will serve as the Term 2 Final Examinations for respective regular subjects registered in.	*Last Week of February*
Third Term Classes Non-IB students are expected to attend all remaining classes for the third term and participate during the review sessions with IB students. Attendance is crucial for the completion of the third term grade.	*1st week of March to May*
Term 3 Projects Based on Internal Assessments (IAs) Non-IB students will be assigned projects that are based on the Internal Assessments (IAs) of their respective subjects to complete the required components for their non-IB marks. This applies to IB Course students and the respective regular subjects that they are part of.	*Third Term*
Third Term Examinations **Non-IB Students in the IB Class:** These students are required to take the 3rd term examinations along with regular students. **IB Course Students with 2 or less IBDP subjects:** These students are required to take the 3rd term examinations on their respective regular subjects. **IB Course Students with 3 or more IBDP subjects:** These students are exempted from the 3rd term examinations.	
Third term Grades **IB Course Students with 3 or more IBDP Subjects:** Third term grades will be an average of Term 1 and Term 2 Final Marks.	

IBDP Students Subject Changes Policy

1. **Subject Changes**

   Initial Subject Selection:

   - At the beginning of the school year, all students registered for the IBDP have the opportunity to choose their subjects.
   - During the first two weeks of the school year, students may make changes to their subject selections without any administrative penalties and upon availability

   Mid-Year Changes:

   - Additionally, during the first two days of the second term, students may request changes to their subjects.
   - These changes will be accommodated based on availability and scheduling constraints.

2. **Transition from Full IBDP to Non-IB**

   Staying in the Same Class:

   - If a student decides to transition from the full IBDP to the Non-IB track, they will remain in the same class.
   - While they can drop other IBDP subjects, they will automatically continue as IB students in their chosen Arabic and English classes.

3. **Assessments for Non-IB Students**

   Tailored Assessments:

   - Non-IB students in IB classes will have assessments specifically designed for their needs.
   - These assessments will consist of teacher-generated questions in the NON-IB style.
   - The content will align with the IB lessons taught in class.

4. **Non-IB Projects**

   4.1. Project Alignment:

   - Non-IB projects will draw inspiration from the IBDP Internal Assessments (IAs) completed by full IBDP students.
   - While the depth and scope may differ, the rigor and academic standards will be maintained.

ASSESSMENT POLICY

Assessment policy (Please refer to the attached document)

- Al Rawabi School Assessment Policy
- Al Rawabi Middle & High School Assessment Policy

Assessment and Evaluation

- Assessment should benefit students, support teaching and learning goals and involve them.
- Assessment processes will provide students with information and guidance so they can plan and manage the next steps in their learning. Students will be educated in ways that build their assessment capabilities so they can take increasing control of their own learning and, through this process, become more effective and independent learners.
- Assessment should be valid, reliable and fair.
- Assessment tools and processes should be suited to the purpose and involve varied approaches. e.g. self-assessment, peer assessment, observation.
- Teachers need knowledge of their students' cultures, backgrounds and experiences to ensure assessment is appropriate and effective.
- The Moderation Team will carry out a formal review of each term's curriculum delivery at the end of each term.
- Teachers will regularly evaluate their teaching, the learning Programmes with consideration to the impact this has on student achievement.
- The school will set achievement targets annually, track the students' achievement progress, and administer "Performance Dialogue Sessions" to devise action plans aiming at improving students' attainment and maximizing their achievement.

Reporting to Parents

- The intended audience for all reporting is the student and their parents, family and the MoE.
- Any reporting should benefit students, support teaching and learning goals and involve them.
- A schedule of reporting to parents, consistent with this policy, will be developed each year.
- Teachers will report in writing formally twice a year. Accompanying these will be resources or opportunities to help parents make sense of the reports.
- Formal written reporting will be clear, timely, and accurate and contain specific information on the child's progress, achievement, strengths and weaknesses, and next learning steps, in language that parents can understand. It will also identify how parents can support learning out of school.
- The school welcomes informal methods of reporting or 'keeping in touch', such as email communications, phone calls, scheduled meetings or quick chats.
- All stakeholders will be consulted as to the effectiveness of reporting.

AL RAWABI GRADE APPEAL POLICY

This Grade Appeal Policy outlines the procedures for parents/guardians to follow when appealing their child's grades at Al Rawabi. We encourage open communication and strive to address any concerns regarding grading with transparency and fairness.

At Al Rawabi, we value open communication and strive to provide parents/guardians with the necessary information regarding their child's academic progress. It is important to note that the subject teacher should be the initial point of contact for any inquiries regarding your child's academic progress. They possess the most knowledge about your child's performance, and they will respond to your inquiries within a reasonable timeframe.

Parents/guardians must refrain from using WhatsApp messages as a means of communication with teachers and management, as they are not considered formal channels. Sending emails or using other approved communication channels ensures that you receive a timely and appropriate response

To ensure a streamlined process, we have established the following Grade Appeal Policy:

Continuous Assessment Grades

If you have inquiries about your child's continuous assessment grades, please send an email to the respective subject teacher. The teacher will respond to your email within 48 hours and provide you with a justification for the grades. If you have further concerns or questions, you can then email the Head of Department and Student Affairs for assistance.

Exam Grades

For inquiries specifically related to exam grades, please follow these steps:

- Fill out the attached appeal form, which can be obtained from the accounts department or through the school's official channels.
- Submit the completed appeal form to the accounts department along with the required fee, as specified in the school's guidelines.
- The Student Affairs department will review your appeal and provide you with the final grade within 48 hours of receiving your appeal form. If there is a change in the grade as a result of the appeal, a refund will be issued accordingly.

We encourage parents/guardians to adhere to this Grade Appeal Policy to facilitate effective communication and timely resolution of any concerns or inquiries related to their child's grades.

Al Rawabi School Access and Inclusion Policy

(Aligned with International Baccalaureate (IB) Access and Inclusion Framework)

1. Purpose

This policy establishes Al Rawabi School's commitment to providing equitable access to education for all students. The school recognizes diversity as a strength and affirms that every student has the right to participate fully in learning, teaching, and assessment. The purpose of this policy is to ensure compliance with both Ministry of Education (MOE) requirements and the International Baccalaureate (IB) Access and Inclusion Policy, while preserving the school's established practices.

2. Scope

This policy applies to all students enrolled in Al Rawabi School from Kindergarten through Grade 12, including IGCSE and IBDP students. It covers all aspects of teaching, learning, assessment, and school life.

3. Policy Statement

Al Rawabi School shall:

- Provide a curriculum that meets the needs of each student and prepares them for life, career, and further study.
- Ensure learning opportunities that balance skills, knowledge, and conceptual understanding.
- Establish and maintain an inclusive environment that removes or reduces barriers to participation.
- Encourage independence, resilience, and critical thinking in all learners.
- Meet physical, sensory, medical, and psychological needs through collaboration with stakeholders.
- Recognize inclusion as the responsibility of all educators, not solely the Learning Support Department (LSD).
- Align classroom practices and assessment accommodations with IB's principles of equity and fairness.

4. Definitions

Inclusion: An ongoing process of identifying and removing barriers to learning, teaching, and assessment.

Access arrangements: Adjustments authorized for students to demonstrate their knowledge and skills without changing learning outcomes or assessment expectations.

Gifted and Talented: Students who demonstrate exceptional ability or performance in one or more domains (intellectual, creative, physical, or social).

Learning Support Department (LSD): The department responsible for coordinating targeted interventions and specialized support.

5. Framework for Inclusion

5.1 Barriers to Learning
Barriers may be primary (cognitive, sensory, medical, developmental, or emotional) or secondary (environmental, cultural, linguistic, or economic). Teachers and staff are required to consider both categories when planning instruction and assessment.

5.2 Access Arrangements
Al Rawabi School shall authorize access arrangements in accordance with IB requirements. Arrangements shall reflect established classroom practice and may include, but are not limited to:

- Additional time.
- Rest breaks.
- Modified papers (large print, adapted layouts).
- Reader or scribe support.
- Use of assistive technology.
- Flexible scheduling or adjusted deadlines.

5.3 Universal Design for Learning (UDL)
The school requires teachers to apply UDL principles by providing multiple means of representation, engagement, and expression in all teaching and assessment practices.

6. Learning Support

6.1 Identification
All students with identified needs shall be recorded in the school's confidential database, accessible to advisors, counselors, and teachers.

6.2 Specific Learning Difficulties
Students may present with conditions such as Dyslexia, Dysgraphia, Dyscalculia, or Dyspraxia. Teachers are required to accommodate these needs through individualized support plans.

6.3 Targeted Support Plans (TSPs)

- Teachers shall initiate referrals to the LSD using the official Referral Form.
- The LSD shall conduct observations, assessments, and consult parents.
- TSPs shall be developed collaboratively with input from parents, specialists, and the student (where appropriate).
- TSPs shall include clear learning goals, accommodations, and time frames for review.

6.4 Levels of Support (TSPs)

- Remedial (Levels 1–2): Intensive support and intervention.
- Consolidation (Levels 2–3): Targeted reinforcement of skills.
- Enrichment (Levels 3–4): Extension activities for students exceeding expectations.

7. Support in Middle and High School for SEN

7.1 What is a Special Educational Need (SEN)?

A student is considered to have a Special Educational Need (SEN) if they have a learning difficulty or disability that requires **specialized educational provision** (support that is different from or additional to what is normally provided to other students of the same age).

7.2 Admission

Parents shall be informed during admission that no MOE-approved Special Education Inclusion Department exists at the Middle and High School levels.

7.3 Objective Criteria for Identifying SEN Students

To ensure fairness and accuracy, entry into the SEN program/ provision of special accommodations is based on **objective, verifiable evidence** collected by educational and medical professionals. **A parent's personal request or wish alone is not sufficient for official SEN identification.**

A student is formally identified and registered under this policy through one of the following two pathways:

Pathway A: Formal Professional Diagnosis

The student has an official, up-to-date assessment report (usually less than 2–3 years old) from a qualified external professional, such as:

- A Clinical or Educational Psychologist
- A Pediatrician or Psychiatrist
- A Speech and Language Therapist
- An Occupational Therapist

Pathway B: School-Led Screening and Intervention

If a teacher or parent suspects a student needs support or special accommodation, the school follows a strict, data-driven process:

1. **Teacher Evidence:** The teacher documents that the student is making significantly *slower progress* than their peers, despite high-quality classroom teaching.
2. **Internal Intervention:** The school implements targeted classroom adjustments for a set period (e.g., 6 to 8 weeks).
3. **Objective Testing:** The Learning Support Team/ Subject Teacher administers standardized reading, math, or behavioral screenings.
4. **Review:** If the data shows the student is still struggling significantly compared to national or school averages, they will be formally nominated for the SEN register.

7.4 Accommodations During Examination

The school is strictly committed to ensuring equity during all formal assessments. In line with this, **SEN students shall receive appropriate support and accommodation during summative examinations, tailored specifically to their individual cases and needs as outlined in Section 7.7 page ____ of this policy.** Examination accommodation (also called "Access Arrangements") are granted **only** if they reflect the student's normal way of working in class and **are backed by the objective criteria outlined in Section 7.3 page ____.**

Depending on their formal assessment, a student may qualify for:

- **Extra Time:** Typically, an additional **25% to 50%** of the standard exam time to allow for processing or writing difficulties.
- **Rest Breaks:** Supervised stop-the-clock breaks where the student can stretch or calm down without losing exam time.
- **A Reader or Scribe:** A trained adult who reads the questions aloud exactly as written or writes down the student's spoken answers verbatim.
- **Alternative Environment:** Taking the exam in a smaller, quieter room rather than the main exam hall to reduce anxiety and distraction.
- **Assistive Technology:** Using a school-approved laptop (with spell-check disabled, unless explicitly permitted) instead of handwriting.

7.5 Limitations

Accommodations at the Middle and High School level are limited compared to the Elementary level. The school shall guide parents to external specialists when needs exceed available resources.

7.6 Shared Responsibility

All teachers are required to apply inclusive practices in their classrooms, including modified instructions and differentiated classroom strategies.

7.7 SEN Student Selection Criteria

Criteria	Descriptors
Academic Performance and Progress	• Students consistently performing below age-appropriate expectations in core subjects (reading, writing, numeracy, or comprehension). • Slow progress even when targeted interventions, differentiated tasks, or remedial support are provided. • Frequent difficulties in retaining learned concepts or applying knowledge to new contexts.
Cognitive and Learning Profiles	• Noticeable challenges with memory, attention, problem-solving, or processing speed compared to peers. • Difficulty following multi-step instructions or grasping abstract concepts. • Evidence of specific learning difficulties such as dyslexia, dyscalculia, or dyspraxia (diagnosed or strongly suspected through assessments/observations).
Communication and Language Needs	• Noticeable delays in speech, language, or communication skills, affecting ability to understand or express ideas. • Limited vocabulary or difficulty using language appropriately for age and context.
Physical, Sensory, or Health-Related Challenges	• Students with hearing, vision, or mobility impairments that limit access to learning without adaptations. • Chronic medical conditions (e.g., epilepsy, diabetes, asthma) that require ongoing adjustments in the classroom. • Fatigue, frequent absences, or reduced stamina that impact participation in lessons and activities.

7.8 Disclaimer and Policy Guidelines

Non-Diagnostic Purpose

This document is not a diagnostic tool. Entries made within the sheet do not constitute a diagnosis, declaration, or labeling of any student's condition or disability. The information recorded represents observations and perceptions of student performance and behavior within the educational setting.

Purpose of Observations

Observations recorded in this document are intended solely to inform further assessment, referral, or intervention planning. They must not be used to make any medical, psychological, or categorical classifications of students.

Authority for Diagnosis

The authority to conduct official assessments or provide formal diagnoses rests exclusively with qualified professionals, such as educational psychologists, speech and language therapists, or medical practitioners.

Confidentiality and Data Protection

All data and observations collected in this document are to be treated as strictly confidential. Information must be handled and shared only in accordance with school policies, ethical standards, and applicable student privacy and data protection regulations.

8. Gifted and Talented Students

8.1 Identification

The school shall identify gifted and talented students through diagnostic assessments, auditions, screenings, and teacher nominations.

8.2 Programmes

- Enrichment Programmes and extracurricular opportunities.
- Acceleration (advanced placement, higher-level coursework).
- Mentorship Programmes and professional coaching.
- Participation in showcases, exhibitions, and competitions.

8.3 Monitoring and Evaluation

Personalized development plans shall be created for identified students. Progress shall be monitored through mid-year evaluations and reviewed annually.

8.4 IB Alignment

Gifted and talented students are recognized as having intellectual exceptionalities within the IB inclusion framework. Differentiation and enrichment are mandatory requirements.

9. Roles and Responsibilities

School Leadership: Ensure compliance with MOE and IB access and inclusion requirements.
Learning Support Department: Coordinate TSPs, provide professional development, and liaise with specialists.
Teachers: Implement inclusive classroom strategies, apply UDL, and ensure assessment accommodations mirror daily practice.
Parents/Guardians: Act as partners in supporting and monitoring student progress.
Students: Take responsibility for their learning and actively participate in support planning.

10. Documentation and Accountability

- All access arrangements shall be supported by documented evidence (teacher reports, medical/psychological assessments).
- Informed parental consent is required for implementation of TSPs and assessment accommodations.
- Records shall be maintained with complete confidentiality and will be available for internal and external review/usage.
- Policies and practices shall be reviewed annually.

11. Policy Review

This policy shall be reviewed every two years, or sooner if IB or MOE regulations are updated.

Conclusion

Al Rawabi School is committed to fostering an inclusive, equitable, and supportive learning environment that aligns with international best practice while remaining responsive to the local context. By integrating IB's Access and Inclusion framework into existing school policies, Al Rawabi affirms its dedication to ensuring that every student—whether requiring additional support, remediation, or enrichment—has the opportunity to succeed.

AL RAWABI SCHOOL LEARNING SUPPORT

Students Under the LSD

- All students with an identified need for learning support are listed in the school's confidential database. The database is updated regularly and is accessible to advisors, counselors, and teachers.
- Students under the LSD "Learning Support Department" include those who need additional support in their learning. Learning support includes students who has difficulties with:
  1. Reading, writing, numeracy, or understanding information.
  2. expressing themselves or understanding what others are saying.
  3. Making friends or relating to adults.
  4. organizing themselves.
  5. some kind of sensory or physical needs that may affect their activities.

Specific Learning Difficulties

- **Dyslexia -reading:**
  Dyslexia is a specific difficulty with learning to read fluently and with accurate comprehension. This includes difficulty with phonological awareness, phonological decoding, processing speed, orthographic coding, auditory short-term memory, and language skills/verbal comprehension.

- **Dysgraphia –writing/spelling:**
  Dysgraphia is a specific learning difficulty that affects written expression. Dysgraphia can appear as difficulties with spelling, poor handwriting, and trouble putting thoughts on paper. Dysgraphia can be a language-based and/or non-language-based disorder.

- **Dyscalculia – using the number:**
  Dyscalculia is a specific learning difficulty that affects the ability to acquire arithmetical skills. Learners with dyscalculia may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers, and have problems learning number facts and procedures.

- **Dyspraxia – fine & gross motor skills**
  Dyspraxia goes by many names: developmental coordination disorder, motor learning difficulty, motor planning difficulty, and apraxia of speech. It can affect the development of gross motor skills like walking or jumping. It can also affect fine motor skills or speech. Dyspraxia is not a sign of muscle weakness. It is a brain-based condition that makes it hard to plan and coordinate physical movement.

Special Education Inclusive Practices

Our goal is to support students and foster their independence and responsibility for learning through active engagement in the grade-level curriculum. A continuum of services designed to meet the needs and learning styles of individual learners is provided. Our inclusion model uses classroom support and/or intervention through individual education plans.

Targeted Support Programmes (TSPs) are written documents prepared by the faculty with recommendations provided by internal and external specialists. The TSP is developed through a collaborative process involving the school, parents, the student (where appropriate), and other relevant personnel or agencies. It refers to the adapted or modified aspects of the educational Programme, focusing on priority learning needs while setting specific learning goals for a student over a set timeframe.

Teachers may raise concerns with the LSD "Learning Support Department" using a **Referral Form.**
The Learning Support Department "LSD" may then:

1. Observe the student.
2. Carry out appropriate assessments.
3. Have discussions with the class teacher and parents/guardians.
4. Seek external consultation for confirmation and recommendations (report to be renewed annually).
5. Plan support to address the concerns.
6. Execute and monitor the plans.

Practices

1. Based on the assessment results, the subject teacher in coordination with the LSD develops TSPs that are based on recommendations. The TSP plan outlines the necessary teaching strategies, resources, and support for the student.
2. Parents are involved in the TSP development process to provide their input and feedback.
3. The TSPs are shared with the LSD for follow-up.
4. The TSPs are reviewed and updated termly or as needed.

Example of accommodations

- Extra time to complete assigned work.
- Enlarging texts
- Simplifying complex instructions
- Breaking long assignments into smaller parts
- Assisting students in setting short-term goals
- Pairing oral instructions with written ones
- Repeating instructions

- Permitting assignments to be typed
- Permitting video reports or oral delivery
- Adopting physical space
- Color coding instructions
- Pull out individual sessions.
- Use of audio and visual equipment

Remedial Plan

A Remedial Plan is provided or intended for school students who have not achieved the level of attainment necessary for them to be able to study with their peers. Students achieving (1 - emerging) will be provided with such a plan.

Support Plan (TSP) Procedures

5. Categorize students based on teachers' observations and class work evaluation.
6. Teachers are to meet LSD teachers and school counselors for confirmation and additional recommendations.
7. Teachers are to design TSPs based on the level of attainment and recommendation.
8. Teachers are to arrange parent conferences to share and agree on the plan.
9. Teachers are to submit a mid-term progress report. (Date to be announced)
10. At the end of each term, students are reevaluated to assess the impact and effectiveness of the plan and whether they need to continue within this category.
11. The TSP is shared with the HOD for continuous monitoring.
12. The TSP is reviewed and updated as needed.
13. The student's progress is tracked.

Attainment Level Categorization

At the end of term 1, students are categorized into three categories based on end-of-term achievement. Throughout term 2, students' categorizations are reviewed for readjustments.

- **Remedial:** activities are designed for students who achieve below-level.
- **Consolidation:** activities are designed for students who achieve on-levels.
- **Enrichment:** activities are designed for students who achieve above-levels.

Extra activities should be sent home or uploaded to google classroom based on student categorization level.

Parents of students under LSD

Partnership with parents/guardians plays a key role in enabling students with LSD teachers to achieve their potential. The school recognizes that parents/guardians hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents/guardians of children with LSD teachers are treated as partners and supported to play an active and valued role in their child's education.

Parents/guardians who have concerns should speak with the class teacher/ LSD teacher at the earliest opportunity.

Inclusive Classroom Environment

- We strive to create an inclusive classroom environment that promotes learning and encourages participation from all students.
- We provide accommodation and modifications to the learning environment and curriculum to meet the unique needs of our students.
- We encourage peer support and interaction and provide opportunities for all students to develop social and emotional skills.

Staff Training

- Our school provides regular training and professional development opportunities for all staff members and parents to enhance their knowledge and skills in working with students under the LSD.
- We encourage collaboration and communication among staff members to ensure that all students receive the necessary support.

Communication

- We maintain open and regular communication with parents/guardians of students under the LSD to keep them informed of their child's progress and support services.
- We encourage parents/guardians to communicate with the school and provide feedback on their child's needs and progress.
- We work collaboratively with parents/guardians to ensure that the needs of their child are being met.

SUPPORT IN AL RAWABI MIDDLE AND HIGH SCHOOL

Policy Statement:

At Al Rawabi Middle and High School, while there is no Special Education Inclusion department approved by the Ministry of Education (MOE), we are committed to supporting students who may experience difficulties in their academic journey. This policy outlines the accommodations that may be provided to students who require assistance in specific areas.

Admission and Special Education: During the admission process, it is clearly communicated to parents and students that there is no Special Education Inclusion department at the Middle and High School (refer to Admission Policy Pg. 15)

In the event that a student is found to be struggling with specific difficulties, such as learning challenges, attention deficits, or other issues that can be accommodated for, the school will make efforts to provide appropriate support and accommodations.

- **Targeted Support Plans:** The school will develop and implement Targeted Support Plans (TSPs) for students requiring accommodations. TSPs serve as individualized plans to address the unique needs of each student.
- **Accommodations:** Accommodations that may be provided but are not limited to:
- **Extended Time:** Students may be granted additional time during exams to complete their assessments.
- **Exam Assistance:** Students may receive support in understanding and following exam instructions.

Limitations and Resources:

- Limitations: It is important to note that the accommodations provided within the scope of this policy may have limitations due to the absence of a dedicated Special Education Inclusion department.
- External Resources: When necessary, the school may provide information and guidance to parents/guardians regarding external resources and professionals who can offer specialized support beyond what is available within the school.

By implementing this policy, Al Rawabi Middle and High School aims to support students who may experience difficulties by providing targeted support through individualized Targeted Support Plans (TSPs), fostering an inclusive and nurturing learning environment.

GIFTED AND TALENTED STUDENTS

The term **gifted** refers to '***a student who is in possession of untrained and spontaneously-expressed exceptional natural ability in one or more domains of human ability.'*** These domains will include intellectual, creative, social, and physical abilities.

The **talented** term refers to '***a student who has been able to transform their 'giftedness' into exceptional performance'***. Talented students will always demonstrate exceptional levels of competence in the specific domains of human ability.

The school acknowledges that given its size, there will be students who may be classified as Gifted and Talented. As a result, it is the teacher's responsibility to ensure that students are identified, and their needs duly planned for.

TALENTED STUDENTS SUPPORT POLICY

Identification

- Use diagnostic tests and talent assessments to identify students' skills in areas such as sports, music, and arts.
- Conduct auditions, sports trials, and art evaluations to assess specific personal talents.
- Perform initial screenings in September, followed by more targeted assessments from October to November.

Programmes and Activities

- Offer enrichment Programmes and after-school activities to nurture and develop personal talents.
- Provide acceleration opportunities for students to engage in advanced talent Programmes (e.g., advanced music lessons, competitive sports).
- Implement mentorship Programmes, pairing students with experienced professionals or talented alumni in their area of interest.
- Organize events such as talent showcases, art exhibitions, sports tournaments, and music concerts to highlight and celebrate student achievements.

Resources and Opportunities

- Recognize high achievers in personal talents with certificates and special Roll of Honor recognition.
- Encourage participation in international competitions such as sports tournaments or global art/music contests (e.g., drawing competition, music contests).
- Offer students the opportunity to join choir groups or perform in the Ministry of Education's orchestra for musically talented students.
- Provide access to specialized resources such as sports facilities, music rooms, art studios, and digital tools for talent development (e.g., coding or robotics clubs).

Collaboration

- Maintain open communication with parents through newsletters, meetings, and updates about their child's progress in talent Programmes.
- Partner with external institutions (e.g., local sports clubs, music schools, or art institutions) to provide students with expert training and performance opportunities.
- Organize guest lectures, performances, or coaching sessions by renowned artists, athletes, or musicians to inspire and mentor students.

Monitoring and Evaluation

- Create personalized talent development plans for each student, with clear goals and milestones for improvement in their specific talent areas.
- Conduct mid-year progress evaluations (April-May) to track improvements and provide feedback.
- Use performance-based assessments to measure skill development in various personal talent areas (e.g., sports, music, art).

Continuous Improvement

- Develop action plans based on student feedback and evaluations to continually enhance and refine talent support Programmes.
- Regularly update and adapt Programmes to incorporate new techniques, trends, and opportunities in the arts, sports, and music fields to ensure relevance and engagement.

Academic Integrity Policy

Integrated Guidance on Artificial Intelligence and Academic Integrity

This version integrates the IB guidance: "Evaluating 13 scenarios of Artificial Intelligence (AI) in student coursework."

1. Purpose and Commitment

At Al Rawabi School, we are committed to fostering a learning environment based on integrity, respect, responsibility, honesty, and ethical behavior. This policy aims to ensure that all students uphold academic honesty in their work and understand the importance of producing work that authentically reflects their own learning, thinking, knowledge, skills, and effort.

Academic integrity is not limited to avoiding plagiarism or cheating. It also requires students to be honest about how their work was produced, how sources and resources were used, and the extent to which other people or technologies contributed to their work.

The school recognizes that students have access to an increasing range of digital resources, including Generative Artificial Intelligence (GenAI) tools. These technologies can provide valuable opportunities for learning when used responsibly. However, they must not replace the student's own thinking, learning, analysis, evaluation, reflection, or authorship.

This policy therefore establishes expectations for the ethical use of all academic resources, including artificial intelligence.

2. Core Values of Academic Integrity

2.1 Honesty

Students must always present their work, effort, sources, and contributions truthfully, without deception or misrepresentation.

2.2 Responsibility

Students are responsible for understanding the expectations of academic integrity and for following them in all academic tasks.

2.3 Respect

Students must respect the intellectual work of others. Ideas, words, information, data, images, arguments, and other contributions obtained from another source must be appropriately acknowledged.

2.4 Authenticity

Students must be able to demonstrate that submitted work genuinely represents their own learning, understanding, thinking, and skills.

2.5 Transparency

Students must be honest and transparent about the resources and technologies they have used in producing academic work.

3. Definition of Academic Dishonesty

3.1 Plagiarism

Plagiarism is using another person's ideas, words, work, intellectual contribution, or other material without appropriate acknowledgment.
This includes material obtained from:

- books
- websites
- academic publications
- another student
- online sources
- artificial intelligence tools
- other digital resources

Example: Copying and pasting content from a website or AI tool into an essay without appropriately acknowledging the source.

3.2 Collusion

Collusion is unauthorized collaboration with another student on assignments, coursework, examinations, or other tasks where individual work is required.
Example: Two students completing an individual assignment together and submitting substantially identical work.

3.3 Cheating

Cheating is using or attempting to use unauthorized materials, information, technology, devices, or assistance during an examination or academic assessment.
Example: Using unauthorized notes, online resources, AI tools, or another person's answers during a closed-book examination.

3.4 Fabrication

Fabrication is falsifying or inventing data, information, sources, quotations, evidence, references, or other academic material.
Examples include:

- inventing experimental data
- creating a false reference
- inventing quotations
- citing a source that was not actually consulted
- presenting AI-generated information as verified evidence when it has not been checked

3.5 Duplication of Work

Duplication of work is submitting the same work for more than one assignment or course without permission from the relevant teacher.
Example: Submitting the same essay for two different subjects without informing the teachers.

3.6 Misuse of Generative Artificial Intelligence

Misuse of Generative Artificial Intelligence (GenAI) refers to any inappropriate, harmful, unethical, deceptive, or unauthorized use of artificial intelligence tools that compromises the authenticity of student learning or academic assessment.
AI misuse may include, but is not limited to:

- submitting AI-generated work as the student's own
- using AI to replace the student's own thinking or analysis
- using AI to produce an assessed response that the student cannot explain or defend
- substantially rewriting assessed work through AI

- submitting AI-generated reflections
- using AI-generated quotations or sources without checking the original sources
- using AI-generated translation where the assessment requires the student to demonstrate language proficiency
- using AI to fabricate information or evidence
- hiding or deliberately concealing AI use
- failing to acknowledge AI-generated material when acknowledgment is required
- using AI in a way that conflicts with the requirements of an IB or IGCSE assessment

However, the use of AI itself is not automatically considered academic misconduct. The context, purpose, extent, and nature of the AI use must be considered.

4. Expectations for Students

4.1 Original Work

All work submitted for assessment must be the student's own work and must authentically represent the student's learning.

Any use of another person's work, ideas, words, information, or intellectual contribution must be appropriately acknowledged.

4.2 Acknowledgment of Collaboration

If collaboration is permitted, students must clearly identify their own contribution and the contributions of others. Collaboration is permitted only when explicitly authorized by the teacher.

4.3 Proper Use of Resources

Students must use all academic resources responsibly and ethically, including:

- books
- websites
- databases
- digital resources
- educational software
- AI tools
- other technologies

AI may support learning, but it must not replace the student's original learning, thinking, analysis, evaluation, reflection, or authorship.

4.4 Seeking Help

If students are uncertain whether a particular use of a resource or AI tool is permitted, they must seek guidance from their teacher before submitting the work. When in doubt, students should disclose their use of AI rather than conceal it.

5. Artificial Intelligence and Academic Integrity

5.1 The Central Principle

The school adopts the following guiding principle when evaluating student use of AI:

AI may be used to support learning when permitted; it must not be used to replace learning.

Teachers and students should ask two central questions:

Question 1: Did the student use AI to help them learn?

If so, the use may be acceptable, provided it is permitted for the particular task and appropriately acknowledged.

Question 2: Did the student use AI to pretend that they had done something they did not actually do?

If so, the use is not acceptable.

The fundamental issue is whether the submitted work genuinely represents the student's own learning, thinking, and achievement.

6. AI Use in Formative and Summative Work

The acceptability of AI use depends on the purpose and context of the task.

Formative learning

In formative learning, teachers may permit students to use AI to:

- explore ideas
- clarify concepts
- identify alternative viewpoints
- generate examples
- receive limited language support
- organize ideas
- receive feedback
- develop questions for further investigation

The teacher remains responsible for determining what is appropriate.

Summative assessment

For summative assessments, coursework, examinations, IB assessments, IGCSE coursework, the Extended Essay, and other externally assessed work, students must follow the specific requirements of the relevant assessment.

A use of AI that is appropriate during formative learning may be prohibited when the same use would interfere with the purpose or validity of a summative assessment.

Where programme-specific requirements are stricter than this policy, the programme-specific requirements take precedence.

7. Evaluating Student Use of Artificial Intelligence: 13 Scenarios

The following scenarios provide practical guidance for teachers and students. They should not be interpreted as an exhaustive list of every possible use of AI. Teachers should exercise professional judgment based on the nature of the task, the assessment requirements, the extent of AI involvement, and whether the student's own learning remains evident.

Scenario 1: AI is used to summarize key points and suggest references

Situation: A student uses AI to produce a summary of key points for an essay and asks AI to suggest references.

Al Rawabi School Decision: Generally Acceptable

This may be an appropriate use of AI when the student uses the output as a starting point for further learning and research.

Student expectations:

- investigate the suggested references
- verify the information
- read and understand the relevant sources
- evaluate the reliability of the information
- express the ideas in their own words
- acknowledge AI-generated material where it is directly used

Key principle: AI may help a student begin research, but the student must undertake the actual research and demonstrate understanding.

Scenario 2: AI is used to explore counter-positions or alternative viewpoints

Situation: A student uses AI to identify alternative viewpoints or counter-positions on a question and then investigates these ideas further.

Al Rawabi School Decision: Generally Acceptable

This can be a valuable use of AI because it may help students identify perspectives they had not initially considered.

Student **expectations:**

- research the viewpoints
- investigate relevant sources
- assess the credibility of those sources
- understand the arguments
- construct their own final argument

Key principle: AI may broaden the student's thinking, but the student's final argument, analysis, and evaluation must be their own.

Scenario 3: AI is used to find quotations that the student copies without investigation

Situation: A student asks AI to find quotations related to an essay topic and copies the quotations without investigating the original sources.

Al Rawabi School Decision: Not Acceptable

This is not acceptable because the student has allowed AI to replace part of the research and thinking process.

Student expectations:

- locate, read, understand, and verify the original sources
- ensure quotations are accurate and correctly contextualized
- cite the original sources appropriately

Key principle: A teacher may ask a student to explain the sources and quotations they have used to determine whether the student has genuinely engaged with them.

Scenario 4: AI is used to develop a research question

Situation: A student asks AI to develop a research question for an IB subject or major research project.

Al Rawabi School Decision: Generally, Not Acceptable as the Starting Point

For major coursework, students should develop their research interests through their own thinking and through discussion with their teacher or supervisor.

Student expectations:

- establish an area of genuine interest
- work with the teacher/supervisor
- evaluate any AI-generated examples
- adapt the final question to meet assessment requirements and the student's interests

Key principle: AI may assist with exploring possibilities, but it should not determine the intellectual direction of the student's coursework.

Scenario 5: AI generates a complete model essay

Situation: A student asks AI to write an example essay on the same topic and then uses that essay as the model or basis for their own response, translating or rewriting it into their own words.

Al Rawabi School Decision: Generally, Not Acceptable

This is generally not acceptable because the AI-generated essay may have provided the student's ideas, arguments, structure, reasoning, evidence, organization, or analysis.

Student expectations:

- demonstrate genuine understanding of the submitted work
- participate in oral discussion or a viva when appropriate

Key principle: Rewriting or translating an AI-generated essay does not necessarily make the underlying intellectual work the student's own.

Scenario 6: AI generates a paragraph as a model for the student's writing

Situation: A student asks AI to generate an example introduction, paragraph, or summary and uses it as a model for developing their own content.

Al Rawabi School Decision: Generally Acceptable, Depending on Context

Using AI to examine examples of possible structures, approaches, or methods of presenting an idea may be acceptable when the AI output functions as a learning resource rather than a substitute for the student's own work.

Student expectations:

- ensure the final paragraph reflects the student's own thinking
- ensure the final paragraph reflects the student's own analysis and understanding

Key principle: Teachers should exercise particular care when the AI-generated example is closely related to the argument being assessed.

Scenario 7: AI rewrites the student's completed essay

Situation: A student writes an essay and then copies it into AI and asks the tool to rewrite it.

Al Rawabi School Decision: Generally, Not Acceptable for Assessed Work

The use of AI to substantially rewrite a student's work may replace the student's own language, expression, reasoning, organization, and authorship.

Student expectations:

- distinguish limited language correction from substantial or wholesale rewriting
- follow specific IB assessment requirements

Key principle: Teachers may exercise greater discretion with informal classroom activities where the purpose is language development or practice rather than assessment.

Scenario 8: AI translates the student's work into another language

Situation: A student writes an essay in one language and uses AI to translate it into another language for submission.

Al Rawabi School Decision: Not Acceptable for IB Summative Assessment Where Language Proficiency Is Being Assessed

For IB summative assessment, students must demonstrate the knowledge and skills required by the assessment, including language ability where this forms part of the assessment.

Student expectations:

- follow the language requirements of the assessment
- avoid AI translation where the target language is being assessed

Key principle: For non-IB contexts, teachers should follow the expectations established for the particular subject and task.

Scenario 9: AI improves grammar and sentence construction

Situation: A student uses AI to identify grammatical errors and suggest improvements to sentence construction without asking AI to rewrite the entire assignment.

Al Rawabi School Decision: Generally Acceptable, Depending on Context

Limited language and grammar support may be acceptable where it does not replace the student's own writing.

Student expectations:

- retain the original version of the work where AI has been used for editing

- follow restrictions when grammar, language accuracy, or quality of expression is assessed

Key principle: If AI changes the coherence, argument, organization, or substance of the work, this may constitute a substantially different use from simple language correction.

Scenario 10: AI is used to 'mark' the student's work

Situation: A student asks AI to assess their work and provide feedback for improvement.

Al Rawabi School Decision: Depends on Context

In formative, non-assessment contexts, AI-generated feedback may be a useful learning tool when the teacher permits it.

Student expectations:

- follow teacher instructions
- do not use AI to replace formal teacher feedback where this conflicts with assessment requirements

Key principle: For IB assessment tasks, students should not use AI to replace or interfere with formal teacher feedback processes where this conflicts with assessment requirements.

Scenario 11: AI writes the student's reflection

Situation: A student asks AI to reflect on a topic, process, experience, or question and submits the AI-generated reflection unchanged.

Al Rawabi School Decision: Not Acceptable

Reflection must represent the student's own personal thinking and learning.

Student expectations:

- consider their experience
- evaluate their process
- identify what they learned
- consider challenges or changes in thinking
- identify what they may do differently in the future

Key principle: An AI-generated reflection does not demonstrate authentic personal reflection.

Scenario 12: The student hides their use of AI

Situation: A student uses AI and deliberately conceals the use of AI from the teacher.

Al Rawabi School Decision: Not Acceptable

Transparency is a fundamental part of ethical AI use.

Student expectations:

- disclose AI use when required
- follow restrictions on AI use
- respond honestly when the teacher asks about AI use

Key principle: Appropriate AI use does not become inappropriate simply because AI was used; however, deliberately concealing AI use undermines academic integrity.

Scenario 13: AI generates a template for the structure of an essay

Situation: A student uses AI to generate a general template or structure for organizing an essay.

Al Rawabi School Decision: Generally Acceptable, Depending on Context

Using AI to develop a general organizational structure may be comparable to consulting a textbook, exemplar essay, writing framework, teacher, or other educational resource.

Student expectations:

- independently develop the content
- independently develop the argument, evidence, analysis, evaluation, and final response

- acknowledge AI use where required

Key principle: If the teacher has concerns about whether the student understands the submitted work, the teacher may conduct an oral discussion or viva.

8. AI Transparency and Referencing

Students must be transparent about their use of artificial intelligence. Where students use text or another product generated by an AI tool—including copying, paraphrasing, modifying, or incorporating AI-generated material—they must follow the referencing requirements established by the school and the relevant programme.

Where required, students should identify:

- the AI tool used
- the date of use
- the prompt used
- the nature of the AI-generated material
- how the AI output contributed to the final work
- the AI-generated material that has been incorporated into the work

For major coursework, students may also be required to retain a transcript or record of significant AI interactions.

The purpose of AI acknowledgment is transparency. Students should make clear what represents their own work and what was obtained or influenced by an AI tool.

9. Evidence of the Student's Learning Process

Students are strongly encouraged to retain evidence showing how their work developed.

Depending on the nature of the task, this may include:

- brainstorming
- research notes
- outlines
- planning documents
- first drafts
- subsequent drafts
- teacher feedback
- version histories
- source notes
- records of revisions
- AI prompts and outputs where relevant
- reflections on the development of the work

For major IB coursework, students should retain sufficient developmental evidence to demonstrate the progression of their work.

The developmental process is particularly important when teachers need to establish whether submitted work authentically represents the student's own learning.

10. Establishing the Authenticity of Student Work

Teachers are not required to prove that AI produced a student's work. Instead, teachers should use their professional knowledge of the student and the student's learning process to determine whether the submitted work appears authentic.

Where there is reasonable doubt about the authenticity of a student's work, the teacher may:

1. discuss the work with the student
2. ask the student to explain their ideas, arguments, sources, and decisions
3. review drafts or developmental evidence
4. examine version history where available
5. ask the student to explain how particular sections of the work were produced
6. conduct a viva or oral questioning process
7. require the student to demonstrate the relevant knowledge or skills
8. where appropriate, require the student to redo the task under controlled conditions

A viva or oral discussion should not automatically be viewed as a punishment. It can be used as an opportunity for the student to demonstrate genuine understanding.

If the student is unable to demonstrate understanding of their submitted work, the teacher may determine that the work is not authentic and proceed according to the school's academic integrity procedures.

11. Teacher Professional Judgment

Teachers should evaluate AI use according to the purpose of the task, assessment criteria, programme requirements, amount of AI involvement, type of AI assistance, student's disclosure of AI use, student's understanding of the submitted work, and evidence of the student's learning process.

Teachers should distinguish between AI as a learning support and AI as a substitute for learning.

AI as a learning support may include:

- exploring ideas
- clarifying concepts
- identifying alternative viewpoints
- generating examples
- supporting brainstorming
- providing limited language support
- helping organize ideas
- supporting formative learning where permitted

AI as a substitute for learning may include:

- writing the student's argument
- completing the student's analysis
- producing the student's reflection
- generating an assessed response
- substantially rewriting the student's work
- producing evidence the student has not investigated
- generating sources or quotations that the student has not verified
- creating work that the student cannot explain or defend

The distinction is not simply whether AI was used. The central question is whether the student's learning remains visible and authentic.

12. Responsibilities of Students

1. understanding the academic integrity expectations
2. following teacher instructions regarding AI
3. following IB and IGCSE requirements
4. checking the accuracy of information obtained through AI
5. independently investigating AI-generated sources and references
6. acknowledging AI use where required
7. retaining developmental evidence where appropriate
8. being able to explain their submitted work
9. seeking clarification when unsure
10. never deliberately concealing prohibited or significant AI use

13. Responsibilities of Teachers

1. clearly communicating whether AI is permitted for each task
2. explaining what forms of AI use are acceptable
3. distinguishing between formative and summative use
4. applying professional judgment
5. providing students with opportunities to demonstrate authentic learning
6. asking students to explain their work when authenticity is uncertain
7. using developmental evidence where appropriate
8. following programme-specific requirements for IB and IGCSE assessments
9. documenting confirmed academic integrity concerns according to school procedures

Teachers should avoid treating every use of AI as academic misconduct. The focus should be on whether the use of AI has compromised the authenticity and purpose of the assessment.

14. Al Rawabi School Restorative Approach for Academic Violations

Any breach of this Academic Integrity Policy will be treated seriously. Consequences will depend on the severity, context, nature, and frequency of the violation.

The school's approach is intended not only to address misconduct but also to promote learning, responsibility, reflection, rehabilitation, and personal growth.

1. **First Offense:**
   - **Meeting with the Student and Parents/Guardians:**
     - Arrange a conversation involving the student, their parents or guardians, and a relevant staff member (such as a teacher or counselor).
     - Use this meeting to discuss the violation, understand the context, and emphasize the importance of academic integrity.
   - **Warning and Opportunity for Redemption:**
     - Issue a formal warning to the student.
     - Provide an opportunity for the student to redo the assignment or assessment, but with a 20% grade deduction.
     - Emphasize learning from mistakes and personal growth.
2. **Second Offense:**
   - **Deduction of 40% grade:**
     - Provide an opportunity for the student to redo the assignment or assessment, but with a 40% grade deduction.

- **Possible Suspension from School Activities:**
  - Consider suspending the student from extracurricular activities related to academics (e.g., academic clubs, competitions) to underscore the consequences.
  - Encourage reflection during the suspension period.

3. **Third Offense:**
   - **Zero on the Assignment and Formal Disciplinary Record:**
     - For a third offense, assign a zero on the assignment or exam without exceptions.
     - Document the violation in the student's disciplinary record.
   - **Meeting with School Administration:**
     - Arrange a meeting with the school administration (e.g., principal, vice principal) to discuss the repeated violations.
     - Explore additional disciplinary actions, which may include suspension or other academic penalties.
     - Focus on rehabilitation and helping the student understand the impact of their actions.

15. Special Consideration for AI-Related Cases

Because AI use can range from entirely appropriate learning support to serious academic misconduct, teachers should not automatically apply disciplinary consequences merely because AI was used.

Before determining that an AI-related incident constitutes academic dishonesty, teachers should consider:

1. What did the student use AI for? Was it research, brainstorming, language support, feedback, translation, drafting, rewriting, reflection, or generation of the final response?

2. Was AI use permitted? Was the task formative or summative?

3. How much did AI contribute? Did AI provide minor assistance or did it produce substantial parts of the submitted work?

4. Does the student understand the work? Can the student explain their arguments, sources, reasoning, and decisions?

5. Was the AI use disclosed? Did the student follow the school's or programme's expectations for transparency?

6. Does the work meet the assessment requirements? A use of AI that is permissible in one context may be prohibited in another.

16. Academic Integrity in IGCSE and IBDP Programmes

For both the International Baccalaureate Diploma Programme (IBDP) and the International General Certificate of Secondary Education (IGCSE), Al Rawabi School adheres to the standards and policies established by the relevant international programmes.

IGCSE

Teachers and students should refer to the relevant IGCSE guidance concerning the use of generative AI in coursework.

IBDP

Teachers and students should follow the relevant IB Academic Integrity Policy and guidance concerning the use of artificial intelligence tools.

For IB assessments, programme-specific requirements take precedence where they are stricter than the general provisions of this school policy.

17. Final Statement

Al Rawabi School believes that academic integrity is essential for students to grow as independent, ethical, responsible, and lifelong learners.

The school recognizes that artificial intelligence is increasingly part of students' academic, personal, and professional environments.

Our objective is therefore not simply to prevent students from using AI. Rather, we aim to teach students to use emerging technologies responsibly, critically, transparently, and ethically.

Students may use AI where permitted to support their learning, but they must not use AI to replace their own learning or to present work, thinking, reflection, analysis, or achievement that is not genuinely their own.

Use AI to support learning, not to replace learning.

Students, teachers, and parents share responsibility for maintaining an academic culture in which honesty, authenticity, responsibility, and ethical use of technology are valued.

By adhering to this policy, students develop the trust, independence, responsibility, critical thinking, and academic skills necessary for success in their education and future professional lives.

Reference:

International Baccalaureate Organization. (2024). *Evaluating 13 scenarios of artificial intelligence (AI) in student coursework*.
International Baccalaureate Organization. (2023). *Academic integrity policy*. https://www.ibo.org/globalassets/new-structure/programmes/shared-resources/pdfs/academic-integrity-policy-en.pdf
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مدرسة الرواڈي الإعدادية والثانوية
Al Rawabi Middle & High School

مدرسة الرواڈي
Al Rawabi School

LANGUAGE POLICY

"One language sets you in a corridor for life. Two languages open every door along the way."
F.Smith

Foreword

This document outlines the language policy of Al Rawabi School, a co-educational IB school serving students from grade 1 through grade 12. This policy aims at framing the teaching and learning process in the classroom, informing the curriculum and involving all stakeholdersin achieving the school strategies.

School Mission & Language

The school mission statement highlights commitment to developing the students' 21st C skills among which is language empowerment and communication. Oral language is the foundation for effective communication. It is truly transdisciplinary and therefore central to all learning. We believe language mastery fulfils the students' potential as life-long learners and promotes intellectual, social and emotional development.

As an IB school, we are committed to providing an inquiry-based approach to learning in real- life contexts that promote all communication skills (reading, writing, speaking, and listening). Promoting and developing the international-mindedness necessitates learning more than one language to earn the passport to explore other cultures and go beyond the national- mindedness. The students have the right to enhance their own language and be proud of their cultural background. However, adopting the English language as the language of instruction in Al Rawabi School helps students to foster their own personal identity and enrich their personal development as global citizens by understanding other cultures.

Academic Subjects and Languages

The Arabic Language:

Al Rawabi School offers a variety of national subjects (Arabic language and literature, Islamic Studies, Citizenship, Social studies and P.E) taught in Arabic. These subjects embrace aspects of the Bahraini history and culture. It is part of our commitment to raising the standards of Arabicas a mother tongue for the students. We aim to empower students linguistically to develop their language skills, both oral and written, to a level that would maintain the students' culturalidentity, and ease their life and work in an Arabic-speaking community. Arabic language learning and Arabic-taught subjects make up more than 25% of the students' weekly schooling periods.

The English Language:

In a like manner, Al Rawabi School offers a variety of international subjects (Math, Computer Science, Art, English language & literature, Biology, Chemistry, Physics, Business & Management, Economics, UCMAS and Life Skills) taught in English. These subjects aim at developing the students' academic achievement and open up their minds to the world history and culture. It is, also, part of our commitment to raising the standards of English as a second language for the students. We aim to empower students linguistically to develop their language skills, both oral and written, to a level that would prepare them to pursue their higher education, and ease their life and work in an English-speaking community. English language learning and English- taught subjects make up to 75 % of the students' weekly schooling periods.

The common feature among all the school subjects is the teachers' adoption of a student- centered approach that promotes critical thinking, creativity and problem solving, collaboration and communication. The school pedagogy is based on striking a balance among knowledge, skills and conceptual understanding achieving the paradigm shift from a 2-D curriculum to a 3-D one.

Language Empowerment beyond the formal context

- Languages enable students to participate more effectively in the global community. In addition to the formal context of language learning: the classrooms, the school seeks other opportunities to enhance language learning:
- Families are encouraged to use their mother tongue to support their children's development by speaking, reading and writing in their native language.
- The school library provides a number of various books in both languages.
- The school encourages students to participate in School Book Clubs and MOE Arabic reading challenge.
- English and Arabic are supported by after school activity offerings.
- Students are encouraged to identify with and use their mother tongue as well as English in school.

We believe students learn best when

- They are aware of the relevance of language concepts to their life.
- They have a curriculum that is relevant, meaningful and engaging to their real-life context.
- They read and write authentic literature of various genres.
- They take responsibility for their learning by enabling them to use rubrics to do self-assessment and reflection.
- The teachers who constantly enjoy professional development Programmes to develop their 21st C learning design capacity.
- They use language for creative problem solving, critical thinking and processing information in authentic contexts.
- They are engaged in inquiry into explicit language concepts

- They receive differentiated feedback and are given a multiple set of learning activities that meet the learning style and individual needs of students.
- They learn in a well-resourced inspiring learning environment.

Therefore, Al Rawabi School ensures that students receive regular, prompt and constructive feedback on language learning and progress and teachers track progress ofstudents' language acquisition through various authentic assessment methods, and then use the students' performance data to plan improvement action planstargeting the development of all strands of language.

"Language is fundamental to learning, thinking and communicating. Learning best takes placein authentic contexts, and literature plays a special role in enabling this to happen. Each aspect[of language] is only relevant in relation to the whole."

IBO 2007, Making the PYP Happen: A Curriculum framework for International Primary Education pp.68

NON-ARABIC SPEAKING STUDENTS' POLICY

Introduction

At Al Rawabi School, we are committed to providing an inclusive and supportive learning environment for all students, including those who do not speak Arabic as their first language. This policy outlines the teaching strategies, assessment methods, and additional resources designed to ensure that non-Arabic speaking students can thrive academically, socially, and emotionally. By addressing their unique needs, we aim to promote equitable access to education and facilitate their successful integration into the school community.

Teaching Approach

- **Simplified Curriculum**: Focus on essential Arabic language skills, including basic vocabulary, grammar, and everyday communication.
- **Visual and Bilingual Aids**: Utilize visual aids, gestures, and bilingual materials to bridge language gaps.
- **Slower Instructional Pace**: Conduct lessons at a slower pace, ensuring frequent comprehension checks and opportunities for questions. (Support Classes)
- **Technology Integration**: Leverage interactive technology, such as language learning apps and multimedia resources, to engage students effectively.
- **Cultural Contexts**: Integrate cultural relevance into lessons to enhance engagement and understanding.

Progress Tracking

- **Regular Proficiency Assessments**: Conduct language proficiency assessments every 2-4 weeks to monitor progress.
- **Individual Learning Plans (ILPs)**: Develop tailored plans with clear, achievable short-term and long-term goals for each student.
- **Portfolio-Based Assessment**: Maintain a portfolio for each student to document and showcase their progress over time.
- **Teacher Observations**: Record anecdotal observations and insights to complement quantitative assessments.

Assessment Modifications

- **Simplified Language**: Adjust exam questions to use simpler, more accessible language.
- **Extended Time**: Allow extra time for assessments, typically 1.5 times the standard duration.
- **Bilingual Dictionaries**: Permit the use of bilingual dictionaries during tests.
- **Oral Assessments**: Offer oral assessments as an alternative where appropriate, allowing students to demonstrate their knowledge verbally.

Additional Considerations

- **Peer Mentoring**: Pair non-Arabic speaking students with Arabic-speaking peers for support and guidance.
- **After-School Support**: Provide additional language support sessions outside regular school hours.
- **Parent Communication**: Engage parents in their native language to ensure clear communication and support.

Implementation

- **Dedicated Coordinator**: Appoint a coordinator responsible for overseeing the Programme and supporting non-Arabic speaking students.
- **Annual Policy Review**: Conduct regular reviews of the policy and adjust as needed based on feedback and outcomes.
- **Feedback Mechanisms**: Establish channels for students, parents, and teachers to provide input and share concerns about the Programme.

Support for Social Integration

- **Cultural Exchange Activities**: Organize events and activities that promote cultural exchange between non-Arabic speaking students and their peers.
- **Extracurricular Opportunities**: Encourage participation in clubs, sports, and other extracurricular activities to foster a sense of belonging.
- **Language Buddies**: Create a buddy system where students can practice Arabic in informal settings with supportive peers.

Monitoring and Reporting

- **Comprehensive Records**: Maintain detailed records of each student's progress, including test scores, teacher notes, and anecdotal feedback.
- **Regular Updates to Parents**: Provide parents with progress reports and suggestions for supporting their children at home.
- **Programme Evaluation**: Periodically evaluate the effectiveness of teaching strategies and support mechanisms, using feedback from stakeholders.

Resources and Materials

- **Customized Resources**: Develop or source teaching materials specifically designed for non-Arabic speaking learners.
- **Library Support**: Stock the school library with bilingual books, language learning tools, and multimedia resources.
- **Technology Access**: Ensure students have access to language learning software and online resources both at school and at home.

This policy aims to foster an inclusive and supportive environment, enabling non-Arabic speaking students to achieve academic success while integrating effectively into the school community.

STUDENT & PARENT GUIDELINES

School Day Timings

GRADES KG 1 *and* KG2			
Item	**Starts**	**Ends**	**Duration (*Minutes*)**
Homeroom Period	7:30	7:45	15
Period 1	7:45	9:15	1h:30
Break	**9:15**	**9:45**	**30**
Transition Time	9:45	10:00	15
Homeroom Period	**10:00**	**10:15**	**15**
Period 2	10:15	12:00	1h:45
Preparing Students	11:45	12:15	15
Dismissal of Bus Students	12:15	12:30	15
Dismissal of All students	12:30	1:00	30

RADES 1 *and* 2 **Sundays to Wednesdays**			
Item	**Starts** *at*	**Ends** *at*	**Duration (*Minutes*)**
Morning Assembly	7:05	7:20	15
Period (1)	7:20	8:10	50
Period (2)	8:10	9:00	50
Break	**9:00**	**9:40**	**40**
Period (3)	9:40	10:30	50
Period (4)	10:30	11:20	50
Period (5)	11:20	12:10	50
Period (6)	12:10	1:00	50

GRADES 3 *through* 5 Sundays to Wednesdays			
Item	**Starts *at***	**Ends *at***	**Duration (*Minutes*)**
Morning Assembly	7:05	7:20	15
Period (1)	7:20	8:10	50
Period (2)	8:10	9:00	50
Period (3)	9:00	9:50	50
Break	**9:50**	**10:30**	**40**
Period (4)	10:30	11:20	50
Period (5)	11:20	12:10	50
Period (6)	12:10	1:00	50

GRADES 1 *through* 5 Thursdays ONLY			
(Gr.1 & 2)			
Assembly	7:05	7:20	15
Period 1	7:20	8:00	40
Period 2	8:00	8:40	40
Break	**08:40**	**09:15**	**35**
Period 3	9:15	9:55	40
Period 4	9:55	10:35	40
Period 5	10:35	11:15	40
Period 6	11:15	11:55	40

(Gr.3, 4 & 5)			
Assembly	7:05	7:20	15
Period 1	7:20	8:00	40
Period 2	8:00	8:40	40
Period 3	8:40	9:20	40
Break	**09:20**	**09:55**	**35**
Period 4	09:55	10:35	40
Period 5	10:35	11:15	40
Period 6	11:15	11:55	40

GRADES 6 *through* 8 (Sunday – Wednesday)			
Item	**Starts**	**Ends**	**Duration (*Minutes*)**
Homeroom / Morning Assembly	7:10	7:30	20
Period (1)	7:30	8:20	50
Period (2)	8:20	9:10	50
Break	9:10	9:50	40
Period (3)	10:00	10:50	50
Period (4)	10:50	11:40	50
Period (5)	11:40	12:30	50
Period (6)	12:30	13.20	50

N.B: Morning Assembly ends at 7:25 AM

GRADES 9 *through* 12 (Sunday to Wednesday)			
Item	**Starts at**	**Ends at**	**Duration (*Minutes*)**
Homeroom / Morning Assembly	7:10	7:25	15
Period (1)	7:25	8:20	55
Period (2)	8:20	9:15	55
Period (3)	9:15	10:10	55
Break	10:10	10:45	35
Period (4)	10:50	11:45	55
Period (5)	11:45	12:40	55
Period (6)	12:40	13.35	55

Al Rawabi Middle & High School Bell Schedule (Thursday ONLY)							
(Middle School) GRADES 6 *through* 8				*(High School)* GRADES 9 *through* 12			
Homeroom / Morning Assembly	7:10	7:30	20	***Homeroom / Morning Assembly***	07:10	07:25	15
Period 1	7:30	8:10	40	***Period 1***	07:25	08:10	45
Period 2	8:10	8:50	40	***Period 2***	08:10	08:55	45
Break	8:50	9:20	30	***Period 3***	08:55	09:40	45
Period 3	9:30	10:10	40	***Break***	09:40	10:05	25
Period 4	10:10	10:50	40	***Period 4***	10:10	10:55	45
Period 5	10:50	11:30	40	***Period 5***	10:55	11:40	45
Period 6	11:30	12:10	40	***Period 6***	11:40	12:25	45

School gate timings

Grades	Morning gate		Dismissal gate	
	Gate no.	timing	Gate no.	Timing
KG2	1	06:30 am	1	12:30 am
1 - 5	2, 3 & 4	06:30 am	2 & 4	13:10 pm
6 - 8	6 & 7	6:30 am	6 & 7	13:20 pm
9 - 12	6 & 7	6:30 am	6 & 7	13:30 pm

مدرسة الرواڈي الإعدادية والثانوية
Al Rawabi Middle & High School

مدرسة الرواڈي
Al Rawabi School

AL RAWABI SCHOOL PUNCTUALITY & ATTENDANCE POLICY

Introduction

At Al Rawabi School, we are committed to fostering a positive and productive learning environment where all students have the opportunity to achieve high. Punctuality is a critical aspect of this commitment, as arriving on time ensures students are ready to engage in their academic responsibilities and minimizes disruption for others. This policy is aligned with the Ministry of Education's regulations, and while our approach is corrective rather than punitive, it is essential that we maintain standards that support the wellbeing of all students.

We recognize that occasional lateness can be attributed to genuine circumstances such as weather conditions, medical appointments, or transportation issues. However, we must prioritize the right of all students to an uninterrupted learning experience. As such, repeated lateness or absences will be addressed according to the measures mentioned hereafter.

Importance of Attending School on Time

The school day begins promptly at 06:50 a.m. with the morning assembly. During this time, critical updates are shared, the national anthem is sung, and engaging activities are held to prepare students for an effective school day. The first period begins sharply at 07:15 a.m.

Lateness and Absence as Behavioral Infractions

According to the Ministry of Education’s guidelines (Discipline Charter), the following are classified as behavioral infractions:

1. **Lateness to the Morning Assembly**
2. **Lateness to the First Period**
3. **Absence without Justification**

These infractions require corrective measures to ensure that students develop responsible behavior and understand the importance of punctuality.

Corrective Measures for Lateness and Absence

The school adopts a progressive approach to addressing lateness and absences, starting with supportive interventions and escalating to more legal measures if necessary:

1. **Coaching the Student**: The student will receive guidance and counseling on the importance of punctuality and attendance.
2. **Verbal Warning**: The student will be given a formal verbal reminder regarding the importance of improving their attendance behavior.
3. **Written Warning**: A written warning will be issued, and parents will be informed of the student's continuing lateness or absence.
4. **Parental Involvement**: Parents will be called to the school to discuss the issue and sign an undertaking, agreeing to help ensure the student's punctuality.

If the student shows no improvement after these measures, the school will take the following actions:

1. **Extra Educational Activities**: The student will be assigned additional educational activities to be completed during school hours.
2. **Restrictions on Extracurricular Activities**: The student may be temporarily prohibited from participating in extracurricular activities if no progress is made.

Persistent Lateness

If a student arrives at school after 07:30 a.m., they will not be allowed to disrupt the first period, and instead, they will be directed to the study hall, where they will complete their schoolwork under close supervision. This measure is in place to protect the learning environment of punctual students, as latecomers can disrupt lessons. Our goal is to ensure that all students, regardless of their punctuality, stay on track with their academic responsibilities without disrupting others.

Acknowledgment of Genuine Justifications

We understand that there are valid reasons for lateness or absence, such as weather-related delays, medical appointments, or transportation issues. While we take these into account, our priority is to uphold the rights of punctual students to a smooth, uninterrupted learning experience.

Encouraging Improvement

We believe in the potential for every student to improve. Students who demonstrate improvement in their attendance and punctuality will be recognized and appreciated. Our goal is to support each student's growth while maintaining a healthy learning environment for all.

Conclusion

Al Rawabi School firmly believes in a corrective, not punitive, approach to discipline. However, when a student's behavior disrupts the rules and regulations necessary for maintaining a productive and safe learning environment, we are obligated by law to take the necessary measures.

This policy is in full compliance with the Ministry of Education’s guidelines and aims to ensure that all students benefit from a structured and supportive educational experience. We look forward to partnering with parents in fostering responsibility and punctuality in our students for their overall success.

MIDDLE & HIGH SCHOOL ATTENDANCE POLICY

Policy statement

Regular attendance is critical to a child's education. Disruptions to a child's school attendance can have a significant impact on their academic performance. Both the school and Bahrain's Ministry of Education emphasize that every pupil must attend school regularly.

Aims

The school recognises the clear link between the attendance and attainment of students. This policy is in place to ensure that parents and staff are aware of the school's expectations regarding attendance and punctuality of students, and that issues arising regarding attendance and punctuality are dealt with in a transparent and consistent manner. The policy encourages the highest possible levels of attendance for students which is a shared responsibility between the school, parents, and students.

Arrivals and Lateness

- Supervision for students is in place from 6:40am. Students must not be left at school before this time.
- Parents are asked to ensure their child arrives on time for school (7:05 am) so that they can participate fully in school activities, such as the morning assembly and taking an active role in its activities.
- At 7:10 am, the school gate 6&7 will be locked and only gate 2 will be used for late arrivals.
- Lateness will be recorded from 7:30 am (once the 1st period begins).
- After 7:30 am, it is the responsibility of the person bringing the student to school to accompany them into the reception. The person accompanying the student will be asked to complete a Late Arrival Form in the reception in case of arrival after 7:30 a.m.
- Daily registers are maintained using the online School Management System (PowerSchool) records to register students' attendance.
- Lateness Register is placed with Support & Guidance department from 7:30 a.m. to 7:45 a.m then transferred to the reception at 7:45 a.m. onwards.
- Teachers are required to update the in-class register if changes occur during the day e.g. (Early departure/ late arrival or gone to school Health Unit).
- If a student is absent at registration and there is no known reason for the absence, the absence will be recorded in the first instance as unauthorized. Unauthorized absence is then amended appropriately following communication from parent or arrival of the student into school.

- The reception will distribute Entry Permit and register it in the attendance module of the school's management system (Power School).
- Teachers must not accept late students into the classroom without Entry Permit from the counsellor/ receptionist.
- The guidance counselor will update the Attendance Register.

Collection from School

- Parents are asked to ensure their child is collected on time. When parents are unable to pick-up their child on time due to an emergency, the school counselor/reception should be notified.
- Parents need to fill-up a late Pick-up form which will be provided to them by the Security staff when picking up their child late starting from 2:00 pm. The student must counter sign the approved request at the security gate.
- In the event that students are continuously are picked up late from the school, the school will have no option but to follow the Ministry of Education policy which may include notifying the Ministry of Education.
- Students attending after-school extra classes/extra-curricular activities should be collected promptly when the classes finish. Any students not been collected at this time will be supervised by security in-charge.

Early Collection

- Parents **must** notify the school if their child needs to be collected early from school.
- No student will be permitted to leave school without **permission from the counselor**.
- A gate pass will be provided at the reception, **signed by the teacher and approved by the relevant grade counselor.**
- Please note that only the **parents, guardians, or authorized person** should collect the student.
- Parents should refrain from asking permission for their child to leave early for social or other functions such as weddings, birthdays, trips to the airport.
- Teachers must not allow students to leave without acknowledging the **approved Early Pick-up Form**.
- The **relevant grade counselor and receptionist** must update the school Management system (Power School) if the student leaves early.
- When students leave school early, they cannot re-enter the school again on that day without notifying the school beforehand.

Absences

- No student may leave the classroom for a specific purpose during a period unless he/she is sick and cannot remain in the classroom until the end of the period.
- Students who are sick should report to the counsellor for getting “Health Unit Pass”.
- Students who are sick will be admitted to the school Health Unit. We cannot give any medicine as Law forbids it. However, students who have asthma and other illnesses should bring their own medicine with the doctor’s prescription.
- A student who has a prolonged period of absence without medical leave runs the risk of not being readmitted to school. His/her case will be referred to the Ministry of Education.

Repeated Absence or Lateness

In the event of repeated absence or lateness, action will be taken in line with the Ministry of Education’s ***Student Disciplinary Chart*** and the school internal policy. In extreme circumstances, this may result in suspension or exclusion from school. **(Once approved by the MOE)**

Monitoring

- The school routinely monitors attendance across the school with statistics reported to the schools Board of Directors on a Daily, Weekly, Monthly and Termly basis and with the Ministry of Education.
- A student who is consistently violating rules on punctuality and attendance (tardiness, absences, or truancy), manifesting undesirable behavior, and being unable to deliver satisfactory class works will be issued a "Special Report." This report mentions all misconduct and violations of the particular student who is subject to the refusal of admission for the next school year in Al Rawabi School.

DISTANCE LEARNING POLICY

Purpose:

The purpose of this policy is to outline the procedures and expectations for students during exceptional circumstances that require the transition to online Google Meet classes. It aims to ensure seamless continuation of quality education and the well-being of all students.

Preparedness:

- Students and parents should be prepared for the possibility of online classes in exceptional circumstances.
- Ensure access to a reliable internet connection and a suitable device for attending online classes.
- Familiarize themselves with the Google Meet platform and the school's Google Classroom.

Expectations & Guidelines:

- Students shall attend and actively participate in all scheduled online classes.
- Follow the regular timetable provided by the school.
- Log in to the online class using their school email account.
- Students are expected to wear their full school uniform during online classes at all times.
- Students are required to keep their cameras on during the entire lesson.
- Maintain appropriate behavior and engagement during online sessions.
- Complete assigned tasks and submit them through the designated online platforms.

Technology and Privacy:

- Ensure the privacy and security of online sessions by adhering to the school's guidelines and sharing the online lesson links only with authorized participants.
- Report any technical issues or difficulties in accessing online classes to their teachers promptly.
- Respect and protect the privacy of their peers and teachers during online sessions.

Academic Responsibilities:

- Adhere to the school's code of conduct and academic integrity policies during online classes.
- Follow instructions provided by teachers and complete assigned work within the given deadlines.
- Seek clarification and assistance from teachers when needed.
- Actively engage in discussions, ask questions, and participate in collaborative activities.

Communication and Support:

- Maintain regular communication with teachers through the designated communication channels.
- Seek support and assistance from teachers when facing challenges or difficulties in the online learning environment.
- Notify teachers and relevant school personnel if unable to attend online classes due to unforeseen circumstances.

Note:

Failure to adhere to the distance learning expectations & guidelines may result in denial of access to the online class and being marked absent.

STUDENTS' EXPECTED CONDUCT

Students at all times should:

- Respect the Kingdom of Bahrain, its flag, national anthem, and the Kingdom leadership.
- Respect all peers, staff and faculty.
- Be very conscious of hygiene and cleanliness
- Avoid inappropriate haircuts/hair color.
- Refrain from wearing cosmetics.
- Abide by the classroom code of conduct as agreed upon with the teachers.
- Keep the classroom clean and tidy.
- Pay attention in class and participate actively during the lesson.
- NOT remain in class during breaks. Students found guilty of causing damage to furniture, or any school property shall pay for repairs.
- Shall **NOT** stay after school hours on school premises or in classrooms for sports purposes and other activities, except with school administration's approval and parental consent.
- Do the activities and homework assigned by teachers.
- Communicate respectfully with all school stakeholders.
- Maintain an amicable relationship with everyone in the school.
- Abide by the instructions of the school staff and faculty.
- Bringing unauthorized electrical/electronic devices like Vapes, cameras, smartwatches or mobile phones is strictly prohibited.
- Take care of the school facilities, equipment, and furniture.
- Participate actively and productively in the extra-curricular activities.
- Attend the morning assembly.
- Adhere to assembly protocols.
- Smoking is strictly prohibited on the school campus.
- Avoid physical contact between males and females.
- Refer to the school counselors to solve any conflict, disagreement or problems.

VALUABLES

- Students should avoid wearing costly jewelry at school and the school will not be responsible for any losses.
- Students are advised not to carry large sums of money in their bags or pockets and should not leave their bags or valuables unattended. The school will not be responsible for any losses.

مدرسة الرواڈي الإعدادية والثانوية
Al Rawabi Middle & High School

مدرسة الرواڈي
Al Rawabi School

Al Rawabi Middle and High School
IB Diploma Programme (IBDP) Laptop Use Policy
Applicable to Grades 11 and 12

1. Purpose

This policy provides clear guidelines for the use, scheduling, storage, and management of laptops for students in Grades 11 and 12 under the International Baccalaureate Diploma Programme (IBDP). It ensures responsible, secure, and academically focused use of technology to enhance teaching and learning at Al Rawabi School.

2. Laptop Provision and Access

- The school provides a **shared set of laptops** for Grades 11 and 12 students.
- These laptops are **strictly for academic use** and are to be used **during class sessions only**.
- The laptops will be **brought daily by the IT Department** each morning and **stored in the IB Coordinator's Office**.
- At the end of the school day, the IT Department will **collect all laptops for charging, maintenance, and safekeeping**.
- Laptop use must be **booked and scheduled in advance** through the **IB Coordinator**.

3. Scheduling and Booking Procedures

- Teachers who wish to use laptops during their classes must **book the required units** with the **IB Coordinator** at least one week in advance.
- Bookings must include:
  - Teacher's name and subject
  - Grade level (11 or 12)
  - Date and period of use
  - Number of laptops required
- The **IB Coordinator will prepare the weekly laptop use schedule** and share it with the IT Department and all relevant teachers.
- The **IT Department** will handle the **distribution and retrieval** of laptops as per this schedule.

4. Daily Laptop Management Process

- **Morning Storage:**
  - The IT Department will **deliver all laptops to the IB Coordinator's Office** each morning before the start of classes.
  - Laptops will remain in the IB Coordinator's Office for safekeeping and scheduled distribution.

1. **During Class:**
   - Teachers and students may use the laptops as per the IB Coordinator's approved schedule.
   - Teachers are responsible for **monitoring students' use** and ensuring laptops are used for **academic purposes only**.
2. **After Class:**
   - Laptops must be **returned to the IB Coordinator's Office** immediately after each scheduled session.
   - At the end of the school day, the **IT Department will collect all laptops** for charging and overnight storage.

5. Special Provision for IBDP Students

Grade 11 and 12 students working on **Computer Science Internal Assessments (IAs), Visual Arts (IAs), Extended Essay (EE), Theory of Knowledge (TOK)**, are permitted to bring their **personal laptops** on designated days.

5.1 Laptop Surrender and Retrieval

- Upon arrival, students must surrender their personal laptops to the IB Coordinator's Office.
- Laptops may only be used during the specific class period approved for CS - IA, EE, or TOK work.
- After the session, laptops must be returned immediately to the IB Coordinator's Office.
- Students may retrieve their laptops at dismissal, either:
  - After the 7th period, or
  - After the 6th period if they have no 7th period class.

Failure to follow these procedures may result in suspension of laptop privileges.

6. Teacher Responsibilities

Teachers are responsible for:

- Booking laptops ahead of time through the IB Coordinator.
- Supervising students to ensure academic and appropriate use of laptops.
- Returning all laptops to the IB Coordinator's Office after use.
- Reporting any damage, technical issue, or misuse to the IT Department immediately.

7. IT Department Responsibilities

The IT Department is responsible for:

- **Bringing all laptops to the IB Coordinator's Office every morning** before classes begin.
- **Collecting laptops after the final class** for **charging, maintenance, and secure storage**.
- Ensuring all laptops are **fully charged, functional, and ready for use** each day.
- Supporting teachers and students with **technical assistance** during class periods.
- Maintaining an inventory and usage log for all devices.

8. Misuse and Consequences

Misuse of laptops — including but not limited to accessing non-academic content, gaming, unauthorized downloads, or damaging school property — will result in disciplinary action according to school policy. Repeated offenses may lead to suspension of laptop privileges.

9. Policy Review

This policy will be **reviewed annually** by the **IB Coordinator**, in consultation with the **IT Department** and **School Management**, to ensure it remains effective and aligned with IB standards and school procedures.

MOBILE PHONES ARE NOT AUTHORIZED

- Bringing mobile phones into the school is strictly prohibited as per the MoE instructions and school behavior policy.
- Any student can make phone calls using the school telephones at the reception.
- There are absolutely no exceptions to this policy.

DAMAGE TO SCHOOL PROPERTY

Cost of repair to damaged property, caused by students, must be borne by the parents. There must be no carving, scratching, or drawing on desks or defacement of property in any other way. Students caught doing such damage will be dealt with according to the school's behavior policy.

PARENT ACCESS CARD POLICY

At Al Rawabi School, our main priority is the safety and security of your children. To help ensure this, we are introducing a new Parent Access Card system. These cards will be your key to entering the school, allowing us to ensure that only authorized parents or guardians can access the school premises. Here's how it works:

1. Receiving Your Access Cards

- *Each family will receive **two Parent Access Cards** free of charge. These cards are for you to use when visiting the school.*
- *Please bring your card with you anytime you come to school, whether to pick up your child, attend a meeting, or sign any documents on their behalf.*

2. Why the Card is Important

- *The Access Card ensures that only parents or guardians can enter the school premises, keeping your child safe at all times.*
- *It's a simple but important measure to protect all students from any potential risks, and we hope it gives you peace of mind knowing the school is secure.*

3. Lost or Damaged Cards

- *In case a card is lost or damaged, a replacement will be provided for a fee of **BD 5**.*
- *We recommend keeping the cards in a safe place to avoid needing replacements.*

4. Access Without a Card

- *Please understand that, for safety reasons, no one will be allowed on school grounds without showing their Parent Access Card.*
- *This policy is in place to protect all students, and we sincerely appreciate your cooperation.*
- ***Elementary School**: For the safety of our students, no visitors will be allowed onto the school premises during break time, except in cases of emergencies.*

Your cooperation will help us create a safer environment for all students at Al Rawabi School.

UNIFORM POLICY

Rationale

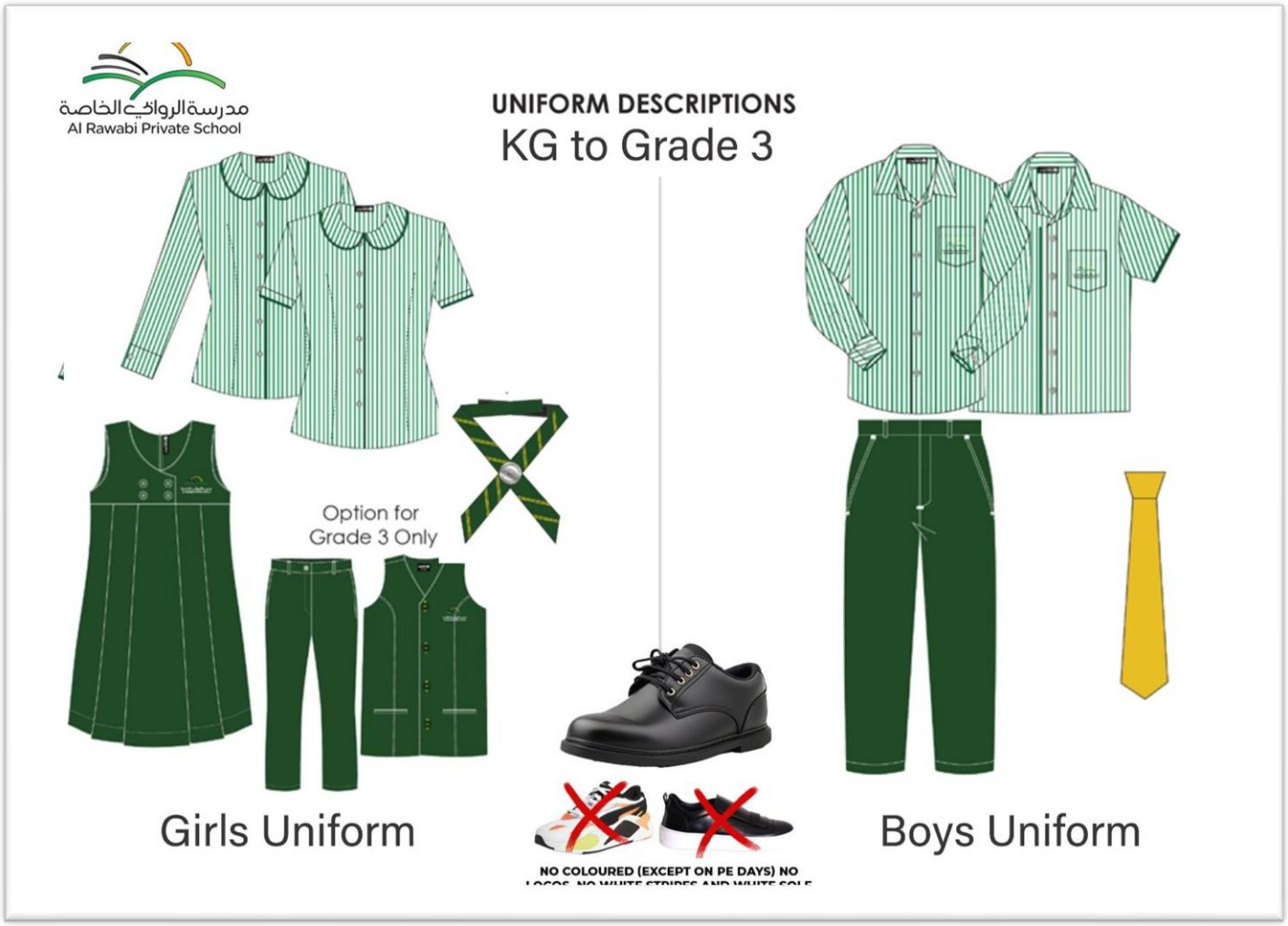
Al Rawabi School believes that there are many benefits to having a presentable and recognizable uniform:

- It allows for easy identification of students, which is crucial for effective safeguarding and organizational purposes.
- It implants pride and gives students a sense of belonging to their school.
- It establishes positive expectations of students, which supports positive behavior and personal development.
- It teaches students the importance of respecting rules and codes.

School uniform requirements

- Our uniform is presentable and suitable for local social and cultural environment. However, important requirements need to be observed.
  1. Buttons fastened appropriately.
  2. Sleeves unrolled up on long-sleeved shirts.
  3. Collar down.
  4. Boys must have their shirts tucked in and must wear a belt.
  5. Hoodies are not allowed at any time on the school campus.
  6. For girls wearing a hijab, we request that it is plain and either white or beige in colour.
- Students are required to wear the P.E uniform ONLY on days when PE is scheduled.
- Please note that all the uniforms are on sale at AL RAWABI MIDDLE & HIGH SCHOOL Uniform Shop or other shops outside provided that the same colors, design and school logo are respected.

- **NB**: Compliance with ALL uniform guidelines is required for students to be allowed at school.

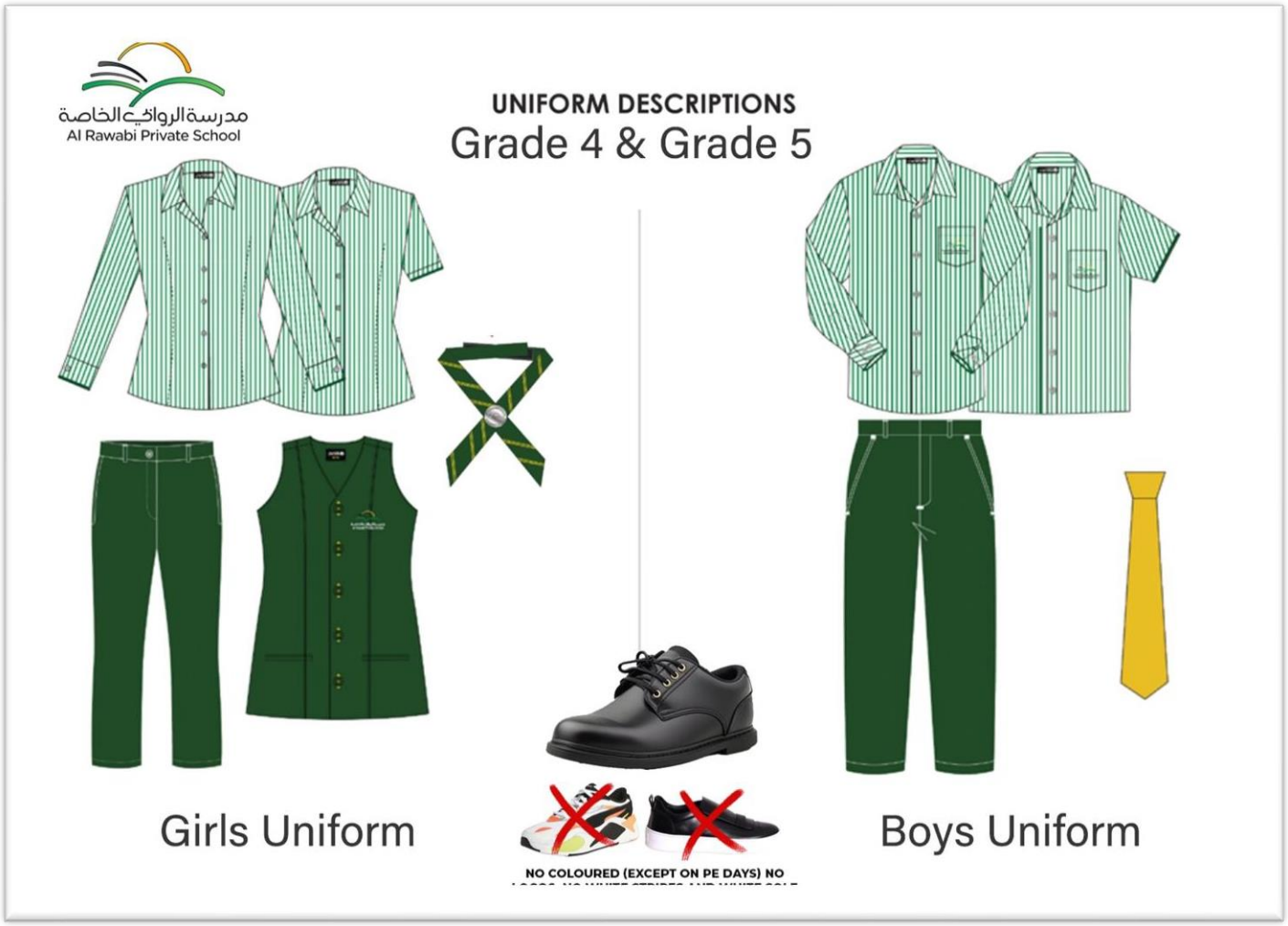


KG1 to grade 3 (Girls)

- Green dress without sleeves, green and white striped fitted shirt with short or long sleeves, reverse collar with school logo.
- Green and white striped fitted shirt with short or long sleeves, reverse collar, green vest with school logo and green trousers **(Optional for grade 3 students only)**
- **Plain black shoes.**
- Papillion.

KG1 to grade 3 (Boys)

- Green and white striped fitted shirt with short or long sleeves, reverse collar with school logo
- Green trousers.
- **Plain black shoes.**
- Gold ties.

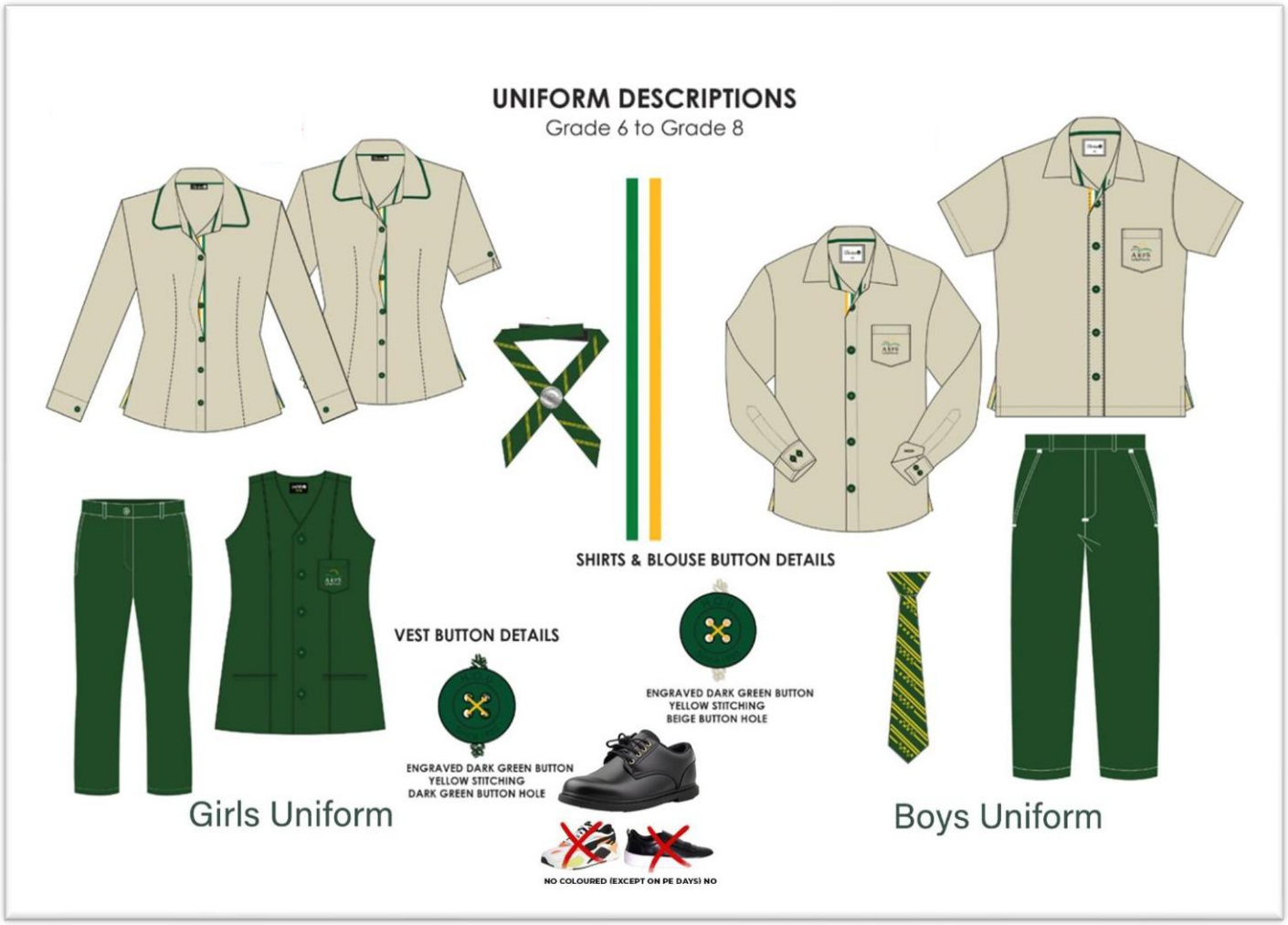


Grades 4 and 5 (Girls)

- Green and white striped fitted shirt with short or long sleeves, reverse collar.
- Green vest with school logo.
- Green trousers.
- **Plain black shoes.**
- Papillion.

Grades 4 and 5 (Boys)

- Green and white striped fitted shirt with short or long sleeves, reverse collar with school logo
- Green trousers.
- **Plain black shoes.**
- Gold ties.

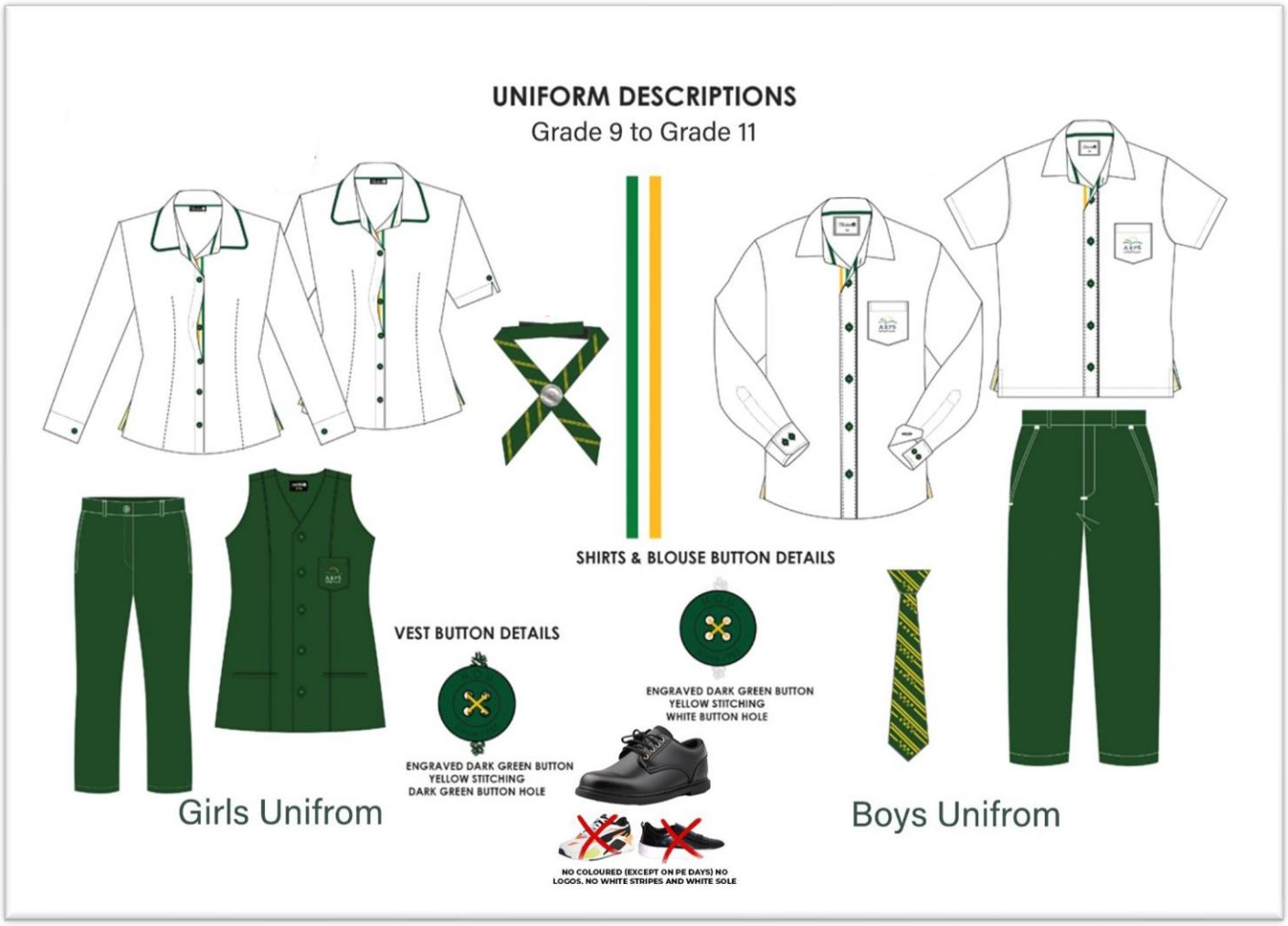


Middle School Uniform (Girls)

- Beige shirt with short or long sleeves, reverse collar
- Green vest with school logo.
- Green trousers.
- **Plain black shoes.**
- Green and gold Papillion

Middle School Uniform (Boys)

- Beige shirt with short or long sleeves, reverse collar with school logo.
- Green trousers.
- **Plain black shoes.**
- Green and gold striped tie



High School Uniform (Girls)

- White shirt with short or long sleeves, reverse collar
- Green vest with school logo.
- Green trousers.
- **Plain black shoes.**
- Green and gold Papillion

High School uniform (Boys)

- White shirt with short or long sleeves, reverse collar with school logo.
- Green trousers.
- **Plain black shoes.**
- Green and gold striped tie

Grade 12 uniform- Designed by seniors.



PE Uniform (Girls) KG-12

- T-shirts with school logo and House Team.
- Black long trousers with green line
- Any color Sport shoes

PE Uniform (Boys) KG-5

- T-shirts with the school logo and House Team.
- Black trousers or black short with green line
- Any color Sport shoes

PE Uniform (Boys) 6-12

- T-shirts with the school logo and House Team.
- Black trousers with green line
- Any color Sport shoes



Winter Wear (KG-GR8)

- Green jacket with school logo.
- Bonnets, scarves and gloves are allowed on cold days.
- **NB: No other jackets or sweaters are allowed.**

Winter Wear (GR9-GR11)

- Black jacket with school logo.
- Bonnets, scarves and gloves are allowed on cold days.
- **NB: No other jackets or sweaters are allowed.**

Formal Occasions

- For school formal occasions and events, students are required to wear their complete school uniform.
- Examples of school formal occasions and events include, but are not limited to:
  1. School photos.
  2. Awarding ceremonies.
  3. Trips.
  4. Internal and external competitions and extracurricular activities.
  5. Official events organized by the Ministry of Education.
  6. Exam days
  7. Other occasions specified by the school.

Other Uniform and Appearance Requirements

- Jackets should be marked with the child's name and class.
- Hats must not be worn within the school premises.
- Makeup and jewelry are not permitted.
- False or polished nails are not permitted.
- Hair must be cut; long hair (for boys) and unfamiliar haircuts are not permitted.
- Bright and colored hair dye is not permitted.

Uniform Infringements

- All students are expected to abide by the school's dress code which will be considered as a crucial condition for personal development awards.
- Equally, uniform infringements are treated as examples of negative behavior, as per the Students Discipline Chart.
- Wearing incorrect/inappropriate uniform will be dealt with by the teachers, homeroom teachers and counselors according to the **MoE discipline chart (Article 5).**

Parents Cooperation

Parents are expected to be cooperative in order to properly apply the uniform policy by:

- Purchasing the correct items of uniform.
- Checking that their child is in correct uniform before leaving the house.
- Respecting the school's decision and any sanctions that their child receives for not complying with the uniform policy.
- Raising their child's awareness of the importance of respecting the school's dress code and rules.

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BEHAVIOUR IMPLEMENTATION POLICY
MIDDLE & HIGH SCHOOL

POLICY PURPOSE

The purpose of this policy for children is to help them learn how to make positive behaviour choices. Positive behaviour makes effective teaching and learning possible while poor behaviour disrupts this process.

SCOPE

This policy applies to all employees including teaching Staff & Students.

ABBREVIATIONS

Al Rawabi	Al Rawabi School Al Rawabi Middle & High School
MOE	Ministry of Education (in Bahrain)
HR	Homeroom
GLL	Grade Level Leader
DC	Disciplinary Committee
AS	Administrative supervisor
HOD	Head of Department

POLICY STATEMENT

Al Rawabi recognises the importance of promoting acceptable behaviour and methods of discipline within the school setting. We aim to provide a positive environment in which each student is respected and the right to learn is encouraged and protected. This guide provides specific aims and goals, teacher and staff responsibilities, strategies for acknowledgement and procedures for handling infractions of behavioural expectations.

PROCEDURE

The primary roles of the **Guidance Team (Includes counsellors and Administrative Supervisors)** is to:

- Support and counsel students with wellbeing issues that may or may not be connected to other disciplinary breaches
- Oversee uniform issues
- Track mobile phone policy breaches
- Manage behavioural incidents
- Oversee daily late arrivals to school
- Track student's attendance
- Follow-up with GLL and HODs, and Deans with student TSPs and their progress

The primary roles of the **Pastoral team** is to:

- Monitor and intervene with behaviours that compromise students' ability to learn: lateness, absenteeism, poor attitude, poor attendance, etc.
- Monitor and intervene with behaviours such as incorrect uniform, mobile phone policy breaches, etc.
- Maintain a clear and accurate 'overview' of a student

The primary roles of the **Academic Team (teachers and HODs)** will be to:

- Monitor and maintain good work ethics within their subject area; lateness, absenteeism, poor attitude, poor attendance, etc.
- Monitor and intervene with behaviours such as incorrect uniform, mobile phone policy breaches etc.
- Monitor and maintain behavioural and academic progress of students in each subject; to track student behavioural and academic issues.

The primary role of the **Dean of Students** will be to:

- Promoting and sustain a safe, respectful, and supportive learning environment by overseeing student discipline, wellbeing, and conduct.

If issues of punctuality, attendance and/or work completion only occur with one subject, then the subject teacher and homeroom teacher should address the problem.

If the issues are more broad ranging, the Guidance Team, Dean of Students, and Homeroom Team should be involved. In all cases referred to Guidance, reports must be documented using the Guidance Referral Form

ISSUE	GUIDANCE TEAM	PASTORAL TEAM (Homeroom Teachers)	ACADEMIC TEAM (Subject teachers and HoDs)	Dean of Students
Bullying, fighting and similar incidents	- Counsel the student - Follow MOE policy	- Guidance to inform Homeroom teacher of outcome	- Observe + report any cases to Guidance and copy Homeroom teacher	- Secure safety and document the incident. - Investigate, communicate with parents, and apply consequences. - Provide follow-up support and preventive measures.
Uniform breaches	- counsel the students - Follow MOE policy	- Consistently remind students to abide to school policy - For Continuous breaches Guidance should be notified	- Teachers need to remind students of school policy with regards to uniform and continued breaches must be reported to HR teacher and Guidance	- Aid with counseling students and remain in contact with parents and administration about cases. - Conduct campaigns to raise student awareness about adhering to uniform policy - Monitor and document uniform violations promptly. - Communicate expectations to students and parents, and apply appropriate consequences. - Provide follow-up checks and reinforce uniform standards consistently.
Late arrival to school	- Track student's lateness upon arrival. - Counsel Students about the importance of punctuality & inform Homeroom teacher. - Follow the school's late arrival policy	- HR teachers to counsel student	-	- Promote importance of being punctual - Contac parents and advise on punctuality and attendance - Record late arrivals accurately and address the student upon entry. - Communicate with parents and apply consequences according to policy. - Monitor patterns and implement support or interventions for repeated lateness.
Subject-specific: Lateness (to lessons during the day)	- Counsel the student. - Involve the parents. - Follow MOE policy.	- Advise and monitor student. - If it becomes a pattern; Guidance are to be notified	- Subject teacher should counsel student - Inform Parent - Inform Homeroom teacher	- Track student lateness to track patterns. - Promote importance of punctuality - Contac parents and advise on punctuality and attendance

Subject specific: Lateness to lessons Poor attitude – Missed / incomplete work	- Counsel, the student. - Identify factors responsible for student's lateness/ class performance - Follow MOE policy	- HR teachers to advise student, inform parent Subject teacher to CC HR teacher and counsellor	- Subject teachers to inform parent, Homeroom teacher, Guidance, Counsellor and Copy GLL - Complete the report	- Counsel students and uncover underlying concerns - Communicate with parents about improving students' attitude to learning
Widespread in many subjects: Lateness (to lessons during the day) - Poor attitude – Missed / incomplete work	- Counsel the students - Involve the parents - Follow MOE policy	- HR teachers to advise student and inform Guidance - GL to be kept informed by subject teachers	- Subject teachers to inform parent, Homeroom teacher and copy GLL. - Complete the report	- Counsel students and uncover underlying concerns - Communicate with parents about improving students' attitude to learning
Absenteeism	- Track student's - Absentee on daily basis - Counsel Students about the - importance of punctuality - Call the parents if absentee is consistent - Follow the - school's - absentee policy - HR teachers should inform Guidance if they suspect a potential wellbeing issue.	- Student Affairs to send email to parents and copy the homeroom teacher and guidance	- Subject teachers' complete attendance on Power school or shared excel every lesson.	- Monitor attendance closely and document all absences. - Communicate promptly with parents to verify reasons and apply relevant policies. - Identify patterns and coordinate interventions with counselors or support teams.
Skipping (one subject area only)	- Guidance Team to be informed - Guidance to Counsel student - Follow MOE policy	- HR teachers to advise student. - Homeroom teacher to be informed of patterns, sanctions, outcomes, etc.	- Subject teacher should request support from Homeroom teacher - Inform Parent - Guidance should be notified.	- Counsel students and advise on improving their attitude towards learning - Inform parents and apply consequences according to school policy. - Monitor patterns and implement targeted interventions to prevent recurrence.

Skipping (Homeroom time)	- Guidance Team to be informed by teachers/HR teachers - To Counsel students - AS to involve parents - To follow MOE policy - If issue is recurring; it needs investigating for an underlying wellbeing- related cause	- HR teacher to inform Guidance if problem is recurring and needs investigating for an underlying wellbeing-related cause. - Inform Parent	-	- - Counsel students and advise on improving their attitude towards learning - Raise student awareness about the importance of homeroom and its value in SEL promotion
Skipping (multiple subject areas)	- Guidance department to counsel student. - AS to contact parent and impose resolution/sanction - If problem is recurring; needs investigating for an underlying wellbeing- related cause	- HR teachers to advise student. - Homeroom teacher to inform parent. - HR teacher to inform Guidance if problem is recurring and needs investigating for an underlying wellbeing-related cause. - Homeroom teacher to be informed of patterns, sanctions, outcomes, etc.	- Subject teacher should request support from Guidance. - Homeroom teacher should be to be notified.	- Hold parent meetings and enforce escalated consequences per policy. - Implement targeted support plans with counselors to address underlying causes.

Rudeness / disrespect to a teacher	- To guide and counsel the student - Communicate and involve HR teacher - Involve the parents - Follow the MOE policy - IF HR teacher cannot resolve the issue the AS will intervene and impose sanction based on MOE policy and inform parent	- HR teachers to advise student. - HR teacher to inform parent. - HR teacher to inform guidance if issue cannot be resolved.	- Subject teacher to talk to student - Subject teacher to notify HR teacher and GLL. - Serious cases should be referred to the Guidance	- Raise student awareness on SEL principles and the importance of managing relationships appropriately - Address conflicts and improve he relationships between students and teachers
Targeted Support Programmes (TSPs)	- The Guidance Team is involved in counselling these students as required, where underlying issues relating to wellbeing, self-esteem, relationships with others, etc. are suspected. - To follow up and communicate with teachers in regards to student's TSP progress	- HR teacher is informed on progress - GL to keep track of plans and student progress and share with Guidance	- Subject teacher to track student progress and inform parent	- Track student progress and ensure that support is being provided to them during classes and examinations

What role does the Homeroom Teacher play in Behaviour Interventions?

The HR teacher plays a pivotal role in enabling the Guidance department identify the appropriate 'level' of sanction to apply when problems arise. When asked, they should be able to inform the Guidance if concerns about one of their HR students are widespread or not, or whether there have been previous issues or not.

To facilitate this, it is important that

- Subject teachers CC the HR teacher when emailing the Guidance and HOD with concerns about an individual student.
- The HR teacher is proactive, and maintains adequate records of such communications to enable them to notify Guidance accurately. The recommended method here is to create and maintain the monthly report shared with the Deans.

All Violations will be dealt with in accordance with Al Rawabi/MOE Discipline Policy.

SUPPORT, GUIDANCE AND COUNSELLING POLICY & PROCEDURES

AIM OF THE SCHOOL GUIDANCE SERVICE

The school support & guidance service is administered by a professionally trained School Support & Guidance Counsellors. The support and guidance officers, as part of a school team, focus primarily on the personal and social, educational development of the students. The aim of the service is to professionally answer the guidance and counselling needs of the student (the central figure in the learning process) in the context of the overall school mission. The Guidance Counselling Service includes:

COUNSELLING

Counselling is an interactive learning process between counsellor and student, whether individual or group, which approaches, in a holistic way, personal, educational issues/needs. Moreover, the availability of a counselling service can support individual students inside/outside the classroom context and the disciplinary structures in the school. Competitiveness, bullying, social exclusion, family crisis, scholastic under-achievement, abuse, homophobia, peer pressure, substance mis-use and racism are some of the problems which can be assisted with the support of counselling.

- Individual Counselling - is an interactive process, which facilitates meaningful understanding of the self and environment and/or clarification of goals and values for future behaviour.
- Group Counselling - is a broad term covering types of counselling for more than two people. In group counselling, members listen to, support and challenge each other and thus, learn to be open, constructive, and assertive and to experience how others see them.
- Peer Counselling - occurs on limited and well-prepared occasions where pupils help and support each other on educational and vocational topics but not necessarily on personal issues. We don't apply this kind of counselling.
- It is essential that a counselling service within the school operates in collaboration with processes within the school, which promotes the wellbeing of the school, particularly pastoral and disciplinary teams.
- Working within the requirements of The Directorate of Private Education (MoE), and Al Rawabi Support and Guidance Code of Ethics for legitimate practice, ensures that the service is properly supervised and monitored so that the student needs are prioritized and their rights are protected.
- The service would be both reflective of, and in line with, the school along with other specialized teachers facilitate and partake in developmental Programmes designed to help students with their personal/social, educational and development.
- In personal/social development the Programmes would include personal and social skills, self- awareness, decision-making skills, planning and health promotion.
- In educational development the Programmes would include subject/course/level choices, motivation and learning and study skills/exam techniques.
- In vocational development the Programmes would include employment opportunity awareness, educational and training courses, higher and technical education choices and job search skills.

CONSULTATION

Consultation is provided by and to significant stakeholders in the student's life. These adults include the school principal, the assistant principals, HoDs, teachers and parents. These consultations - advice, information or counselling -must always recognize the primacy of the student's integrity and the need to maintain appropriate confidentiality.

CONFIDENTIALITY

- All students have a right to confidentiality in their dealings with the SGC. The right is not universal, however, and there are some cases in which - for the student's best interest - confidentiality cannot be guaranteed e.g. in the case of abuse, bullying, and risk to another student's life.
- In counselling the student, the counsellor should make the student aware that confidentiality could not be guaranteed in any of the above cases and that information of this nature would have to be referred on. In short, students who meet with the SGC will be informed of the following:
    1. All things discussed are confidential between the student and the SGC except when the student himself or another person is at risk.
    2. Any information which highlights that the student or another person is in danger.
    3. If the student is in danger of doing grievous harm to himself.

ETHICAL REQUIREMENTS

- Ethical awareness is a prerequisite for the SGC. He/she is obliged to operate, in policy, process and practice in an ethical manner.
- The SGC's primary focus is the welfare of the student and he/she is ethically bound to act in the best interest of the student.
- The counsellor must act within the law and within the ethical guidelines as outlined by his/her profession.
- The SGC is expected to be competent in and mindful of the legal and ethical responsibilities of his/her work.
- The SGC is ethically obliged to seek out new developments in the personal, educational and vocational fields with a view to improving the overall counselling service to the student.

INFORMATION

- Information is an essential component of the SGC's portfolio.
- The SGC must be involved with:
    1. Information gathering.
    2. Information organization.
    3. Information dissemination.
- The main function of the above is to provide as much information as possible on the widest range of options open to the student.

- The SGC needs to be familiar with:
    1. The requirements of students' parents, community structures and school administration e.g. a familiarity with the whole school body and its extensions into the community.
    2. The sources of useful information locally and nationally e.g. relevant I.T. Programmes, newspapers, essential addresses etc.
    3. Systems for acquiring, storing and disseminating information e.g. an adequate careers library, appropriate student and parental access to pertinent useful information etc.
    4. Methods of processing and using information for the student in an integrated way e.g. making it clear, understandable and student friendly.
- The goal of the information service is to help the student in decision making processes, problem solving and with skills enhancement directed towards the ever-changing circumstances of their own development.

PREPARATION

- The SGC is involved in preparation of transitions with the students at different stages of the student's secondary education:
    1. The incoming first year in the next stage might find the move to a large second level school very off-putting, not to say, intimidating. Help with adjustment to his new educational environment would be part of the SGC's brief.
    2. The junior cycle student, moving into transition/fifth year will need preparation regarding subject levels, work experience and the importance of decision-making now for his future.
- Preparation for the actual leaving of school must now intensify (Graduates)
- Information is the key factor in 12 years along with one-to-one counselling.
- The SGC alone will not be able to deal with the totality of preparation necessary in a second level school. However, preparation for transitions can be successfully undertaken as a member of a team, which includes parents, IB admin and care members, HoDs etc.

TEAM

- The SGC is a member of an overall educational team which includes subject teachers, class teachers, heads, assist-principal, principal, specialist teachers P.E. Religion, Learning Support, etc.
- The SGC, in conjunction with staff and management, will be central to and supportive of other teams and policies which attempt comprehensively to deal with in-school issues.

REFERRAL

- Referral is, in essence, a two-way process. The SGC may refer and they in turn may be the recipient of referrals. Referrals may come to the SGC from parents, staff, principal or assist-principal.
- Students who are referred to the SGC cannot be forced to attend and their choice must be respected. If, however, a student is referred and comes to the SGC, their presence will be acknowledged and welcomed.
- The SGC, in consultation with the relevant parties - parents, principal, relevant staff, may

also refer a student to an external, appropriately qualified professional.

- A legitimate referral (one made with the received permission of the necessary people e.g. parents) may occur after the SGC has made an informed decision that the student's situation requires assistance beyond the SGC's professional training.
- Assistance from agencies may be sought for problems such as learning difficulties, substance abuse, addiction, bereavement and personal crisis.
- Parents must be informed of and permission sought for a referral by the SGC to an external agency e.g. Educational Psychologist etc.

ACCOUNTABILITY AND EVALUATION

- The SGC is mindful of their obligations to management, staff and students alike and recognizes that they is responsible for the school guidance service throughout the school.
- The counsellor discusses with and informs both staff and students of information that is relevant and pertinent to their situations.

MULTICULTURAL GUIDANCE COUNSELLING

- Multi culture is a facet of modern school life. The SGC will encounter multi culture on a daily basis and must be aware of that.
- The SGC operates from their own cultural background and recognizes that each student they encounter, is operating from and in their own cultural network.
- The SGC best serves their students if they recognizes that multi culture is not a narrow ethnic or racial band. Multi culture, rather, is finely woven through society in strands e.g. gender, age, physical and mental disability, religious belief or socio-economic grouping.
- For the SGC awareness of, acceptance of and a willingness to learn more about different cultures informs their counselling.

INFORMATION FOR STUDENTS

- With regard to the school guidance service, each class should be visited at the beginning of the school year to inform them or remind them of the school guidance service.
- Students should be aware and be introduced to the MOE policy.
- Particular attention should be paid by the SGC in introducing the elements of the service to the first-year classes.
- It is important that the availability of the service is made known to them, as it will be a new educational resource to incoming first years.

INFORMATION FOR PARENTS

- It is important that parents are made to feel free and welcome to come and visit the guidance counsellor. An appointment system is the best operational mode in this way.
- Alternatively, a phone call from parents over a concern can be accommodated quickly. Also, as part of overall school information dissemination e.g. school notices, parent- teacher meetings, open days, enrolment days etc. information regarding guidance and counselling is made available as required.

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مدرسة الرواڈي
Al Rawabi School

POSITIVE BEHAVIOR AWARD POLICY
(MIDDLE & HIGH SCHOOL)

Objective

The Positive Behavior Award aims to reinforce the school's core values and foster a culture of respect, kindness, responsibility, and resilience among the student body. It seeks to motivate students to consistently exhibit behaviors and attitudes that support academic success and encourage more students to strive for positive behavioral outcomes.

Awarding Selection

Counselors, homeroom teachers, and administrators are encouraged to nominate students who consistently exhibit good behavior. Nominations must include a brief description of the positive behavior observed. For a student to be eligible, the majority of teachers should be able to provide consistent feedback about the student's positive behavior. The observed behavior should be consistently demonstrated over time, indicating the student's commitment to the school's core values and desired cultural attributes.

Awarding Criteria

A student may be nominated for the Positive Behavior Award if they are observed consistently exhibiting the following behaviors:

- Adheres to school rules and policies.
- Arrives to school and class on time with good attendance.
- Follows the dress code and wears the proper uniform.
- Demonstrates respectful treatment of peers, teachers, and school property.
- Takes responsibility for their actions and learning.
- Shows resilience in the face of challenges.
- Volunteers for extracurricular activities or community service.
- Engages in acts of kindness or helps others.

Awarding Procedure

The Positive Behavior Award certificates will be awarded during the weekly morning assembly, twice yearly - at the end of Term 1 and the end of Term 2. During the assembly, each nominated student will be called up to receive their certificate from the Principal and Councelor

This policy aims to foster a positive and respectful school environment by acknowledging and celebrating students' commitment to the school's core values.

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(AL RAWABI MIDDLE AND HIGH SCHOOL)
OUT-OF-SCHOOL EDUCATIONAL/RECREATIONAL TRIP POLICY

Introduction

Al Rawabi Middle and High School is committed to providing students with enriching and educational experiences beyond the classroom. Out-of-school trips offer valuable opportunities for students to learn, explore, and develop new skills in a fun and engaging environment. This policy outlines the guidelines for planning, organizing, and conducting educational/recreational trips for our students, ensuring a safe, rewarding, and culturally appropriate experience for all, while adhering to our no-mobile-phone policy.

Policy Guidelines

- **Educational Focus:** All trips must have a clear educational purpose aligned with the school curriculum or focused on personal development.
- **MOE Approval:** The Ministry of Education (MOE) approval is mandatory for all out-of-school trips.
- **Parental Consent:** Parents/guardians must provide written consent for their child to participate in any trip. A permission slip outlining the trip details, itinerary, and cost will be provided for parents to sign and return.
- **Conservative Dress Code:** Students are required to wear their school uniform on all trips unless otherwise instructed due to specific cultural sensitivities or activity requirements.
- **No Mobile Phones:** In line with our school policy, students are not permitted to bring mobile phones on out-of-school trips.
- **Supervision:** All trips will be supervised by a designated team of school staff members, including teachers, administrators, and nurses, as deemed necessary based on the trip details and student age group.
- **Health and Safety:** Supervisors will complete a comprehensive Health and Safety form prior to each trip, outlining potential risks, emergency procedures, and student health considerations.
- **Public Relations (PR) Action Plan:** A PR action plan will be developed for each trip, outlining communication strategies with parents, students, and the wider community. This may include pre-trip information sessions, photos for the school website, or presentations upon return.

Trip Planning and Organization

- Trip proposals must be submitted to the school administration for review and approval well in advance of the planned date.
- The proposal should detail the trip's educational purpose, location, duration, itinerary, estimated cost, transportation arrangements, supervision plan, and risk assessment.
- Once approved, trip organizers will work with relevant authorities (e.g., MOE, transportation providers, venue operators) to secure necessary permissions and finalize logistics.

Safety and Supervision

- Supervisors are responsible for the safety and well-being of students throughout the trip.
- A clear chain of command and communication protocol will be established among supervisors.
- A headcount of students will be conducted regularly.
- Emergency procedures will be communicated to students and supervisors beforehand.
- First-aid kits and any necessary medical supplies will be brought on the trip.

Following the Trip

- Upon return, supervisors will submit a trip report to the school administration, including a financial breakdown, evaluation of the educational outcomes, and any recommendations for future trips.
- Students may be encouraged to share their experiences through presentations or classroom projects, focusing on the educational aspects of the trip.

Review and Updates

This policy will be reviewed and updated periodically to ensure its effectiveness and compliance with any changes in regulations or best practices.

Conclusion

Al Rawabi Middle and High School is committed to providing students with enriching and educational out-of-school experiences. By adhering to this policy, we aim to ensure well-organized, safe, and culturally appropriate trips that contribute to students' overall development and learning, while maintaining a distraction-free environment for focused engagement.

HOUSE POINT SYSTEM

Purpose and Philosophy

The House Point System at Al Rawabi Middle & High School is designed to cultivate healthy competition, teamwork, school pride, and shared responsibility across all grade levels. By acknowledging students who exemplify core institutional values and positive behaviour, the system creates an inclusive school culture where every learner can contribute meaningfully to collective success.

House Structure and Organization

Al Rawabi Middle & High School is organized into four distinct houses rooted in Bahraini natural heritage: **Jackal**, **Merlin**, **Oryx**, and **Dolphin**.

- **House Allocation:** Upon enrollment, every student is assigned to a house and retains this affiliation until graduation.
- **Family Unity:** Siblings are automatically placed in the same house to foster family spirit and cohesion.
- **Cross-Grade Representation:** Each house includes students across all year groups, creating vertical connections between Middle and High School.
- **Development History:** House identities were established through student council brainstorming, homeroom engagement across Middle and High School, committee review, student artwork (Art, CAS, and IT), and a school-wide vote facilitated by the Public Relation department.

Student Leadership Framework

To ensure operational efficiency and student agency, each house is structured with two complementary leadership tiers:

House Captains

- **Definition & Appointment:** A House Captain is a student selected to represent the entire house across the whole school.
- **Scope & Mandate:** The House Captain holds overall leadership responsibility for the house, serving as the primary liaison between students, leadership, and the wider community.
- **Core Responsibilities:**
  - Model school values and inspire high performance across all grades.
  - Champion house point generation and coordinate whole-school events and competitions.
  - Represent the house at official ceremonies, assemblies, and trophy/award presentations.
  - Serve as a mentor, role model, and peer advisor.

House Leaders

- **Definition & Appointment:** House Leaders are student representatives selected grade-wise. Each house appoints one House Leader per cohort (e.g., one from Grade 6, one from Grade 7, etc.).
- **Scope & Mandate:** House Leaders operate at the cohort level, providing localized coordination, peer support, and daily communication within their respective grades.
- **Core Responsibilities:**
  - Rally and support house members within their grade for academic, sports, and cultural events.
  - Mentor peers within their year group, fostering strong interpersonal relationships and positive behavior.
  - Coordinate with the House Captain to cascade whole-school initiatives into grade-level actions.

Core Values & Criteria for Awarding Points

Teachers award points through the official house portal whenever students actively demonstrate ARPS Core Values:

Core Value	Key Behavioral Indicators
Responsibility & Accountability	Owning actions, taking independent initiative, fulfilling obligations with minimal supervision, and actively serving the house community.
Local & Global Citizenship & Empathy	Applying knowledge to real-world contexts, countering misinformation respectfully, initiating solutions for global challenges, and demonstrating peer empathy.
Tolerance	Respecting diverse views and beliefs, practicing active listening, communicating constructively, and resolving conflicts with warmth and composure.
Lifelong Learning	Exhibiting consistent motivation, showing continuous academic and extracurricular improvement, and maintaining goal-oriented dispositions.
Integrity & Trust	Displaying honesty, upholding moral principles, establishing dependable peer relationships, and owning outcomes transparently.
Environmental Awareness	Practicing sustainability (recycling, waste reduction), spearheading eco-friendly solutions, and championing environmental stewardship.

In addition to day-to-day values, houses earn points during structured events such as Sports Day, Trivia Day, Mathematics challenges, IT/gaming tournaments, and inter-house competitions.

Tracking and Reporting Protocol

- **Live Logging:** Faculty log points dynamically via the designated digital logging system as points are granted.
- **Data Administration:** The Computer Science and IT departments administer the system, providing transparent reporting access to the Subject Coordinators and school administration.
- **Termly Transparency:** Point standings and category analytics are published every term for students and parents, celebrating key achievements on the official school website and social media channels.

Recognition & Awards Framework

House achievements are recognized each term and at the close of the academic year with tangible awards that celebrate collective and individual excellence:

The Golden Cup (Annual Championship): The Annual Championship Cup: Awarded to the ultimate winning house at the end of the school year during a formal celebration ceremony.

Individual Achievement: Top 3 House Medals

To honor standout contributors within each house, commemorative medals are awarded each term:

- **Gold Medal:** Awarded to the **#1 Top Point Earner** of the house.
- **Silver Medal:** Awarded to the **#2 Point Earner** of the house.
- **Bronze Medal:** Awarded to the **#3 Point Earner** of the house.

(A total of 12 individual medals is awarded school-wide per term: 3 per house across Jackal, Merlin, Oryx, and Dolphin).

COMMUNICATION POLICY

Introduction

Clarity around communication between all stakeholders at Al Rawabi School and Al Rawabi Middle and High School is essential component for a successful school year. This Communication Policy is designed to keep clear communication channels within the school community, with defined expectations for parents and school employees.

Abbreviations

Al Rawabi	Al Rawabi School and Al Rawabi Middle and High School
IB	International Baccalaureate
IGCSE	International General Certificate of Secondary Education

School Values

Al Rawabi is fortunate to have supportive and engaged parents, faculty, and staff. Educating children is a process that involves a partnership between home and school and understands the importance of a good working relationship to model and instill in children the necessary skills for adulthood. For these reasons, we welcome and encourage parents to participate fully in our school. We collectively, parents, faculty and staff must work together to ensure a safe and positive school environment for our children reflective of the Al Rawabi Values and IB Profile Attributes. As such, members of our community should uphold these values at all times by:

- Working together for the benefit of students. This includes approaching the school to resolve any issues of concern and to discuss and clarify specific events in order to bring about positive solutions and attitudes.
- Reinforcing the school's policy on student behavior.
- Respecting the learning environment consistently.
- Being conscientious at all times to ensure the safety of our students and school community.
- Caring for and stewarding the reputation of Al Rawabi.

In order to provide a peaceful and safe school environment at both the school buildings, the school does not tolerate:

- Disruptive behavior which interferes with the operation of a classroom, an office area, or any other part of the school grounds.
- Use of loud and/or offensive language or displaying temper.
- Abusive, threatening, malicious or inflammatory statements, emails, phone, or social network messages directed to administrators, teachers, staff, students, or other parents.

- Use of social media to fuel campaigns or complaints against the school, employees, students, or parents rather than presenting concerns through identified channels to be addressed fairly, appropriately, and effectively for all concerned; In case of committing the following violations, the school has the right to resort to judiciary courts and file a case against the violators as per the prevailing laws in Bahrain specially Law No. 60 of 2014.
- Threatening harm or the use of physical aggression towards another adult or child. This includes approaching someone else's child in order to discuss or chastise them and physical punishment against your own child on school premises. Some actions may constitute an assault with legal consequences. Please see our Safeguarding & Child Protection Policy
- Damaging or destroying school property.
- Accessing the school site under the influence of alcohol or other drugs.
- Severe and/or repeated libelous public communication and aggressive behaviors not reflective of Al Rawabi School's values may result in banning parents from entering school grounds.
- We trust that all employees, parents, and visitors will fully support these community ethics to reinforce the values of the school that provide a foundation for our school and educational Programme.

Procedures

- We communicate with parents through a range of different channels; emails, Google classrooms, phone calls, conferences, and PowerSchool. Each year we provide termly written reports to parents on each child's progress in the various areas of learning from KG-12.
- The school website, Google Classrooms and PowerSchool contain an extensive range of information, giving parents a full picture of the school provision at our school. which are updated regularly.

It is the responsibility of parents to ensure that Al Rawabi is updated on any changes in contact numbers and emails

School To Parent Communications

Classroom Communications

- Most communication with parents will be via email. Parents can find all academic information on google classroom. Some important messages may be sent via SMS.
- Students have school devices and email addresses so most classroom information is communicated directly between student and teacher, via email, and Google Classroom. Teachers are expected to answer emails within 48 hours during school days. If time is required to collect more evidence to reply, then an acknowledgement email will be sent first.
- All communication between Teacher and parent is through emails. Teachers are expected to answer emails within 48 hours during school days. If time is required to collect more

evidence to reply, then an acknowledgement email will be sent first.
- Parents have access to their child's teacher and coordinators, Heads of Departments, and Deans email address and have access to their child's report cards via PowerSchool.
- If the matter is urgent and needs addressing via telephone call, the school will contact the parents.
- Parents have an overview of class activity, including units of work, homework tasks, assignments, grades, and reports for their child via Google classroom.
- Parents also have access to their child's teacher, Coordinators, Heads of Departments and support staff email address for direct contact.

Parent Teacher Student Conferences
- These are held each term and information about these events is posted on the school calendar.
- Timing is allocated to teacher schedules if meetings need to be held during the school year. Appointments can be scheduled either directly via email between parent and teacher or through the reception/operator. More information can be found below at parent to school communication.

Parent To School Communications
- Parents are expected to bring questions or concerns regarding their child's education to the relevant subject teacher. Teachers are expected to respond in due time.
- ***A parent should never contact a teacher or administrator on his/her mobile phone or home telephone. This includes WhatsApp.***
- When parents do not receive satisfactory responses from their child's teacher, they should follow the steps below to further reach out to staff, who are expected to respond in due time.

Parents should use the below flow for communicating any suggestions or concerns

For Academic Matters
1. Subject teachers
2. Coordinators / Heads of Departments
3. Social Counselor and Dean of Students
4. Vice Principal
5. Principal

For social/emotional matters
1. Homeroom or subject teacher
2. Student Counselor and Dean of Students
3. Head of Guidance
4. Vice Principal
5. Principal

- Regarding decisions taken by Al Rawabi related to the IB & IGCSE Programmes, students and parents should communicate with the IB/IGCSE Programme Coordinator.

- If it has not been possible to resolve your issue informally, you wish to appeal a decision, or you wish to submit a formal complaint, the following procedure outlines how to submit your complaint:
  1. Complaints should be submitted in writing to the principal via email mentioning the child's name and grade.
  2. Matters may not be resolved when concerns are vague with no details provided. Please provide as much information as possible about the nature of your complaint.
- All communication between Teacher and parent is through emails. Teachers are expected to answer emails within 48 hours during school days. If time is required to collect more evidence to reply, then an acknowledgement email will be sent first.
- If the matter is urgent and needs addressing via telephone call, the school will notify the teacher and the call will be returned when the teacher is free before the end of the school day.

Parent/Teacher Meetings

- In addition to written reports, parents are invited to 'Parent-Teacher Conferences' at least twice a year. All these opportunities give parents the chance to celebrate their child's achievements and support the child with any areas for improvement.
- Parents may request individual conferences with teachers to discuss their child's progress or challenges, or other issues related to education. Teachers may arrange individual conferences with parents when academic and/or social-emotional concerns arise. Teachers and parents are responsible for working together to schedule a conference or meeting.

Parent Teacher Meeting Practices

- While some matters may be addressed immediately, it is desirable to arrange meetings to address issues at a time and place that is mutually convenient and is conducive to a positive outcome.
- Case conferences are held where appropriate, and notes recorded and distributed to all participants.
- If parents are more than 10 minutes late to a meeting, the meeting may need to be rescheduled at the convenience of all parties.

Dealing with Issues

There may be times, despite ongoing communication, where members of the school community are unsure, disagree or believe there is a problem or issue concerning their child. Parents should not wait for a small issue to grow into a large one:

- If the matter involves your child or is an issue of everyday class operation, parents need to make an appointment to see their Homeroom teacher, detailing the reasons for the appointment. The Homeroom teacher should be the first point of contact.
- If the matter involves operations beyond the classroom or concerns that are not easily resolved, an appointment should be made with a member of the school's Administration and Dean of Students. Teachers shall maintain and file documentation on all questions or concerns as well as actions taken, including notes from meetings and sensitive conversations held during Parent-Teacher-Student conferences. Important email exchanges with parents should be stored and archived as well.

General reminders;

When communicating with staff, parent members should:

- Recognize and respect the professional status of teachers.
- Treat teachers and teaching assistants with respect at all times, particularly in the presence of children.
- Communicate with teachers in a courteous and dignified manner.
- Respect the privacy of all students.

Faculty To Student Communications

- All communication between Teacher and Student is through emails or Google Classroom. Teachers are expected to answer emails within 24 hours during school days. If time is required to reply, then an acknowledgement email will be sent first.
- Faculty may use email to communicate with students and vice versa in the Middle and High school.
- Emails should be strictly academic. Non-academic or Non-school activity related emails sent to students should be responded with a copy to parents.
- Faculty members should never contact students on their mobile phones. This includes WhatsApp.

Parent To Parent Communications

Al Rawabi School Parents' Council is a board to support parents and to clarify queries or questions and suggestions. The Parents' Council plays a pivotal role in representing parents and linking them to the school. The Parents' council can be reached on:

- For (Kg-Gr 5): Pr.pc@alrawabi.online
- For (Gr 6-12): HS.PC@alrawabi.online

All-School Communications

- School-wide Communication is centralized via email.
- School events are sent via emails and may be posted on school Instagram
- Important notices are sent via SMS

Emergency Communications

In situations where the school is under emergency conditions or is closing due to unforeseen circumstances, parents will be informed via SMS. Parents are responsible for ensuring that their cell phone numbers are updated with the admission office and set to receive SMS.

Communications Regarding Child Accidents at School

In case a child is involved in an accident at school, immediately after a child receives first aid from the nurse, an accident report will be filled out by the teacher or staff member witnessing the incident and added to the child's files. The student's parent and the Ministry of Education are notified immediately.

Issue Resolution- Complaint Procedure

Al Rawabi School is committed to effective and fluid communication with parents. We value the ideas and suggestions of the entire community. All our teaching staff and leadership team are open to discussing any aspect of the students experience at school within their working hours and with an agreed appointment.

The school encourages parents to share any issues about their child at the earliest opportunity using the **right communication channels.**

Responsible Use of Communication Platforms:

This policy applies to all communication platforms used to discuss school-related matters, including but not limited to: WhatsApp groups, social media, and email.

- **Do not spread misinformation:** Sharing unverified or false information about the school, its policies, or staff is strictly prohibited. Spreading misinformation can have serious consequences, including:
    1. **Damage to the school's reputation:** False information can erode trust and confidence in the school community.
    2. **Harm to individuals:** Defamatory statements about staff members or students can cause emotional distress and damage their reputations.
    3. **Legal repercussions:** In some cases, spreading misinformation may lead to legal action, including defamation lawsuits.
- **Maintain a respectful tone:** All communication should be professional and avoid personal attacks or defamation.
- **Utilize proper channels:** For any questions, concerns, or feedback, please refer to the school's established communication procedures

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SAFEGUARDING & CHILD PROTECTION POLICY

Based on the Kingdom of Bahrain Child Protection Protocol

Purpose

This policy outlines Al Rawabi School's commitment to safeguarding and promoting the well-being of children in line with the Kingdom of Bahrain's Child Protection Protocol. The school is dedicated to creating a safe environment for all students and ensuring that every child is protected from harm.

Scope

This policy applies to all members of the school community, including staff, students, volunteers, parents, and external contractors. It ensures that child protection is a collective responsibility and outlines the roles and procedures to be followed in the event of concerns about a child's welfare.

Definitions

- **Safeguarding:** Measures to protect children from harm, including abuse, neglect, and exploitation, and to promote their well-being.
- **Child Protection:** Actions taken to protect a child at risk of significant harm.
- **Child:** Any person under the age of 18 as defined by the Bahrain Child Protection Protocol.

Principles

- **Best Interests of the Child:** The well-being of the child is the primary concern in all actions and decisions.
- **Prevention:** Creating a culture of awareness and education to prevent abuse and neglect.
- **Equality:** All students are treated equally regardless of age, gender, ethnicity, religion, or disability.
- **Accountability:** All members of the school community are accountable for their role in safeguarding children.

Roles and Responsibilities

1. **School Leadership (General Director and Heads of School)**
   - Oversee the implementation of this policy.
   - Ensure all staff receive regular training in child protection.
   - Designate a **Child Protection Officer (CPO: Head of Counsellors)** responsible for managing and reporting safeguarding concerns.
2. **Child Protection Officer (CPO)**
   - Act as the first point of contact for all safeguarding concerns.
   - Coordinate actions regarding suspected child abuse or neglect.
   - Liaise with local authorities, including the Ministry of Education and the Child Protection Unit in Bahrain, as required.
3. **School Staff**
   - Report any safeguarding concerns immediately to the CPO.
   - Maintain a professional relationship with students, avoiding any behavior that could be misinterpreted as inappropriate.
   - Participate in ongoing training and be vigilant about signs of abuse or neglect.

4. **Parents**
   - Support the school's safeguarding efforts by promoting a safe environment at home.
   - Report any concerns about the well-being of their child or other students.

Types of Abuse

Staff should be aware of the following categories of abuse:

- **Physical Abuse:** Intentional physical harm to a child.
- **Emotional Abuse:** Persistent emotional maltreatment or neglect of a child.
- **Sexual Abuse:** Any form of sexual activity with a child.
- **Neglect:** Failure to provide for a child's basic needs, including food, shelter, clothing, and medical care.

Recognizing Signs of Abuse

Common indicators of abuse include but are not limited to:

- Unexplained injuries or bruises.
- Sudden changes in behavior or academic performance.
- Withdrawal or fear of certain individuals.
- Inappropriate knowledge of sexual behavior.
- Poor hygiene or consistently neglected appearance.

Reporting Procedures

1. **Immediate Action:** If a staff member has concerns about a child's safety, they must report it directly to the CPO.
2. **Confidentiality:** Information about child protection concerns should only be shared with relevant personnel on a need-to-know basis.
3. **Documentation:** The CPO should document all concerns, actions, and decisions made.
4. **External Reporting:** The CPO is responsible for contacting the Child Protection Unit under the Ministry of Social Development or the Child Protection Center in Bahrain when external intervention is necessary.

Response to Allegations Against Staff

- **Internal Investigation:** Any allegations of abuse against a staff member should be reported to the **General Director** immediately. The accused staff member may be suspended while an internal investigation is conducted.
- **External Involvement:** If necessary, external authorities will be contacted, and the school will fully cooperate with any formal investigation.

Staff Training

All staff must undergo annual child protection training to ensure they understand the signs of abuse and the correct reporting procedures. Training records will be maintained by the Human Resources department.

Safe Recruitment Practices

Al Rawabi follows safe recruitment practices, including:

- Background checks on all potential employees.
- Requiring a Good-Conduct Certificate from the MoI.
- Verification of qualifications and previous experience.
- Obtaining references from previous employers.

Online Safety

Given the increasing use of technology, Al Rawabi recognizes the importance of safeguarding students online. The school will:

- Implement online safety protocols to monitor internet usage within the school. (BYOD POLICY)
- Educate students on responsible digital behavior.
- Ensure parental consent is obtained for students' photos, videos, and personal information to be shared on social media or the school's website.

Record Keeping

All records related to safeguarding concerns and actions taken will be stored securely and kept confidential. Records will only be accessible to authorized personnel.

Parental Involvement

Parents will be informed of the school's safeguarding policies during orientation / email, and provided with resources on recognizing signs of abuse. Collaboration between the school and families is essential to ensure children's safety.

Monitoring and Review

This policy will be reviewed annually, or more frequently if needed, to ensure compliance with any changes in national legislation or local child protection protocols.

Custody Policy

Purpose

Al Rawabi School is committed to providing a safe, secure, and supportive environment for all students. The welfare and protection of every child remain the school's highest priority. This policy outlines the school's procedures regarding custody matters.

Safeguarding Commitment

The school recognizes that some students may experience difficult family circumstances, including separation, divorce, custody disputes, or other domestic matters. The school will always act in the best interests of the child while maintaining confidentiality, professionalism, and compliance with applicable laws and regulations in Bahrain.

Custody Arrangements

Where one parent or guardian has sole custody, the school must be formally informed in writing. Official legal documentation issued by the competent authorities must be submitted to the Admissions Department for review and record keeping.

Acceptable documentation may include:

- Court custody orders
- Guardianship orders
- Protection or restraining orders
- Any legally binding directive relating to parental access

The school cannot enforce custody arrangements unless valid legal documents are provided.

School Procedures in Custody Cases

In cases involving custody, the following departments may work collaboratively:

- School Principal
- Social Guidance/Counselling Department
- Admissions Department
- Student Affairs Department
- Security Department

The school may implement additional safeguarding measures where necessary to protect the student's wellbeing and safety.

Confidentiality

All custody and safeguarding matters will be handled sensitively and confidentially. Information will only be shared with relevant School personnel on a need-to-know basis and in accordance with legal obligations.

School Authority

The school reserves the right to:

- Request updated legal documentation at any time
- Refuse campus access where safety concerns arise
- Implement safeguarding procedures deemed necessary for child protection

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DATA PROTECTION PROTOCOL AND POLICY

Updated September 2024

Purpose

This policy outlines Al Rawabi School's commitment to protecting the privacy and personal data of its stakeholders, including students, parents, employees, and external partners. It ensures compliance with local and international data protection standards, fostering trust and accountability.

Scope

This policy applies to all staff, contractors, and service providers handling personal data across all school operations, whether digital or paper-based.

Key Definitions

- **Personal Data:** Any information that identifies or could identify an individual, such as names, addresses, or student performance records.
- **Sensitive Data:** Information including health records, financial details, and other data requiring higher levels of protection.
- **Processing:** Any activity involving personal data, such as collecting, storing, sharing, or deleting it.

Data Protection Principles

Al Rawabi adheres to the following principles:

1. **Lawfulness, Fairness, and Transparency:** Data is processed lawfully, fairly, and transparently.
2. **Purpose Limitation:** Data is collected for specific, legitimate purposes and not processed further in incompatible ways.
3. **Data Minimization:** Only data strictly necessary for operational or educational purposes is collected.
4. **Accuracy:** Personal data is accurate, up-to-date, and corrected if inaccuracies are identified.
5. **Storage Limitation:** Data is retained only for as long as necessary to fulfill its purpose and legal obligations.
6. **Integrity and Confidentiality:** Data is protected against unauthorized access, loss, or damage.

Responsibilities

1. **Data Protection Officer (DPO):** Oversees compliance, provides training, and serves as a point of contact for data-related concerns.
2. **Employees:** Must adhere to the protocol and report data breaches or concerns immediately.
3. **Third Parties:** External contractors and partners must comply with this policy through contractual agreements.

Data Collection and Processing Protocol

1. **Consent:** Obtain explicit consent where required, especially for sensitive data.
2. **Transparency:** Inform stakeholders about the purpose, use, and retention of their data via privacy notices.
3. **Access Control:** Limit access to data based on roles and responsibilities.

4. **Encryption:** Use secure encryption methods for digital storage and transmission of sensitive data.
5. **Paper Records:** Store physical documents securely in locked cabinets with restricted access.

Data Subject Rights

Stakeholders have the right to:

1. **Access:** Request access to their personal data.
2. **Correction:** Correct inaccurate or incomplete information.
3. **Deletion:** Request deletion of data where applicable.
4. **Data Portability:** Request data transfer to another institution where feasible.
5. **Objection:** Object to specific processing activities.

Data Sharing

1. **Internal Sharing:** Data is shared internally only when necessary and in alignment with operational goals.
2. **External Sharing:** Data is shared with third parties only under binding contracts ensuring data protection compliance.

Data Breach Protocol

1. **Identification:** Immediately report suspected or actual breaches to the DPO.
2. **Containment:** Take measures to limit the breach's impact.
3. **Notification:** Inform affected stakeholders and regulatory authorities within [Insert time frame as per legal requirements].
4. **Review:** Investigate the breach and implement measures to prevent recurrence.

Data Retention

1. **Student Records:** Retained for [Insert Duration] after graduation or transfer.
2. **Employee Records:** Retained for [Insert Duration] after employment ends.
3. **Financial Data:** Retained as per legal and accounting standards.

Training and Awareness

All staff will receive regular training on data protection principles, school policies, and their specific responsibilities.

Compliance and Monitoring

Regular audits and reviews will be conducted to ensure adherence to this policy. Non-compliance may result in disciplinary action.

Policy Review

This policy will be reviewed annually or as required to reflect updates in legal, educational, or technological standards.

Conflict of Interest Policy

Updated January 2026

Framework and Definitions

Introduction

Al Rawabi School is committed to maintaining the highest standards of intellectual, personal, and ethical excellence, as outlined in our Vision and Mission statements. We believe that education should promote balanced development and character-building based on integrity and accountability.

To protect the school's reputation and ensure that all decisions are made in the best interests of our students and stakeholders, this Conflict of Interest (COI) policy provides a clear framework for identifying, disclosing, and managing potential conflicts of interest that might emerge.

Purpose

The purpose of this policy is to:

- Protect the integrity of Al Rawabi School's decision-making processes.
- Ensure compliance with Bahraini educational regulations.
- Provide guidance to staff, management, and parents on how to handle situations where personal interests may overlap with professional duties.

Scope

This policy applies to all members of the Al Rawabi community, including:

- The Board of Directors and Senior Leadership.
- All teaching and administrative staff across KG, Elementary, Middle, and High School.
- All parents.
- Members of the Parents' Council.
- Consultants and external contractors representing the school.

Defining a Conflict of Interest

A conflict of interest occurs when a person's private interests (financial, personal, or professional) interfere—or appear to interfere—with the impartial performance of their duties at Al Rawabi School.

- **Financial Interests:** Having a material interest in a company that provides goods or services to the school (e.g., catering, maintenance, or uniforms).
- **Employment & Recruitment:** Participating in the hiring process or performance review of a relative.
- **Gifts & Hospitality:** Accepting gifts from parents or vendors that exceed a nominal value (generally BD 20–50) which could be perceived as an attempt to influence grades or business decisions.
- **Private Tutoring:** Providing paid private lessons to students currently enrolled in the staff member's own classes, which is strictly monitored by the Ministry of Education.
- **External Work:** Engaging in secondary employment that competes with school hours or uses school resources without prior approval.

Procedures and Governance

Disclosure Procedures

As transparency is the primary defense against conflicts of interest, Al Rawabi School follows a set of procedure to ensure it.

- **Annual Declaration:** All staff and board members must complete an Annual Interest Disclosure Form at the start of each academic year.
- **Ad Hoc Disclosure:** If a conflict arises during the year (e.g., a relative applying for a scholarship or a new vendor contract), the individual must notify the School Principal or the Board Chairperson in writing immediately.
- **Parents' Council:** As per the Parents' Council Guidelines, members must disclose any personal interests that may conflict with their advisory duties.

Management of Conflicts

Upon disclosure, the school will take one of the following actions:

- **Recusal:** The individual must not participate in discussions, influence, or vote on the matter.
- **Mitigation:** The process is allowed to continue under the supervision of an independent third party or the Quality Unit (QU).
- **Divestment:** In extreme cases, the individual may be asked to relinquish the conflicting interest or resign from the specific committee.

Confidentiality

All disclosures will be handled with professional discretion and stored securely in the employee's file. Information will only be shared with authorized personnel involved in the COI resolution process.

Violations and Sanctions

Failure to disclose a conflict of interest, or intentionally providing false information, is considered a breach of the Al Rawabi Code of Conduct.

- **Disciplinary Action:** Violations will be handled according to the Bahrain Labor Law, which may include written warnings, suspension, or dismissal.
- **Legal Recourse:** The school reserves the right to seek legal action if the conflict resulted in financial loss or reputational damage.

Review and Oversight

This policy shall be reviewed every two years by the Board of Directors to ensure it remains current with Ministry of Education mandates.

مدرسة الرواڈي الإعدادية والثانوية
Al Rawabi Middle & High School

مدرسة الرواڈي
Al Rawabi School

STUDENTS' COUNCIL

Purpose

The Student Council (SC) at Al-Rawabi School plays a crucial role in fostering collaboration between students and the school. The SC provides a platform for students to:

- Voice their opinions
- Contribute to school activities
- Actively participate in the school community.

This involvement helps enhance the school experience for students by addressing their needs and perspectives. The SC supports the school's mission by promoting student engagement and contributing to a positive school environment.

Roles, Responsibilities, and Duties

1. **Advisory Role**:
   - Provide feedback and suggestions on school policies, Programmes, and activities.
   - Represent student concerns and interests in school decision-making.
2. **Communication**:
   - Serve as a liaison between students and the school administration.
   - Facilitate clear and consistent communication on important school matters.
3. **Support and Collaboration**:
   - Organize and participate in school events and initiatives.
   - Support the school's mission by fostering a positive school environment.
4. **Advocacy**:
   - Advocate for student needs and well-being within the school community.
   - Promote the importance of student involvement in school activities.
5. **Resource Contribution**:
   - Assist in organizing extra-curricular activities and mobilizing resources for school projects.
   - Volunteer time and skills for various school Programmes and events.
6. **Problem-Solving**:
   - Work collaboratively with the school to address and resolve issues affecting students and the school community.
   - Encourage constructive dialogue among students, teachers, and administrators.

Communication with the Students' Council (SC)

Students can communicate with the Students' Council (SC) exclusively through the following emails:
Al Rawabi School (Grade 1 through 5): sc.ps@alrawabi.online
Al Rawabi Middle & High School (Grade 6 through 12): sc.hs@alrawabi.online

Please note that other communication channels, including WhatsApp or phone calls, are not supported. For any inquiries, concerns, or suggestions, use the designated email address.

Meeting Schedule and Documentation

The Students' Council (SC) will hold meetings at least once a month. The school will provide a venue for these meetings.

Prior to each meeting, a meeting agenda will be dispatched to all members and the school administration. After each meeting, minutes will be maintained and documented within the school files.

Attendance Policy

All members of the Students' Council (SC) are expected to attend all meetings. If a member is absent three times without an acceptable justification, their absence will be considered a withdrawal from the council. A new member will be selected immediately to fill the position.

Decision-Making Policy

The Students' Council (SC) follows a democratic decision-making process. Decisions are made through voting, with each member having an equal vote. The outcome is determined by the majority vote, ensuring that the views of the majority guide the actions and recommendations of the SC.

A meeting will only proceed if at least half plus one of the members are present. If this quorum is not met, the meeting will be canceled.

Governance and Operational Guidelines

1. **Objectives and Goals**:
   - The SC aims to enhance student engagement, support school activities, and contribute to school improvement. The SC will focus on providing feedback, promoting involvement, and addressing student concerns.

2. **Membership Guidelines**:
   - Members are selected based on interest, commitment, and ability to contribute positively. Each member serves a term of 1 year and can be reappointed. Selection involves an election process.

3. **Roles and Titles**:
   - **President**: Leads meetings, coordinates activities, and represents the SC.
   - **Secretary**: Records meeting minutes, manages documentation, and handles correspondence.

4. **Conflict of Interest Policy**:
   - Members must disclose any personal interests that may conflict with their duties on the SC. Such conflicts will be addressed transparently.

5. **Conflict Resolution**:
   - Disputes within the SC will be resolved through discussion and mediation. An impartial committee may be formed if necessary.

6. **Code of Conduct**:
   - Members are expected to act professionally, respect others' opinions, and contribute constructively. Any behavior undermining the SC's objectives will be addressed according to established procedures.

7. **Amendment Procedure**:
   - Changes to this document can be proposed by any SC member. Amendments require a majority vote and must be documented and communicated to all members.

8. **Annual Review**:
   - The SC's activities and effectiveness will be reviewed annually. This review will assess progress toward goals, address any issues, and make recommendations for improvement.

PARENTS' COUNCIL

Purpose

The Parents' Council (PC) at Al-Rawabi School plays a vital role in fostering collaboration between the school and the families it serves. The PC provides a structured platform for parents to:

- voice their opinions,
- contribute to decision-making, and
- actively participate in the school community.

This partnership enhances the educational experience of students by ensuring that their needs and perspectives are understood and addressed. Moreover, the PC supports the school's mission and vision by promoting a unified approach to student development, encouraging parent involvement, and strengthening the relationship between home and school. Through effective communication and cooperation, the Parents' Council helps to create a supportive environment that benefits all stakeholders—students, parents, and educators alike.

Roles, Responsibilities, and Duties

1. **Advisory Role**:
   - Provide feedback and suggestions on school policies, Programmes, and activities.
   - Represent parent concerns and interests in school decision-making.
2. **Communication**:
   - Serve as a liaison between the school administration and the parent community.
   - Facilitate clear and consistent communication on important school matters.
3. **Support and Collaboration**:
   - Organize and participate in school events and initiatives.
   - Support the school's mission and goals by fostering a positive school environment.
4. **Advocacy**:
   - Advocate for student needs and well-being within the school community.
   - Promote the importance of parent involvement in education.
5. **Resource Contribution**:
   - Assist in extra-curricular activities and resource mobilization for school projects.
   - Volunteer time and expertise for various school Programmes and events.
6. **Problem-Solving**:
   - Work collaboratively with the school to address and resolve issues that affect students and the school community.
   - Encourage constructive dialogue among parents, teachers, and administrators.

Communication with the Parents' Council (PC)

Parents and students can communicate with the Parents' Council (PC) exclusively through the following emails:
Al Rawabi School (KG through G.5): pr.pc@alrawabi.online
Al Rawabi Middle & High School (Grades 6 through 12): hs.pc@alrawabi.online

Please note that other communication channels, including WhatsApp or phone calls, are not supported. For any inquiries, concerns, or suggestions, kindly use the designated email address.

Meeting Schedule and Documentation

The Parents' Council (PC) will hold meetings at least once a month, with or without the school administration. The school will provide a venue for these meetings.

Prior to each meeting, a meeting agenda will be dispatched to all parents and the school administration. After each meeting, minutes will be maintained and documented within the school files, ensuring proper record-keeping and transparency.

Attendance Policy

All members of the Parents' Council (PC) are expected to attend all meetings. If a member is absent three times or misses 50% of the total meetings during an academic year without an acceptable justification, their absence will be considered a withdrawal from the council. In such cases, a new member will be selected immediately to fill the position.

Decision-Making Policy

The Parents' Council (PC) at Al-Rawabi School follows a democratic decision-making process. Decisions are made through voting, with each member having an equal vote. The outcome is determined by the majority vote, ensuring that the views of the majority guide the actions and recommendations of the PC. A meeting will only proceed if at least half plus one of the members are present. If this quorum is not met, the meeting will be canceled.

Governance and Operational Guidelines

Objectives and Goals
The Parents' Council (PC) aims to enhance communication between parents and the school, support student development, and contribute to school improvement. The PC will focus on providing valuable feedback, promoting parent involvement, and addressing community concerns.

1. **Membership Guidelines**
   A maximum of 8 members are selected based on their interest, commitment, and ability to contribute positively. Each member serves a term of 3 years and can be reappointed. The process for selecting new members involves public election.

2. **Roles and Titles**
   - ***Chairperson***: Leads meetings, coordinates activities, and represents the PC.
   - ***Secretary***: Records meeting minutes, manages documentation, and handles correspondence.

3. **Conflict of Interest Policy**
   Members must disclose any personal or financial interests that may conflict with their duties on the PC. Such conflicts will be addressed transparently to maintain integrity.

4. **Conflict Resolution**
   Disputes within the PC will be resolved through discussion and mediation. If necessary, an impartial committee may be formed to facilitate resolution.

5. **Code of Conduct**
   Members are expected to act professionally, respect others' opinions, and contribute constructively. Any behavior that undermines the PC's objectives will be addressed according to the established procedures.

6. **Amendment Procedure**
   Changes to this document can be proposed by any PC member. Amendments require a majority vote and must be documented and communicated to all members.

7. **Annual Review**
   The PC's activities and effectiveness will be reviewed annually. This review will be based on a report submitted by the PC to the council and school administration assessing progress toward goals, addressing any issues, and making recommendations for improvement.

AL RAWABI SCHOOL POLICY ON CAPTURING PICTURES OR VIDEOS OF PEOPLE WITHIN THE SCHOOL PREMISES

Policy Statement

At (Al Rawabi School) & (Al Rawabi Middle and High School), we prioritize the safety, privacy, and dignity of our students and faculty. To ensure a respectful and secure environment, the school strictly prohibits the capturing, storing, or sharing of pictures or videos of people within the school premises without proper authorization. The only permissible use of visual media content is for capturing and uploading students' work on their Google Classroom when requested by teachers.

Policy Guidelines

1. Prohibition on Capturing Pictures or Videos:
   - Under no circumstances should any individual, including students and faculty, capture pictures or videos of people within the school premises without proper authorization.
   - This policy applies to all areas of the school, including classrooms, hallways, common areas, and school events.
2. Authorized Use for Educational Purposes:
   - The only permissible use of visual media content is for capturing and uploading students' work on their Google Classroom when specifically requested by teachers.
3. Respect for Privacy and Dignity:
   - Al Rawabi emphasizes the importance of respecting the privacy and dignity of all individuals within the school community.
   - Students and faculty should refrain from capturing pictures or videos that may infringe upon the privacy or dignity of others, even with proper authorization.
4. Consequences of Violations:
   - Any student found violating this policy will be subject to disciplinary action in accordance with the school's disciplinary procedures. This may include warnings, counseling, suspension, or expulsion, depending on the severity of the offense.
   - Faculty members found in violation of this policy will be dealt with by the HR
   - Violations may also result in the removal or deletion of any captured pictures or videos.

Review and Modifications

- This policy will be reviewed periodically to ensure its effectiveness and alignment with current laws and regulations. Any modifications to the policy will be communicated to all stakeholders within the Al Rawabi community.

By adhering to this policy, Al Rawabi aims to foster a safe, respectful, and inclusive learning environment that respects the privacy and dignity of all individuals within the school premises.

AL RAWABI SCHOOL POLICY ON CAPTURING AND SHARING PICTURES OF STUDENTS AND PARENTS/GUARDIANS

Policy Statement

At (Al Rawabi School) & (Al Rawabi Middle and High School), we value the active involvement of parents/guardians in the educational journey of their children. As part of our commitment to transparency and community engagement, the school reserves the right to capture pictures of students and parents/guardians during classes, events, and other school-related activities. These pictures may be shared on the school's website, social media platforms, and other communication channels.

Policy Guidelines

1. Consent:
   - By enrolling their child at Al Rawabi, parents/guardians implicitly grant the school permission to capture and share pictures of their child, as well as themselves, during school activities.
2. Purpose:
   - The primary purpose of capturing and sharing pictures is to showcase the achievements, participation, and positive experiences of students and parents/guardians within the Al Rawabi community.
   - Pictures may be used for promotional and informational purposes, including but not limited to the school's website, social media platforms, newsletters, and other school-related publications.
3. Privacy and Dignity:
   - Al Rawabi is committed to respecting the privacy and dignity of all individuals depicted in the pictures.
   - Pictures will not capture or highlight sensitive, embarrassing, or compromising situations that may harm the reputation or well-being of any student or parent/guardians.
4. Photography and Videography
   - Parents and guardians are not permitted to take photographs or videos of their own children or other children within the school premises without prior written approval from the school administration.
   - During school-organized events, any photography or videography by parents must adhere to guidelines set forth by the school and may only be conducted in designated areas. Images and videos taken at such events should be for personal use only and should not be shared publicly (e.g., on social media) without explicit consent from the school and the individuals involved.
   - The school will designate official photographers or staff to capture moments during school events and activities. These images or videos may be shared with the school community via official communication channels in compliance with data protection and privacy laws.
   - Any violation of this policy, including the unauthorized capturing or sharing of photographs or videos, will be subject to review and may result in appropriate actions, including restricting access to the school.

Review and Modifications:

- This policy will be reviewed periodically to ensure its effectiveness and alignment with current privacy laws and regulations in the Kingdom of Bahrain.
- Any modifications to the policy will be communicated to parents/guardians through appropriate channels.

Please note that this policy is subject to local laws and regulations regarding the capture and sharing of pictures. By enrolling their child at Al Rawabi, parents/guardians acknowledge and accept the terms outlined in this policy regarding the capture and sharing of pictures.

AL RAWABI SCHOOL - LIBRARY USERS POLICY

Terminology

- **Library** refers to Al Rawabi School Library
- **Patron** refers to library users (Students, Teachers, and Admin)

Library operating hours

- Sunday to Thursday from 7:00 am till 1:00 pm

Library access schedule

- Students are allowed to borrow and return books during their library period classes with their teachers, and also during break time according to the library break time schedule.
- Library Break time schedule:
  Sunday – Grade 1
  Monday – Grade 2
  Tuesday – Grade 3
  Wednesday – Grade 4
  Thursday – Grade 5
- Library booking rules for period classes
  1. Teachers must book their library class using the excel sheet link sent to all teachers in the beginning of each semester
  2. Teachers can book a class either in the library or in the canteen, and the librarian will provide suitable books for both classes
  3. Teachers must follow the schedule timing and venue
  4. Teachers must fill in the attendance sheet with their students' names and book titles they read during the class for quality purposes
  5. Teachers must make sure their students leave their books on the right shelf before leaving the library
  6. Teachers must be in the library during the whole class and never leave students in the library unattended
  7. Librarian must provide help with book choices and research all the times.

Classification of the Library Books

The library is using the following color codes to facilitate finding and returning books on its shelves:

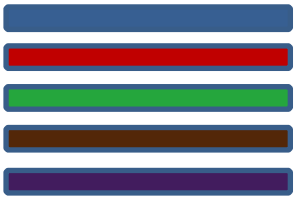
English books by grade:

- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5



Arabic books by grade:

- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5



Borrowing and Returning Rules

Borrowing rules:

- Each student can borrow only one Arabic book and one English book at a time
- Maximum borrowing period is one week
- Books must be returned only to the librarian. Books should not be left in the students' class, canteen, or put back on shelves without checking it in by the librarian first.

Library Manners:

- Students are not allowed to enter the library while the librarian is out.
- Students must keep quite all times during their attendance in the library
- No food or drinks are allowed inside the library
- Running is strictly forbidden in the library. Students who may act otherwise will not be allowed in the library for one week.
- Students must listen to the librarian instructions and abide by them.
    1. Students must bring along their library cards in order to be able to borrow books
    2. Writing, coloring, cutting of book pages or covers are not allowed.
    3. Students who are reading inside the library are requested to return their books to the exact same shelf after finishing, based on the color schema and the shelves instruction signs shared in the library.
    4. Students must keep the library clean all the times.
    5. Students must attend library only for reading or borrowing and returning books, no studying or playing is allowed in the library.

Lost, Damaged, and Overdue Books Policy:

- In the case of lost or damaged library material, a library patron may elect to replace the material with an acceptable copy. The Librarian must approve the replacement item.
- If the patron was not able to replace the lost or damaged library material with an acceptable copy, the librarian will look up the material cost and patron must pay the determined amount before being able to use the library again.
- In all cases of lost or damaged library materials, patrons will have to pay a 1 BHD fine for the extra processing required.
- In all cases of lost or damaged library materials, patrons will be prohibited from using the library for one week.
- In the case of damaged material, the patron will pay a fine of 1 BHD for negligence, but will not be prohibited from using the library.
- In the case of overdue materials for one week or less, the patron will be prohibited from using the library for the same number of days the material was delayed.
- In the case of overdue materials for more than one week, a fine of 100 fils per day will be calculated, and the patron must pay it to be able to use the library again, one a week after the payment of the fine.

Addressing Problematic and Harmful Books:

- The learning commons is committed to providing a safe and inclusive environment for all students.
- Books with harmful or problematic content will be evaluated and addressed:
  - Evaluation and Selection: Books are thoroughly reviewed before purchasing to ensure appropriateness.
  - Patron Concerns:
    - If a patron raises concerns, the book will be immediately removed for review.
    - Books with sexual content, suicide references, violence, political conflicts, or nudity will be removed from the library.
    - Books with controversial content may be labeled as a special collection accessible only to teachers and administrators.

Book Fair Policy:

- The book fair selection is reviewed to align with the learning commons' values and educational objectives.
- Before the book fair, the library team will request the removal of any books deemed unsuitable.
- After the book fair is set up, the library team will conduct a thorough review and request the removal of any materials that do not align with the learning commons' values and objectives.

AL RAWABI MIDDLE & HIGH SCHOOL - LIBRARY USERS POLICY

Terminology

- **Library** refers to Al Rawabi Middle & High School Library
- **Patron** refers to library users (Students, Teachers, and Admin)
- **DDC** refers to Dewey decimal classification

Library operating hours

- Sunday to Thursday from 7:00 am till 2:00 pm (Middle and High School)

Library access schedule

- Students are allowed to borrow and return books during their library period classes with their teachers, between classes and for 20 minutes after their last period.
- The library is available for patrons during all break times. Exceptions would be made according to the librarian duty break weekly schedule and meetings.

Library booking rules for period classes

- Teachers must book their library class using the excel sheet link sent to all teachers in the beginning of each semester
- Teachers can book a session in the library or request books to be used inside the classroom. The librarian will provide the requested books to be used for one class only, and the teacher is responsible for returning the books to the library afterwards
- Teachers must follow the schedule timing and venue
- Teachers must fill in the attendance sheet with their students' names and book titles they read during the class for quality purposes
- Teachers must make sure their students leave their books on the right shelf before leaving the library
- Teachers must be in the library during the whole class and never leave students in the library unattended
- Librarian must provide help with book choices and research all the times.

Classification of the Library Books

- The library is using the Dewey decimal classification to facilitate finding and returning books on its shelves.
- The Dewey Decimal Classification (DDC) is structured around ten main classes covering the entire world of knowledge. Each main class is further structured into ten hierarchical divisions, each having ten divisions of increasing specificity.

Dewey Classification Main Classes:

- 000 – Computer Science: information and general works
- 100 – Philosophy and Psychology
- 200 – Religion
- 300 – Social Sciences
- 400 – Language
- 500 – Pure Science
- 600 – Technology
- 700 – Arts and Recreation
- 800 – Literature
- 900 – History and Geography

Borrowing and returning Rules

- Each student can borrow only one Arabic book and one English book at a time
- Maximum borrowing period is two weeks
- Books must be returned only to the librarian. Books should not be left in the students' class, canteen, or put back on shelves without checking it in by the librarian first.

Library Manners

- Students are not allowed to enter the library while the librarian is out.
- Students must keep quite all times during their attendance in the library
- No food or drinks are allowed inside the library
- Running is strictly forbidden in the library. Students who may act otherwise will not be allowed in the library for one week.
- Students must listen to the librarian instructions and abide by them.
- Writing, coloring, cutting of book pages or covers are not allowed.
- Students who are reading inside the library are requested to return their books to the exact same shelf after finishing, based on the shelves instruction signs, shared in the library.
- Students must keep the library clean all the times.
- Students must attend library only for reading or borrowing and returning books, no studying or playing is allowed in the library.

Lost, Damaged, and Overdue Books Policy:

- In the case of lost or damaged library material, a library patron may elect to replace the material with an acceptable copy. The Librarian must approve the replacement item.
- If the patron was not able to replace the lost or damaged library material with an acceptable copy, the librarian will look up the material cost and patron must pay the determined amount before being able to use the library again.
- In all cases of lost or damaged library materials, patrons will have to pay a 1 BHD fine for the extra processing required.
- In all cases of lost or damaged library materials, patrons will be prohibited from using the library for one week.
- In the case of damaged material, the patron will pay a fine of 1 BHD for negligence, but will not be prohibited from using the library.
- In the case of overdue materials for one week or less, the patron will be prohibited from using the library for the same number of days the material was delayed.
- In the case of overdue materials for more than one week, a fine of 100 fils per day will be calculated, and the patron must pay it to be able to use the library again, one a week after the payment of the fine.

Addressing Problematic and Harmful Books:

- The learning commons is committed to providing a safe and inclusive environment for all students.
- Books with harmful or problematic content will be evaluated and addressed:
  - Evaluation and Selection: Books are thoroughly reviewed before purchasing to ensure appropriateness.
  - Patron Concerns:
    - If a patron raises concerns, the book will be immediately removed for review.
    - Books with sexual content, suicide references, violence, political conflicts, or nudity will be removed from the library.
    - Books with controversial content may be labeled as a special collection accessible only to teachers and administrators.

Book Fair Policy:

- The book fair selection is reviewed to align with the learning commons' values and educational objectives.
- Before the book fair, the library team will request the removal of any books deemed unsuitable.
- After the book fair is set up, the library team will conduct a thorough review and request the removal of any materials that do not align with the learning commons' values and objectives.

الدخول للمكتبة

- يحضر الطلاب إلى المكتبة أسبوعيا ضمن صفوفهم الدراسية أثناء حصص اللغة العربية واللغة الإنجليزية.
- سيحصل الطلاب المنضمون إلى أحد أنشطة المكتبة (جماعة أصدقاء المكتبة ، نادي الكتاب ، تحدي القراءة العربي ، إلخ ...) على بطاقة مكتبة تتيح لهم دخول المكتبة أثناء فترات الاستراحة.
- يمكن طلب إذن لدخول المكتبة أثناء فترة الاستراحة يوميا من أمينة المكتبة.
- يمكن للطلاب استخدام المكتبة أثناء حصص الاحتياط بعد الحصول على إذن كتابي من معلم الصف.

المصادر الإلكترونية

تصنيف الكتب

تستخدم المكتبة تصنيف ديوي العشري لتسهيل العثور على الكتب وإعادتها على الرفوف

الفئات الرئيسية لتصنيف ديوي:

000 - علم الحاسوب: معلومات وأعمال عامة
100- الفلسفة وعلم النفس
200 - الدين
300- العلوم الاجتماعية
400 - اللغة
500 - العلوم البحتة
600 - التكنولوجيا
700- فنون وترفيه
800- أدب
900 - التاريخ والجغرافيا

مدرسة الرواڈي الإعدادية والثانوية
Al Rawabi Middle & High School



كل ما تحتاج إلى معرفته عن

مكتبة مدرسة الروابي الإعدادية والثانوية

ومركز مصادر المعلومات

قواعد المكتبة

- على الطلاب الالتزام بالهدوء طوال أوقات تواجدهم داخل المكتبة.
- يُمنع إدخال المأكولات والمشروبات (باستثناء المياه) إلى المكتبة. كما يُمنع الركض و اللعب داخل المكتبة.
- يمكن للطالب استعارة كتاب واحد باللغة العربية وآخر باللغة الإنجليزية في الوقت نفسه.
- مدة استعارة الكتاب لا تتجاوز الأسبوعين.
- يجب إعادة الكتب المستعارة إلى أمينة المكتبة. لا ينبغي ترك الكتب في الصف أو المقصف أو إعادة وضعها على الرفوف دون الرجوع لأمينة المكتبة.
- في حال ضياع الكتاب أو تلفه يمكن للطالب اختيار استبداله بنسخة أخرى سليمة أو دفع كلفة الكتاب. سيتم تطبيق غرامة قدرها دينار واحد فقط للمعالجة الإضافية للكتاب.

أوقات عمل المكتبة

الأحد - الخميس
من الساعة 7 صباحاً إلى الساعة 3 مساءً

تابعونا على قناة اليوتيوب

تابعونا على موقع انستجرام

Library Access

- Students can access the library weekly during Arabic and English library sessions.
- Students who are part of any library club (Library friends, Book club, Arabic Reading Challenge, etc.) will receive a library card that allows them to access the library during break time.
- A daily access permission can be requested from the librarian to access the library during break.
- Students can access the library during their free periods only with a written permission from their attending teacher.

Library Online Resources

Library Classification

Library use Dewey Decimal classification to facilitate finding and returning books on shelves.

Dewey Classification Main Classes:

000 – Computer Science: Information and General Works
100 – Philosophy and Psychology
200 – Religion
300 – Social Sciences
400 – Language
500 – Pure Science
600 – Technology
700 – Arts and Recreation
800 – Literature
900 – History and Geography

Library rules

- Students must observe silence at all times in the library.
- Food, drinks, and running around the premise are strictly forbidden in the library.
- Each student can only borrow one Arabic book and one English book at a time.
- Maximum borrowing period is two weeks.
- Books must be returned only to the librarian. Books should not be left in the students' class, canteen, or put back on shelves without checking it in to the librarian first.
- In case of lost or damaged books, users have the choice to either replace it with a copy of the same quality or pay for it. 1 BD fine will apply for the processing required.

Library working hours

Sunday - Thursday 7:00 am to 3:00 pm

Follow us on Instagram!

Visit our YouTube channle



مدرسة الرواڈي الإعدادية والثانوية
Al Rawabi Middle & High School

All you need to know about Alrawabi Middle & High School's

Library

and Learning Resources Center

مدرسة الرواڈي الإعدادية والثانوية
Al Rawabi Middle & High School

مدرسة الرواڈي
Al Rawabi School

HEALTH UNIT POLICIES & PROCEDURES

INTRODUCTION:

Al Rawabi School's Health Units are officially licensed by the National Health Regulatory Authority (NHRA) and adhere strictly to the School Health Guidelines issued by the Ministry of Health and Education. Staffed by highly qualified, registered nurses, the school Health Unit provides primary and preventive health care services, ensuring a safe and healthy environment for students, faculty, and staff. Equipped with advanced medical supplies and equipment, the Health Unit is dedicated to delivering high-quality care.

PURPOSE:

The primary objectives of the school Health Unit include:

1. Providing immediate first aid and emergency care to students, staff, and visitors.
2. Administering nursing care tailored to the specific needs of the school community.
3. Identifying early signs of health conditions that may hinder learning.
4. Designing, implementing, and evaluating health education Programmes for students & staff.

SCOPE:

The Heath Units responsibilities encompass:

- Delivering direct care to students and staff.
- Administering first aid for injuries and acute illnesses.
- Managing long-term care for students with special health needs.
- Coordinating with parents, physicians, and relevant authorities for comprehensive health management.
- Developing individualized health and emergency care plans for students with medical conditions.

POLICIES AND PROCEDURES:

1. STUDENT HEALTH EXAMINATION & SCREENING

Health services are conducted in collaboration with public health authorities to:

- Ensure the completion of mandatory vaccinations for students aged 5-6 in primary schools.
- Provide health examinations for students at intermediate and secondary levels.
- Monitor annual growth through height, weight, and BMI screenings.

1.1. New enrollees in Grades 1, 6, and 9 are required to submit medical reports upon registration. The medical examination of students at the intermediate and secondary levels was also recently approved, where students are evaluated for their health and confirmed that vaccinations are completed.

1.2. The Health Unit, in coordination with the Registration Department, oversees compliance and records these details in the school's database.

2. HEALTH RECORDS POLICY

The student's health records are securely stored in their 201 files, the Health Unit, and the school database system (PowerSchool). Access is restricted to the Health Unit and authorized school personnel to ensure confidentiality and proper management of health care records.

2.1 Medical records include, but are not limited to, the following:
- 2.1.1 Health Examination Report
- 2.1.2 Immunization record
- 2.1.3 Screening report
- 2.1.4 Health history, including chronic conditions and treatment plans
- 2.1.5 Medication records, accompanied by medical reports, prescriptions, and parent/guardian consent

2.2 Any known allergies, as well as allergic reactions to medications or food, must be highlighted.

2.3 School health records can only be requested by the parent/guardian and require prior notification and approval from the Principal and Administration Office.

2.4 Health records will be retained by the school for five years after the student has left.

3. ACCESS TO THE Health Unit

- The Health Unit operates during school hours from 7:00 am – 2:50 pm.
- Students must have a teacher's pass to visit the Health Unit unless it is an emergency.
- Priority will be given to emergencies, followed by routine visits.

4. PARENT NOTIFICATION

The Parent/Guardian must be promptly informed of any incident or accident, regardless of severity, along with the care and actions provided by the school Health Unit.

4.1 The Nurse is responsible for notifying the Parent/Guardian of any minor incident or accident reported or treated at the school Health Unit. The verbal notification should include details about the student's condition upon arrival at the Health Unit and the first aid or nursing care administered.

4.1.1 Students presenting with a body temperature exceeding 37.5°C, severe vomiting, flu-like symptoms, or soiling incidents must have their Parent/Guardian notified. The Parent/Guardian should be advised to pick up the student promptly for medical consultation and rest at home.

4.1.2 A medical certificate must be submitted to the school before the student is permitted to return.

4.1.3 Students utilizing school bus transportation will not be allowed to board the bus if they exhibit any of the above conditions. The Parent/Guardian or an authorized representative will be required to collect the student.

4.1.4 Students should be allowed to communicate directly with their Parent/Guardian to provide first-hand information about the incident or accident and to reassure the Parent/Guardian regarding their current health status.

5. IMMUNIZATION / VACCINATION

5.1 The Health Unit shall comply with and observe the immunization schedule guidelines mandated in the Kingdom of Bahrain.

5.2. Immunization records and details are required to be submitted by parents/guardians of enrolling students.

5.2.1 All new enrollees, regardless of grade level, must submit their immunization records and details.

5.2.2 Parents/guardians are responsible for ensuring that their children have completed the recommended vaccination schedule before enrollment.

5.2.3 Parents/guardians of students with chronic conditions or other high-risk categories are advised to ensure their children have completed the recommended vaccinations.

5.3. The Health Unit will review, validate, and encode immunization records into the school database system (POWERSCHOOL) as part of the automated student data records.

5.4 Hard copies of students' vaccination records will be maintained in their 201 files.

5.5 If a student's vaccination records are incomplete, the Health Unit will:

5.5.1 Notify and follow up with the parent/guardian to provide an updated vaccination record.

5.5.2 For students whose vaccinations were administered outside Bahrain and are incomplete, parents/guardians will be advised to visit their local Health Centre or a private medical provider to complete the recommended vaccination schedule as per the guidelines of the Ministry of Health and Ministry of Education in Bahrain.

5.6 If vaccinations are administered at school, the process will be conducted under the guidance and supervision of the Ministry of Health (MOH). The following procedures will be observed:

5.6.1 Parents will be informed of the vaccination Programme in advance.

5.6.2 Parents who wish to avail of the vaccination must complete and return the consent form along with the original vaccination card.

5.6.3 A health screening will be conducted to check for contraindications or precautions for each scheduled vaccine.

5.6.4 Vaccines will only be administered if:

- 5.6.4.1. The consent form is fully completed, signed, and dated by the parent/guardian.
- 5.6.4.2. The student has no allergies or contraindications to the vaccine.

5.6.5 Students will be monitored in the Health Unit for up to 15 minutes after vaccination to observe for any adverse reactions.

5.6.6 Vaccines will be administered by nurses from the Ministry of Health according to regulatory guidelines.

6. MEDICATION POLICY

The Health Unit shall maintain necessary and emergency medications in compliance with the Ministry of Health (MOH) and National Health Regulatory Authority (NHRA) requirements and guidelines.

6.1 All school Health Units medications are stored according to specific requirements, either in a refrigerator or locked cupboards for security purposes.

6.2 All opened medications must be labelled with the date of opening.

6.3 The school nurse is responsible for regularly checking and updating the expiration dates of all Health Unit medications. Expired medicines must be promptly removed and disposed of properly.

6.4 Only the school nurse is authorized to dispense medication available in the Health Unit.

6.5 The school nurse shall administer medication to a student only under the following conditions:

6.5.1 The parent/guardian informs the school nurse of the student's required medication during school hours, supported by a current medical certificate and prescription.

6.5.2 The parent/guardian must complete and sign the medication authorization form along with the prescription.

6.5.3 The parent/guardian must hand over the medication to the school nurse. The medication will be kept in the Health Unit and returned to the parent/guardian after school hours.

6.5.4 Only sealed medicines, whether in liquid, powder, or tablet form, will be accepted.

6.5.5 Medications must be properly labelled with the student's name, expiration date, and detailed intake instructions as per the prescription.

6.5.6 A no prescription, no medication administration policy will be strictly observed, in line with MOH and Ministry of Education (MOE) guidelines.

6.6 The 10 Rights of Medication Administration will always be adhered to:
Right person, right medication, right time, right dose, right route, right patient education, right documentation, right to refuse, right assessment, and right evaluation.

6.7 Students are prohibited from carrying any medication within the school premises. If a student is found with medication, the parent/guardian will be summoned. The medication will be confiscated and returned to the parent/guardian.

6.8 For students requiring regular doses of prescribed medication (e.g., insulin, asthma inhalers, nebulizers, eye drops, or nasal sprays), a consent form must be completed, signed by the parent/guardian, and accompanied by a medical prescription.

6.9 For students with chronic conditions such as anaphylaxis, asthma, or diabetes, emergency medications (e.g., EpiPen, glucagon, nebulizer solutions, asthma inhalers) will be securely stored in the school Health Unit.

6.10 If a student develops a fever (body temperature exceeding 37.5°C) during school hours, the parent/guardian will be notified immediately to collect the student as soon as possible. In the interim, a tepid sponge bath may be administered to reduce the fever.

6.11 If a student requires hospital treatment and the parent/guardian is delayed in reaching the school, the school will take responsibility for transporting the student to Salmaniya or the nearest hospital. A nurse or first-aid provider will accompany the student. The parent/guardian will be informed of this action and advised to proceed directly to the hospital.

7. FIRST AID AND MINOR INJURIES / INCIDENTS

7.1 The school Health Unit shall be equipped with appropriate and necessary medical equipment, supplies, and pharmacological agents approved by the National Health Regulatory Authority (NHRA) and the Ministry of Health (MOH) to provide first aid, medical management, and other emergency treatments.

7.2 Minor injuries shall be treated in the Health Unit.

7.3 The counsellor or administrative staff must be informed of minor injuries being treated to investigate the circumstances that caused the injury. An incident report shall be completed, and the parent/guardian will be informed of how the incident occurred.

7.4 The nurse shall contact the parent/guardian to provide details on the student's condition upon arrival at the Health Unit and the first aid treatment administered.

7.5 The counsellor shall inform the parent/guardian about how and where the incident took place.

7.6 Based on the nurse's assessment of the student's condition, the nurse may recommend that the parent/guardian take the student home, if necessary.

7.7 The Health Unit logbook shall document all health concerns and treatments provided. This logbook will serve as the basis for the daily and monthly reports submitted to the administration.

7.8 Examples of injuries/incidents in this category include, but are not limited to:

- 7.8.1 Mild pain, minimal swelling, or self-limiting injuries
- 7.8.2 Bumps or hits without bruising or lumps
- 7.8.3 Superficial injuries such as shallow cuts or abrasions
- 7.8.4 Sprains and muscle strains
- 7.8.5 Minor insect bites

8. MAJOR INJURIES AND ACCIDENTS

8.1 Immediate first aid treatment shall be administered by the nurse or first aider (first responder) at the scene, based on the condition presented.

8.2 The nurse or first aider shall notify the counsellor, Head of Department (HOD), administration, and principal.

8.3 The nurse, or if unavailable, any school personnel, shall inform the parent/guardian of the incident. This communication will include a description of the medical emergency, the first aid treatment provided, and a request for the parent/guardian to come to the school as soon as possible.

8.4 If an ambulance is required, the nurse shall call 999 to request assistance for treatment and transport to the hospital. If the nurse is unable to make the call, the counsellor or administration will do so.

8.5 In critical cases requiring urgent transfer to a medical facility, the parent/guardian will be notified and instructed to meet the student at the medical facility.

8.6 The nurse or first aid provider shall accompany the student in the ambulance to the hospital until the parent/guardian arrives. If the nurse is unable to accompany the student, the principal will delegate another staff member to do so.

8.7 Injuries/incidents in this category include, but are not limited to:

- 8.7.1 Severe allergic reactions (anaphylaxis)
- 8.7.2 Choking or severe breathing difficulty
- 8.7.3 Deep wounds
- 8.7.4 Bleeding that is difficult to control
- 8.7.5 Crushed or broken body parts
- 8.7.6 Back or neck injuries
- 8.7.7 Severe head injuries
- 8.7.8 Unconsciousness
- 8.7.9 Seizures
- 8.7.10 Serious burns

8.8 A detailed accident report must be completed on the same day, or as soon as reasonably possible, by the nurse and any witnesses.

8.9 The report shall be shared with and signed by the counsellor, administration, and the Health and Safety Coordinator, then submitted to the principal.

8.10 An accident report for the Ministry of Education shall be completed and submitted by the counsellor.

9. OUT-OF-SCHOOL ACTIVITIES

The school organizes sports activities and field trips as essential extensions of classroom learning, providing students with valuable experiences outside traditional classroom settings. The school Health Unit is responsible for offering first aid assistance in case of any untoward incidents or accidents during such activities.

9.1 The organizer of the trip or event shall provide the health unit with the following information:

9.1.1 Details of the trip or event, including the venue/location, grade level, number of students, teachers, first aiders, administrators, and staff assisting with the trip.

9.1.2 A list of all participating students, teachers, administrators, and staff names.

9.2 The organizer shall prepare a contact list of parents/guardians of student participants to facilitate communication in case of any untoward incidents or accidents.

9.3 The school nurse shall identify students with medical conditions who are participating in the trip or event.

9.4 The school nurse shall inform and remind the organizer, teachers, first aiders, administrators, and staff about students with medical conditions. They should remain alert for behavioural changes or signs of discomfort or difficulty during the trip or event.

9.5 The school nurse shall prepare and arrange first aid kits necessary for the trip or event, including specialized supplies such as:

- Hypoglycemia or hyperglycemia kits
- Ventolin inhalers for asthma attacks
- Any other relevant medical supplies based on students' specific needs

9.6 The organizer should arrange for an accessible area at the venue or location to serve as the first aid station.

9.7 The school nurse will remain on standby at the designated first aid station to address any incidents or accidents that may occur.

10. CHRONIC CONDITION MANAGEMENT & CARE PLANS

- **Individualized Healthcare Plans (IHPs):**
  - Developed for students with chronic conditions such as asthma, diabetes, epilepsy, or severe allergies.
  - Plans will include triggers, symptoms, routine care, and emergency response.
- **Emergency Care Plans (ECPs):**
  - Outlining steps for managing medical emergencies related to chronic conditions.
  - Staff will be trained on implementing ECPs.

- **Appendix 1 – MOH Mechanism for Various Conditions (pdf.)**

11. HEALTH & FOOD SAFETY POLICY

Importance of Nutrition

A well-balanced diet is essential for optimal development, not only fostering physical growth but also enhancing learning and encouraging healthy eating habits. Children require the right nutrients to support a healthy brain, maintain a healthy weight, build strong bones and muscles, recover from illness, and sustain energy levels. Poor nutrition can negatively impact growth and development, leading to health issues such as malnutrition, obesity, learning difficulties, heart disease, and weakened immunity.

Children should consume a variety of foods from all food groups, including:

- Healthy protein sources: poultry, fish, milk, yoghurt, cheese, and nuts.
- Plenty of vegetables, fruits, and legumes.
- Wholegrain options: rice, pasta, cereals, and bread.

Hydration is also critical, with water and freshly made juices being the preferred choices.
Junk food and takeaway meals should be enjoyed only occasionally.

We encourage students to:

- Eat breakfast daily and incorporate fruits and vegetables into their meals.
- Choose nutrient-rich snacks to complement main meals.
- Limit sugary snacks and drinks.
- Drink at least eight glasses of water daily.
- Engage in daily physical activity.
- Visit the dentist regularly and brush their teeth twice a day.

Communication with the School and the Role of Parents

Lunchbox meals and snacks should be freshly prepared, nutritious, and well-balanced, avoiding excess sugar, salt, saturated fats, preservatives, and food coloring. Parents are notified if a child's lunchbox lacks healthy food items.

Parents and caregivers play a vital role in adhering to this policy by providing nutritious meals and snacks.

Safe Drinking Water Availability

The school ensures the availability of fresh, safe drinking water for students and staff. Students are encouraged to drink water whenever they feel thirsty, unwell, tired, or hot. Bringing a water flask or plastic bottle is recommended for easy access to water throughout the day.

Food Allergies and Special Dietary Needs.

During registration, parents are asked to disclose any special dietary needs or restrictions their child may have. It is the parent's responsibility to provide updated information to the school regarding these needs.

Hand Hygiene

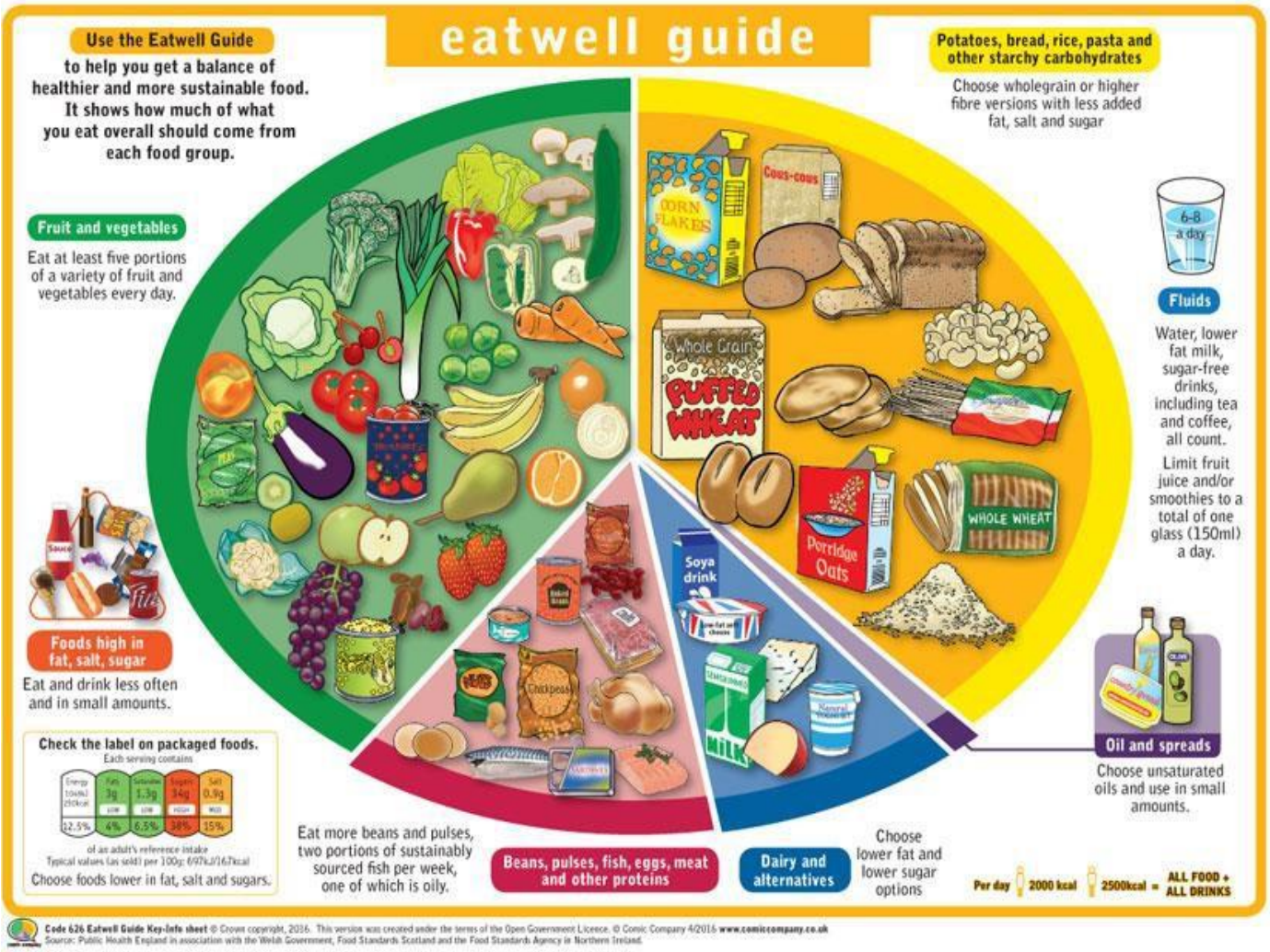
Proper handwashing is emphasized, with students required to wash their hands before and after meals. Hand sanitizers and soaps are available throughout the school, and restrooms are supervised by staff to assist students when needed.

Themed Days and Birthday Celebrations

Themed events are planned by the PR Department and reviewed and approved by the school administration. Food and beverages for these events are carefully curated as part of the approval process.
While birthday celebrations are generally discouraged, they may be allowed with prior approval from the school administration.

Items Not Allowed in Students' Meal Boxes

- Carbonated or fizzy drinks.
- Drinks in glass bottles.
- Nuts or nut-based products.
- Sugary treats or chewing gum.



A Balanced Diet

To achieve and maintain good health, it is important to:

1. Consume a variety of foods from essential food groups to obtain all necessary nutrients.
2. Avoid overeating or undereating; balance is key.
3. Maintain a healthy and balanced diet by:
    - Basing meals on high-fiber, starchy carbohydrates.
    - Including plenty of fruits and vegetables.
    - Eating more fish, including oily fish.
    - Reducing saturated fats and sugar intake.
    - Limiting salt consumption.
    - Staying physically active daily.
    - Staying hydrated
    - Never skip breakfast

Food in School

At Al Rawabi, promoting healthy eating habits is a key advocacy. To support this goal, the school has established a canteen offering a variety of nutritious food options. The school management meticulously adheres to the food preparation and service guidelines mandated by the Ministry of Education and Ministry of Health.
All internal policies and procedures are developed, reviewed, and implemented collaboratively by the Management, Administration, Health Unit, and Safety Department, ensuring alignment with ministerial standards and the specific needs of the school.

Four Steps to Food Safety

1. **CLEAN:** Ensure proper handwashing and regularly clean food preparation surfaces as required.
2. **SEPARATE:** Prevent cross-contamination by keeping raw meat, poultry, and seafood separate during preparation and storage.
3. **COOK TO THE RIGHT TEMPERATURE:** Always cook food to its recommended temperature for safety.
4. **CHILL:** Refrigerate food promptly, as bacteria multiply quickly at room temperature, particularly in the "danger zone" (40°F–140°F). Perishable food should not be left out for more than 2 hours (or 1 hour in temperatures above 90°F).

Canteen Inspection Checklist

A comprehensive inspection checklist is in place to ensure food safety and hygiene practices are consistently upheld.

1. **Monthly Inspections:** The Health Unit and Safety Department conducts regular monthly inspections to verify compliance with established protocols.
2. **Checklist:** A guided inspection checklist is maintained to standardize evaluations.
3. **Inspection Results:** Findings are reported to the Administration and Management by the Health & Safety Officer for reference and action.
4. **Addressing Violations:** Any lapses or violations identified during inspections are promptly addressed by the Management.

12. HEAD LICE MANAGEMENT

Pediculosis, or head lice, is a common communicable childhood condition with a high risk of transmission through direct contact. This policy aims to ensure a consistent and collaborative approach within the school community for the effective management of head lice.
To effectively address pediculosis (head lice):

- Parents will be discreetly notified if lice are detected.
- Practical treatment guidance will be provided.
- Class inspections will be conducted to prevent outbreaks.
- Confidentiality will be maintained throughout the process.

13. Infection Control and Prevention

This policy, developed in alignment with the protocols and guidelines issued by the Ministry of Health and Ministry of Education, outlines infection prevention measures to reduce the spread of diseases and illnesses within the school community.

The school reserves the right to deny entry or send home any student or staff member exhibiting signs or symptoms of illness to ensure the safety and well-being of the entire school population.

Objectives of the Policy:

- Guide identifying signs and symptoms of illness and practicing basic infection prevention and control measures.
- Promote awareness among students, faculty, and staff to foster responsible behaviour in adhering to health protocols, processes, and procedures.

13.1 Infection Control Measures

13.1.1 Sickness/Illness

1. Students Unwell at Home:
   - Students exhibiting symptoms such as a fever of 37.5°C or higher, colds, flu, vomiting, diarrhea, eye or ear discharge, red/watery/itchy eyes, a rash of unknown origin, or known contagious infections are required to stay home and seek medical attention until fully recovered.
2. Students Unwell Upon Arrival at School:
   - Students displaying one or more combined symptoms will be sent home to minimize the risk of cross-infection. Parents or guardians will be contacted immediately, and the student must be picked up as soon as possible.
3. Fever and Distress:
   - Students with a fever and distress are not permitted to travel home by school bus for safety reasons.
4. School Health Unit Care:
   - Unwell students will be taken to the school Health Unit, where they will be kept comfortable, assessed, observed, and provided with first aid treatment (if necessary) until a parent or guardian arrives.
5. Returning to School:
   - Students may return to school after being fever-free for at least 24 hours without the use of fever-reducing medication and after completing the required sick leave recommended by a physician, as indicated in a medical clearance report.

13.1.2 Exclusion of Communicable/Infectious Sources

- **Transmission of Infectious Diseases:**
  Infectious diseases are often contagious before or as symptoms appear. Students or staff who are ill upon arrival or develop symptoms during school hours will be sent home immediately.
- **Isolation and Care:**
  Students exhibiting symptoms will be isolated or kept in the school Health until a parent or guardian arrives to pick them up.
  Staff members will be advised to leave school and seek medical consultation.
- **Returning to School:**
  Students and staff may return to school once fully recovered. In certain cases, they must remain excluded from school for a specified period to prevent further spread of the infection. The Ministry of Health and Education's exclusion criteria, detailed in the appendices, must be followed.

13.1.3 Infection Outbreak

In the event of an infectious disease outbreak, the following measures will be implemented:

Isolation:
Affected students and staff will be kept in an isolation area or room, if necessary and feasible, to minimize contact with others.

Parental Notification:
The School Nurse, Administrative staff, or Health Team will immediately inform parents or guardians of the situation and request that their child be picked up from school without delay.

Public Health Notification:
The Principal or Administrative Team, with the assistance of the School Nurse, will inform the Public Health Office of the Ministry of Health and Education about the outbreak. Necessary documents will be prepared and submitted by the Health Unit.

Guidance from Authorities:
The Ministry of Health's Communicable Disease Control Department will provide the school with recommendations, precautions, and any necessary information to address the outbreak effectively.

13.1.4 Implementation of Standard Precautions and Proper Hygiene Practices

Standard precautions are a set of infection control measures designed to prevent the transmission of diseases through contact with body fluids, blood, mucous membranes, and non-intact skin (e.g., rashes). These measures apply universally, regardless of whether an individual appears infectious or symptomatic.

Hand Hygiene

Hand hygiene involves washing hands with plain or antibacterial soap and water or using a hand rub containing 70–90% alcohol for decontamination.

1. **Facilities and Supplies:**
   - Toilets and pantry areas are equipped with running water, soap, and paper towels.
   - Alcohol-based hand sanitizers are strategically placed in accessible locations on each corridor floor.
   - Classrooms are stocked with hand sanitizers and tissues for use by students and teachers.
2. **Encouraging Hand Hygiene:**
   - All students, regardless of age, and staff are encouraged to wash their hands frequently to emphasize the importance of clean hands in preventing the spread of infection.
3. **Hand Washing Technique:**



4. **Maintenance:**
   - The school ensures all handwashing facilities are well-maintained and equipped with basins, fresh running water, liquid soap dispensers, paper towels/tissues, and foot-operated waste bins.

Respiratory Hygiene (Cough Etiquette)

Promoting respiratory hygiene helps prevent the transmission of respiratory diseases.

1. **Key Practices:**
   - Cover the nose and mouth with a tissue when coughing or sneezing, or use a bent elbow to contain droplets.
   - Use tissues to contain respiratory secretions and dispose of them in the nearest waste bin immediately.
   - Wash or sanitize hands immediately after contact with respiratory secretions, contaminated objects, or materials.

2. **Use of Masks:**
   - Wearing a face mask (surgical) is mandatory for individuals exhibiting respiratory symptoms in common areas. Symptomatic individuals may also be placed in an isolation room.
   - Masks, tissues, sanitizers, and foot-operated waste bins should be readily available.

3. **Social Distancing and Supplies:**
   - Maintain appropriate seating spacing to reduce close contact.
   - Classrooms, hallways, and other strategic school areas will be stocked with tissues, foot-operated waste bins, alcohol-based sanitizers, and liquid soap.

Personal Protective Equipment (PPE)

Personal Protective Equipment (PPE) includes protective clothing, gloves, face shields, goggles, facemasks, and other items designed to safeguard the wearer from injury, infection, or illness. PPE acts as a barrier against infectious materials such as viral and bacterial contaminants. The school ensures the Health Unit is adequately supplied with PPE, including but not limited to:

- Disposable medical masks
- Disposable medical gloves
- Disposable gowns
- Disposable hair covers
- Face shields

Guidelines for PPE Usage

1. Health Unit Use:
   - Disposable masks and gloves must always be worn during patient assessments and first aid treatments in the Health Unit.
2. Gloves:
   - Single-use gloves should be discarded immediately after use or if they become punctured, torn, or heavily contaminated.
   - Hands must be thoroughly washed after glove removal.
   - Gloves are not a substitute for proper handwashing.
3. Proper Disposal:
   - PPE such as disposable gowns, masks, hair covers, and gloves used in isolation rooms must be removed carefully and discarded in designated medical waste receptacles.

Cleaning Blood and Body Fluid Spillages

All spillages of blood, feces, saliva, vomit, and nasal or eye discharges must be cleaned promptly by designated cleaning staff wearing appropriate personal protective equipment (PPE). Spills should be cleaned using a product that combines a detergent and disinfectant, following the manufacturer's instructions. Ensure the product is effective against bacteria and viruses and is suitable for the surface being treated. Avoid using mops for cleaning blood and body fluid spillages; instead, use disposable paper towels and dispose of them as Health Unit waste according to the specified guidelines below.

14. Medical and Hazardous Waste Management

The policy sets to establish appropriate handling, collection and disposal of Health Unit wastes in order to safeguard and protect health providers, students and all employees.

Al Rawabi School is in agreement with (Company provider) in collecting school medical and hazardous wastes in compliance with all laws & guidelines mandated by the Ministry of Health & NHRA.

All medical waste is handled in compliance with NHRA and Ministry of Health regulations. Procedures include:

- Segregating and securely storing waste.
- Contracting licensed providers for monthly collection.
- Proper disposal of sharps and hazardous materials.

14.1 Medical and Hazardous Waste Includes:

- Used bandages, dressings, cotton swabs, and medical supplies contaminated with blood or bodily fluids.
- Discarded personal protective equipment (PPE) such as disposable gowns, masks, and gloves.
- Waste containing infectious or potentially infectious materials.
- Sharp materials, including used needles, syringes, and other medical or laboratory instruments or glassware that could cause punctures or cut.

14.2 General Procedures:

- All waste must be separated according to type.
- Health Unit and medical waste shall be placed in yellow bags, securely contained, and stored in a secure room inaccessible to unauthorized individuals. A licensed contractor will collect the waste monthly, with proper monitoring and documentation maintained.
- Sharps must be disposed of in puncture-resistant sharps containers, stored above ground level, and collected monthly by a licensed contractor.
- PPE must be worn whenever there is a risk of contamination and disposed of appropriately.
- All bins must remain closed at all times and emptied daily.
- Waste must not be stored in main corridors, along fire escape routes, or in a way that blocks fire exits.

14.3. Collection and Disposal of Waste

14.3.1 Health Unit/Infectious Waste:

- Gloves and masks must be worn during all waste collection activities.
- Secure and seal waste bags properly to prevent injury or the risk of infection.
- Handle waste bags by the neck only and avoid clasping them against the body.
- Fill waste bags to no more than ¾ capacity to allow safe tying and sealing.
- Check waste bags and containers for tears or leaks; repackage them if necessary.
- Yellow bags for Health Unit/infectious waste must not be mixed with regular waste. These should be stored in designated bins alongside sharps containers and collected by a licensed contractor.
- Storage areas must be secure and accessible only to authorized personnel.

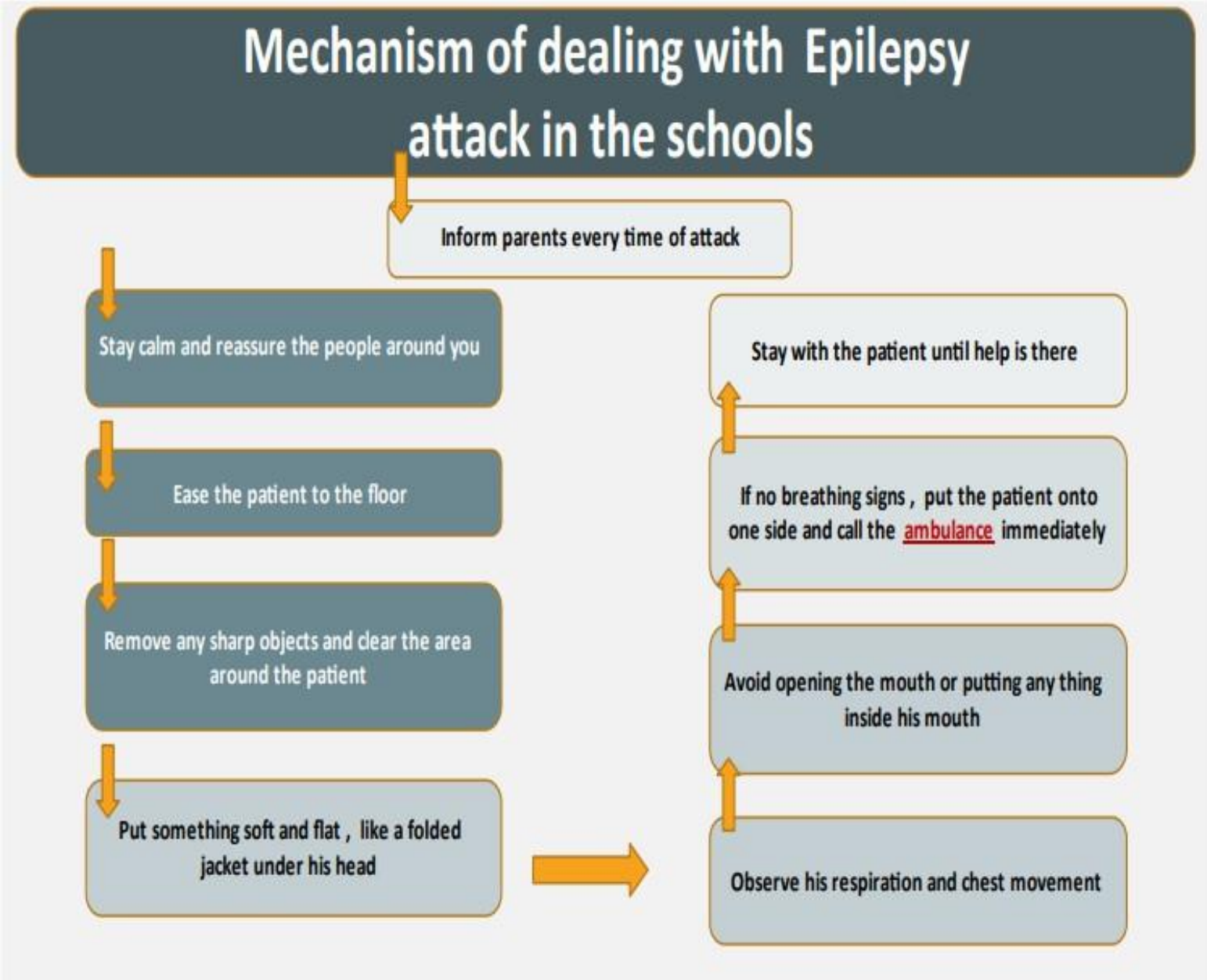
14.3.2 Sharps:

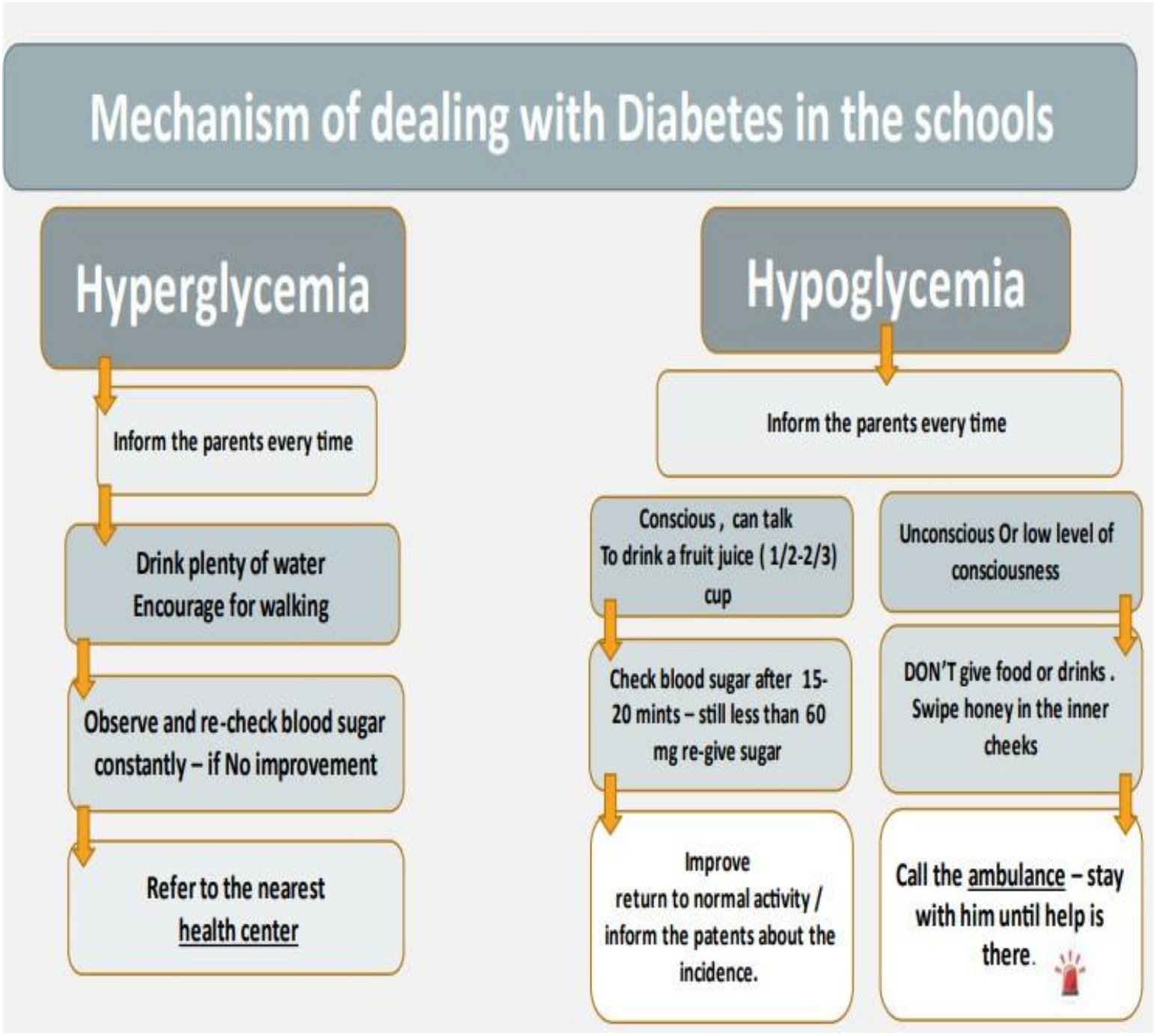
- Sharps containers must be properly assembled and securely closed before use.
- Do not place sharps containers on the floor, where they could be tripped over or knocked down.
- Label containers clearly with the date they are opened.
- Fill sharps containers only to the indicated fill line, and seal them securely once full for safe disposal.

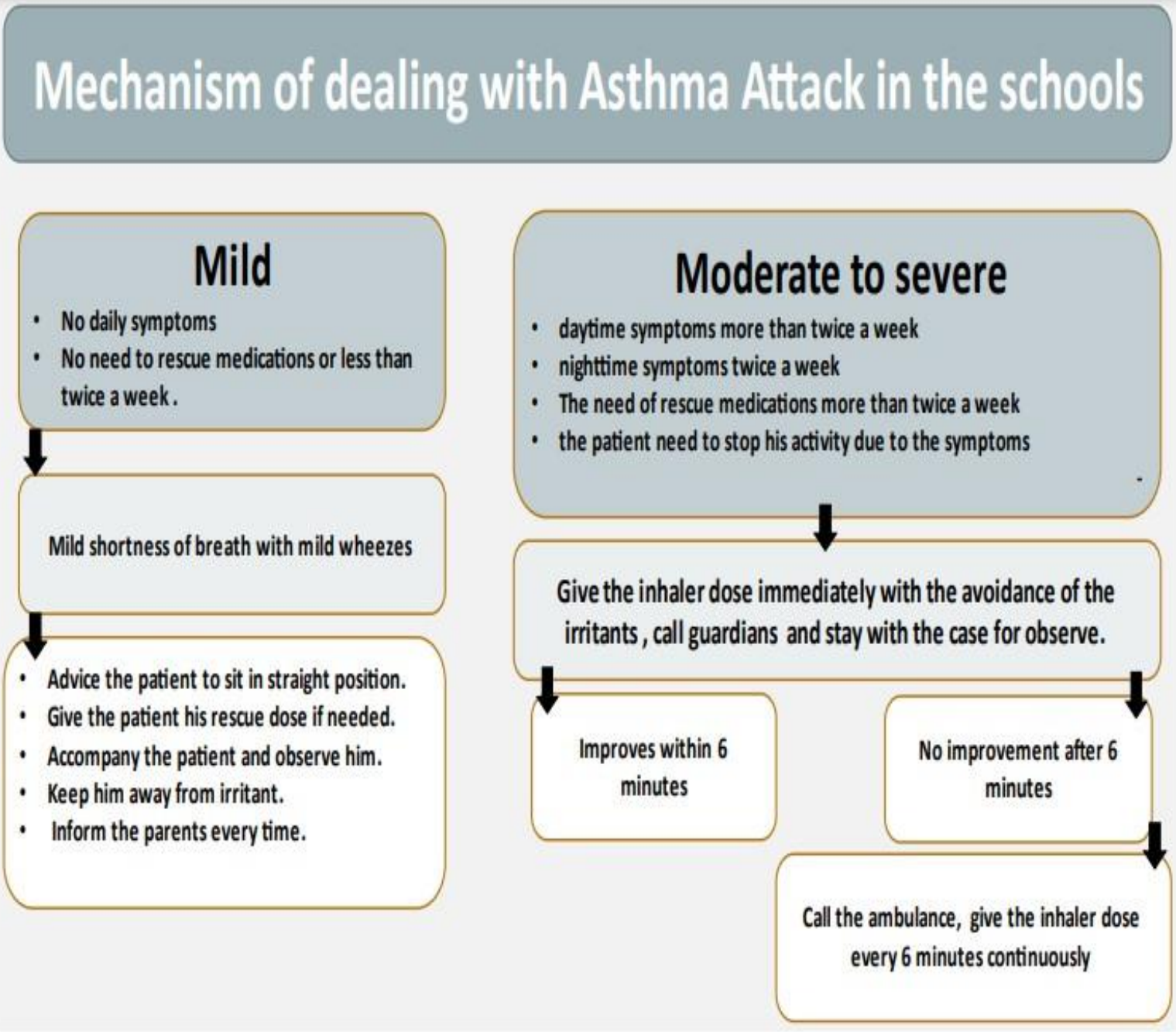
14.3.3 Chemical Waste

- All chemicals must be disposed of safely and under proper procedures, with guidance from a qualified professional when necessary.
- Chemicals or their containers must not be disposed of in clinical or domestic waste streams without conducting risk assessments or consulting a qualified expert.
- Chemical users must understand that containers unless thoroughly emptied and rinsed, are typically considered contaminated and classified according to the chemical they previously held unless a risk assessment determines otherwise.
- Waste chemicals, including paints and solvents, must be stored in a secure area while awaiting collection. Care must be taken to ensure incompatible substances are not stored together.

APPENDIX 1
MOH MECHANISM FOR VARIOUS CONDITIONS




Mechanism of dealing with Diabetes in the schools
Hyperglycemia
Inform the parents every time
Drink plenty of water
Encourage for walking
Observe and re-check blood sugar constantly – if No improvement
Refer to the nearest health center
Hypoglycemia
Inform the parents every time
Conscious , can talk
To drink a fruit juice (1/2-2/3) cup
Check blood sugar after 15-20 mints – still less than 60 mg re-give sugar
Improve
return to normal activity / inform the patents about the incidence.
Unconscious Or low level of consciousness
DON'T give food or drinks . Swipe honey in the inner cheeks
Call the ambulance – stay with him until help is there.


Mechanism of dealing with Asthma Attack in the schools
Mild
No daily symptoms
No need to rescue medications or less than twice a week.
Mild shortness of breath with mild wheezes
Advice the patient to sit in straight position.
Give the patient his rescue dose if needed.
Accompany the patient and observe him.
Keep him away from irritant.
Inform the parents every time.
Moderate to severe
daytime symptoms more than twice a week
nighttime symptoms twice a week
The need of rescue medications more than twice a week
the patient need to stop his activity due to the symptoms
Give the inhaler dose immediately with the avoidance of the irritants, call guardians and stay with the case for observe.
Improves within 6 minutes
No improvement after 6 minutes
Call the ambulance, give the inhaler dose every 6 minutes continuously

Mechanism of dealing with Sickle Cell Cases in the schools

- Inform parents every time of attack
- Encourage to increase fluids intake
- Encourage to take healthy diet with fruits and vegetables
- Light exercise no exhaustions
- Keep body warm
- No improvement refer to the nearest health center

Mechanism of dealing with Mouth, Hand and Foot Syndrome in the Schools

Detected cases

When Mouth, Hand and Foot Syndrome case Detected in the school *with a report of any medical institution*.

Suspected cases

Suspected case of Mouth, Hand and Foot Syndrome with symptoms such *high temperature, blisters in the mouth, rashes on the hands and feet*, school must refer the case to the nearest health center or any medical institution.

If a person is proven to be infected with mouth, hand and foot syndrome after examination and diagnosis, the doctor at the health institution must follow the instructions issued by the Public Health Department regarding the disease.

Ensure that the student is absent for 10 days after the rash appearance.
The school must inform the School Health Section in Ministry of Education at this number 17896170, which in turn communicates with the School Health Section at the Ministry of Health at 17286053–17286135.
Take the following measures to prevent infection:

- ✓ Emphasizing on hand washing, consistently and correctly.
- ✓ Avoid touching the face before washing hands .
- ✓ Avoid direct contact with the infected person or his personal tools.
- ✓ Constantly clean the surfaces and tools used by infected children to prevent the spread of germs

Mechanism of dealing with Hepatitis (A) in schools

Detected cases

When Hepatitis(A) case Detected in the school *with a report of any medical institution.*

Infected

Ensure that the student is absent for10 days after symptoms appear and allow him to return after that The school must inform the School Health Section in Ministry of Education at this number17896170, which in turn communicates with the School Health Section at the Ministry of Health at17286053 – 17286135.

Take the following measures to prevent infection:

- ✓ Emphasizing on hand washing consistently and correctly.
- ✓ Avoid touching the face before washing hands
- ✓ Avoid sharing food, drink, or personal tools.
- ✓ Avoid direct contact wit infected person
- ✓ Constantly clean the surfaces and tools used by infected children to prevent the spread of germs

In contact

1. Counting contacts (Whoever was with the infected)
2. Sending an official message to parents and educational staff regarding the need to bring their vaccination certificates to ensure that they have completed the hepatitis A vaccination.
3. Refercontacts who have not completed the vaccination to the health center to complete it.
4. Sending lists of vaccinated people from the health center to the immunization group in the school health department to be sent to the public health department.
5. Directing health care providers in schools to follow up on contacts in the appearance of the disease symptoms

Suspected cases

Suspected case of Hepatitis(A) with symptoms such *nausea, vomiting, diarrhoea, and yellowing of the skin & eyes, fever, and abdominal pain*

- Referthe case to the nearest health center or any medical institution.
- When there is suspicion the health center will inform the Public Health Department/Infectious Diseases Control Group about the case on the hotline 66399868.
- If a person is proven to be infected with Hepatitis (A), the Infectious Diseases Control Department will notify the School Health Section in MOH at 17286053 – 17286135, Which in turn

- ✓ Ensure the patient is absent.
- ✓ Implement the procedures followed for proved cases in coordination with the School Health Section in Ministry of Education at the number 17896170.

Mechanism of dealing with Meningitis in schools

Detected cases

When Meningitis case Detected in the school *with a report of any medical institution.*

1. Ensure the student is absent for the period determined by the treating physician.
2. The school must inform the School Health Section in MOE at this number 17896170 , which in turn communicates with the School Health Section at the MOH at 17286053 – 17286135
3. Take the following measures to prevent infection:
   - ✓ Emphasizing on hand washing, consistently and correctly.
   - ✓ Avoid direct contact with the infected person.
   - ✓ Constantly clean the surfaces and tools used by infected children to prevent the spread of germs

Suspected cases

When a suspected case of Meningitis found in the school
with the following symptoms such as *headache and neck stiffness associated with fever, confusion or disturbance in consciousness, vomiting, intolerance to light (photophobia) or loud sounds (sound phobia), irritability, drowsiness.*

- Refer the case to the nearest health center or any medical institution.
- Health center will Inform the Infectious Diseases Control Group in Public Health Department about the case on the hotline 66399868.

Mechanism of dealing with chickenpox in schools

Detected cases

When chickenpox case Detected in the school *with a report of any medical institution.*

1. Ensure that the student is absent for one week after rashes appear.
2. The school must inform the School Health Section in MOE at this number 17896170, which in turn communicates with the School Health Section at the MOH at 17286053 – 17286135
3. Take the following measures to prevent infection:
   - ✓ Emphasizing on hand washing, consistently and correctly.
   - ✓ Avoid direct contact with the infected person.
   - ✓ Avoid touching the face before washing hands .
   - ✓ Constantly clean the surfaces and tools used by infected children to prevent the spread of germs

Suspected cases

When a suspected case of chickenpox found in the school
with the following symptoms such as *high temperature, headache, body pain, and the appearance of a red rash that begins on the face and abdomen and then spreads to the rest of the body. It can reach inside the mouth and scalp and is accompanied by a severe feeling of itching. It usually consists of small bubbles filled with a clear liquid*

- Refer the case to the nearest health center or any medical institution
- Health Center will Inform the Infectious Diseases Control Group in Public Health Department about the case on the hotline 66399868

Mechanism of dealing with scabies in schools

Detected cases

When Scabies case Detected in the school *with a report of any medical institution .*

1. The school must inform the School Health Section in Ministry of Education at this number 17896170, which in turn communicates with the School Health Section at the Ministry of Health at 17286053– 17286135.
2. allow the infected student to return to school after the end of his sick leave .

Suspected cases

When a suspected case of scabies found in the school with the following symptoms such *Severe itching, pimple -like rash on most parts of the body or in certain areas such as the wrists and between the fingers or on the waist or head.*

- Refer the case to the nearest health center or any medical institution.
- Health center will Inform the Public Health Department/Infectious Diseases Control Group about the case on the hotline 66399868.
- If a person is proven to be infected with scabies, the Infectious Diseases Control Department will notify the School Health Section in MOH at 17286053– 17286135, Which in turn

✓ Ensure the patient is absent.
✓ Implement the procedures followed for proved cases in coordination with the School Health Section in Ministry of Education at the number 17896170.

Mechanism of dealing with typhoid cases in school

Detected cases

When Typhoid case Detected in the school *with a report of any medical institution .*

1. Ensure that the student is absent and allow him to return to school after the end of his sick leave
2. Take the following measures to prevent infection:
   - ✓ Emphasizing on hand washing, consistently and correctly.
   - ✓ Avoid direct contact with the infected person.
   - ✓ Constantly clean the surfaces and tools used by infected children to prevent the spread of germs

Suspected cases

When a suspected case of Typhoid found in the school with the following symptoms such *Severe abdominal pain, fever for a long time, and diarrhoea.*

Refer the case to the nearest health center or any medical institution.

When there is a suspicion the health center will inform the Public Health Department/Infectious Diseases Control Group about the case on the hotline 66399868.

- If a person is proven to be infected with Typhoid, the Infectious Diseases Control Department will notify the School Health Section in MOH at 17286053 – 17286135, Which in turn
- ✓ Ensure the patient is absent.
- ✓ Implement the procedures followed for proved cases in coordination with the School Health Section in Ministry of Education at the number 17896170

Mechanism of dealing with Polio in schools

Detected cases

When polio case **Detected** in the school ***with a report of any medical institution.***

Ensure the student is absent for the period determined by the treating physician.

-The school must inform the School Health Section in Ministry of Education at this number 17896170, which in turn communicates with the School Health Section at the Ministry of Health at 17286053– 17286135.

1. **Take the following measures to prevent infection:**
   - ✓ Emphasizing on hand washing, consistently andcorrectly.
   - ✓ Avoid touching the face before washing hands
   - ✓ Constantly clean the surfaces and tools used by infected children to prevent the spread of germs

Suspected cases

When a **suspected** case of polio found in the school with the following symptoms such as ***sudden weakness or increased tendon reflex activity or hypertonia of the limb.***

Refer suspected cases to the nearest health center

The health center will inform the Public Health Department/Infectious Diseases Control Group about the case on the hotline 66399868 .

Mechanism of dealing with Mumps in schools

Detected cases

When Mumps case Detected in the school *with a report of any medical institution.*

Infected

-Ensure the student is absent for 9 days in accordance with the treating physician instruction.
-The school must inform the School Health Section in Ministry of Education at this number 17896170, which in turn communicates with the School Health Section at the Ministry of Health at 17286053 – 17286135

In contact

1. Counting contacts (Whoever was with the infected)
2. Sending an official message to parents and school faculty regarding the need to bring their vaccination certificates to ensure that they have completed the MMR vaccination.
3. Distributing consent forms to those who have not completed the vaccination and preparing their own lists to be coordinated by the Immunization Group in the School Health Department so that they can be given the vaccination at school.
4. Directing health care providers in schools to follow up on contacts in the appearance of the disease symptoms and torefer them to health center after informing school health section in MOE at 17896170, which in turn communicates with the School Health Section at the MOH at 17286053 – 17286135.
5. Delivering the lists of vaccinated people to the immunization group team immediately after the completion of the vaccination campaign to be entered into the MOH program and sent to the Infectious Disease Control Department in the Public Health Department

Suspected cases

When a suspected case of Mumps found in the school with the following symptoms such *high fever, swelling and pain in parotid gland.*

- Refer the case to the nearest health center or any medical institution.
- The health center informs the Public Health Department/Infectious Diseases Control Group about the case on the hotline 66399868.
- Sick leave is given for the suspected cases until the test result appear.
- If a person is proven to be infected with Mumps, the Infectious Diseases Control Department will inform the School Health Section in MOHat 17286053 – 17286135, Which in turn make sure to isolate the patient.

Mechanism of dealing with Rubella in schools

Detected cases

When Rubella case Detected in the school *with a report of any medical institution.*

Infected

Ensure that the student is absent(isolate) for one week after rash appear.

The school must inform the School Health Section in Ministry of Education at this number 17896170, which in turn communicates with the School Health Section at the Ministry of Health at17286053– 17286135.

In contact

1. Counting contacts (Whoever was with the infected)
2. Sending an official message to parents and school faculty regarding the need to bring their vaccination certificates to ensure that they have completed the MMR vaccination.
3. Distributing consent forms to those who have not completed the vaccination and preparing their own lists to be coordinated by the Immunization Group in the School Health Department so that they can be given the vaccination at school.
4. Directing health care providers in schools to follow up on contacts in the appearance of the disease symptoms and to transfer them to health center after informing school health section in MOE at17896170, which in turn communicates with the School Health Section at the MOH at17286053 – 17286135.
5. Delivering the lists of vaccinated people to the immunization group team immediately after the completion of the vaccination campaign to be entered into the MOH program and sent to the Infectious Disease Control Department in the Public Health Department

Suspected cases

When a suspected case of Rubella found in the school with the following symptoms such *fever with rash with a rash consisting of flat, bright red spots on the face and body*

- Refer the case to the nearest healDepartment/Infectious Diseases Control Group th center or any medical institution.
- When in suspicion the health center informs the Public Health about the case on the hotline 66399868.
- Documenting the infection, either in a referral form or a medical report proving the infection, which is delivered to the guardian to be delivered to the school.
- In case of no infection, the student attends school and to be documented either in a referral form or a medical report given to a guardian to be delivered to the school.

Mechanism of dealing with Measles in schools

Detected cases

When Measles case Detected in the school *with a report of any medical institution .*

1. Ensure that the student is absent for5 days after rashes appear.
2. The school must inform the School Health Section in MOE at this number 17896170, which in turn communicates with the School Health Section at the MOH at17286053 – 17286135
3. Counting contacts (Whoever was with the infected person)
4. Sending an official message to parents and school faculty regarding the need to bring their vaccination certificates to ensure that they have completed the MMR vaccination.
5. Distributing consent forms to those who have not completed the vaccination and preparing their own lists to be coordinated by the Immunization Group in the School Health Department so that they can be given the vaccination at school.
6. Directing health care providers in schools to follow up on contacts in the appearance of the disease symptoms and to transfer them to health center after informing school health section in MOE at17896170, which in turn communicates with the School Health Section at the MOH at17286053 – 17286135.
7. Delivering the lists of vaccinated people to the immunization group team immediately after the completion of the vaccination campaign to be entered into the MOH program and sent to the Infectious Disease Control Department in the Public Health Department

Suspected cases

When a suspected case of measles found in the school with the following symptoms such as *high body temperature and rash with flat red spots in the face and the all body skin.*

Refer suspected cases to the nearest health center

In case of proven infection with Measles the health center:

- informs the Infectious Diseases Control Group in Public Health Department about the case on the hotline 66399868.
- Documenting the infection, either in a referral form or a medical report proving the infection, which is delivered to the guardian to be delivered to the school.

In case of no infection, the student attends school and to be documented either in a referral form or a medical report given to a guardian to be delivered to the school.

HEALTH AND SAFETY POLICY STATEMENT

Al Rawabi School accepts in full, its responsibilities under the Law No. 36 of 2012 also known as the promulgation of Labor Law in the Private Sector – Occupational Safety and Health and Working Environment. Al Rawabi School is committed to taking all reasonably practicable steps to protect the health, safety and welfare of our workforce, students and other visitors to our premises and will act proactively to minimize the incidence of all workplace risks.

We also recognize that the effective management of Health and Safety is an integral part of our overall business performance and is thus an integral everyday part of our employees' activities. We expect therefore, that those school employees, students, and others who may visit or work on our premises, to share this commitment, by exercising personal compliance with school policies and procedures and to understand that they too, have legal and moral obligations to themselves and others.

The School is committed to:

- Providing a safe working and studying environment for all school employees, students and others who have access to our premises.
- Providing safe access and egress to all work stations and places of study.
- The provision and maintenance of safe plants/equipment and safe systems of works.
- Providing adequate health and safety instructions, supervision and information for school employees and students during school operating hours.
- Ensuring that all school employees are competent in their tasks and to provide them with adequate training to ensure their health and safety.
- Consulting with our employees and students on matters affecting their health and safety while on the school premises.
- Preventing incidents/accidents and work/study related injuries, ill-health and disease.
- Raising the overall health and safety awareness of all school employees and students.
- Creating comprehensive policies and procedures to be read, signed and followed by appropriate workplace personnel.

The allocation of duties/responsibilities regarding safety matters and the specific policy implementation agreements are set out in the procedural documents contained within Al Rawabi Schools Policy Manuals identified forthwith: Health and Safety, Safety and Emergency Response Brigade, Hazard Identification Risk Assessment and Determining Controls and Infection Control and Clinical Procedure Policy.

To ensure that this policy reflects current business activity and any legislative changes, policy and implementation procedures will be reviewed and updated as necessary, at regular intervals.

Al Rawabi team are committed to this policy and to the implementation and maintenance of the highest standards of health and safety across the school. We expect every member of the school to share this commitment and to work together to achieve its objectives.

HEALTH AND SAFETY MANAGEMENT POLICY

Purpose of the Policy

To comply with the safety requirements mandated by the Bahraini Ministries namely: Ministry of Education, Ministry of Health, Ministry of Civil Defense and Ministry of Labor.

- To comply with the requirements stipulated in National Fire Protection Authority (NFPA), International Labor Organization (ILO), National Health Regulatory Authority (NHRA), and other relevant legislative and statutory provisions.
- To act as a pivotal document in implementing Al Rawabi School health and safety management system (HSMS), following the HSG65 - Managing for Health and Safety.
- To ensure, so far as is reasonably practicable, a healthy and safe environment for all school personnel, students, visitors who work, study or visit Al Rawabi School premises.

Linked Policies

Related Policies	
Health	Safety
▪ Infection Control	▪ Health and Safety Manual
▪ Care Plan	▪ Safety and Emergency Response Brigade
▪ First Aid	▪ Hazard Identification Risk Assessment and Control
▪ Personal Protective Equipment	▪ Environmental Aspect Impact Register

Health and Safety Policy Statement

Refer to attached signed H&S Statement Policy

School Health and Safety Organization

- Refer to attached signed Organizational Chart
- Responsibilities for Health and Safety

The Chief Executive Officer (School Principal) is ultimately responsible for:

- Compliance with the Law No. 36 of 2012 also known as the promulgation of Labor Law in the Private Sector – Occupational Safety and Health and Working Environment in addition to other relevant legislative and statutory provisions mandated by the Kingdom.
- Ensuring that an up-to-date health and safety policy statement is prepared and brought to the attention of all school employees, students and visitors; and must be displayed in a conspicuous area within the school premises.
- Ensuring the effective implementation and maintenance of this policy across the school organization.

- Urging all employees, students, and visitors to strictly adhere and comply with the schools' established safety rules and regulation at all times.
- Ensuring that all legal and moral obligations, when it comes to health and safety, are in full accordance with the existing local law and that any arising issue must be put into consideration based on its priority and necessity.
- Nominating an Executive Director to be responsible for health and safety throughout the area of responsibility.
- The Director of Developments for Health and Safety
- Ensuring that suitable and effective health and safety arrangements are in place across the area of responsibility.
- Making sure that the health and safety management arrangements reflect the best practice and will receive periodic reports from the School H&S Advisor on H&S activity across the area of responsibility.
- Ensuring that all health and safety risks are managed effectively by the senior managers.
- Reporting on matters relating to the management of health and safety to the Chief Executive and briefing the Board as appropriate.
- Ensuring that health and safety issues are considered as an integral part of business operations and that adequate resources are available to ensure their achievement.
- Ensuring that effective communication exists between all sections of their business operations with regard to health and safety.
- Periodically reviewing the health and safety performance of their services.

The School Health and Safety Advisor is ultimately responsible for:

- Being the School 'competent person', as required under Bahrain Ministry of Labor/Ministerial Order No. 8 Article 31.
- Assisting Director of Development in meeting their health and safety responsibilities.
- Advising the Director of Development & others regarding improvements to the school health and safety management arrangements.
- Providing the School with advice and assistance on the measures it needs to take to comply with its statutory health and safety obligations.
- Reporting periodically to the Director of Development on the School's health and safety performance through its set-up Key Performance Indicators (KPI) and Health and Safety Objectives and Targets (HS O&T).
- Maintaining the School Health and Safety Policy (and any other supporting corporate documents such as the Health and Safety Manual and other health and safety related manuals.)
- Implementing the health and safety policy within the school premises and for all other matters relating to health, safety and welfare within the area of responsibilities.
- Ensuring that periodic workplace inspections are carried out and any unsafe conditions found are subsequently removed or adequately controlled.
- Ensuring that school staff (and others where appropriate) receive the training necessary for safe working.
- Ensuring suitable and sufficient risk assessments have been carried out and appropriate control measures are in place and are maintained.

- Ensuring that accidents / incidents and near misses are properly reported and recorded and appropriate investigations and reviews are undertaken and acted upon.
- Ensuring that any areas of concern noted above are identified, monitored and managed via their Hazard Identification Risk Assessment and Determining Controls Register.
- Establishing effective arrangements for staff consultation in the relation to the management of health and safety within area of responsibilities.
- Creating an open environment which encourages staff to raise and discuss health and safety issues within their respective work areas.
- Periodically monitoring, reviewing or auditing by sampling the School's health and safety management arrangements, ensuring those arrangements are effective at and appropriate for controlling risks.
- Provide weekly, monthly and annually safety report based on the findings of monitoring, safety proposals and improvements, and other safety related reports to the Director of Developments.
- Liaising with each department's Health and Safety Leads (e.g. by setting up and managing a periodic health and safety training and seminars) to ensure a consistent approach is taken across the school to the management of health and safety.
- The provision of training and seminars and / or advice to school staff and / or other training providers.
- Conduct monthly Health and Safety meeting in a regular basis to highlight critical safety issues, safety improvements and other safety related agenda.
- Heightening health and safety and risk management awareness in all school staff groups within the area of responsibility.

The Health and Safety Head Coordinator Is ultimately responsible for:

- Providing advice to staff and students to maintain a safe place of work and a safe environment within their area of responsibility.
- Providing advice, support and guidance to facilitate the development of health and safety and to promote a risk aware culture.
- Assisting in identifying realistic solutions to health and safety problems.
- Facilitating regular health and safety risk assessments and safety audits within their area of responsibility.
- Taking part in the educational and training requirements for health and safety related subjects.
- Ensuring incidents and near misses are reported via the appropriate reporting routes.
- Coordinating all Health and Safety related issues, incidents and improvements in a regular basis through electronic mail and/or HS monthly meeting.

The Health and Safety Lead Is ultimately responsible for:

- Assisting the Health and Safety Head Coordinator in promoting healthy working / studying environment for school staff and students respectively.
- Monitoring of health and safety performance of all school staff and students in their specific assign unit.

- Securing that their area of responsibility is free from incident-causing hazards which might endanger to any school staff and students.
- Assisting Health and Safety Head Coordinator in facilitating regular health and safety risk assessments and safety audits within their area of responsibility.
- Taking part in the educational and training requirements for health and safety related subjects.
- Ensuring that any incidents and near misses are reported to their Health and Safety Head Coordinator via the appropriate reporting routes.
- Coordinating all Health and Safety related issues, incidents and improvements in a regular basis through electronic mail and/or HS monthly meeting.

The Health and Safety Committee Members Is ultimately responsible for:

- Working in accordance with accepted practices and standards established by the Health and Safety Committee compliance with the provision stated in Health and Safety Policy.
- Reporting all of the unsafe conditions and acts of the school staff and students to the committee by making suggestion for correspondence or removal of accident-causing hazards within the school premises.
- Attending and cooperating actively with all health and safety activities and meetings.
- Disseminates information related to Health and Safety Committee to their co-workers and students.

All School Employees and Students Will:

- Take reasonable care for the health and safety of themselves and of others who may be affected by their acts or omissions at work / study.
- Not intentionally or recklessly interfere with or misuse anything provided in the interests of health, safety or welfare.
- Co-operate with any relevant person and comply with all relevant health and safety policies and procedures and risk control measures.
- Use any equipment, machinery, hazardous substance, transport equipment, safety device, or system of work in accordance with any training or instruction provided to ensure safe use.
- Wear the appropriate safety equipment and use appropriate safety devices where applicable.
- Report to their respective committee heads and / or health and safety lead, school counsellors all hazards which they believe the head / lead is currently unaware of.
- Report immediately to their manager and / or health and safety lead, any accidents, incidents, near misses or dangerous occurrences in which they are involved, regardless of whether persons are injured or not.

All Visitors and Contractors Will:

- Act in accordance with School guidance on contractors with respect to the management of their health and safety.

Arrangement for the Management of Health and Safety

Safety Objectives and Targets and Improvement Plan

- A target quantifies an objective over time, setting it in terms of specific figures, for example "Zero Accident Programme for the School Year 2023 ~ 2024.
- Objectives and targets should be SMART — specific, measurable, achievable, relevant and targeted.
- Attending safety trainings and seminars are mandatory as it one of the criteria in school staff salary appraisal. Safety Department must submit details of the H&S trainings to Human Resources such as Master list of Attendees and their training certificates for record keeping.
- Training records will be also kept and maintained each Health and Safety Head Coordinator/Health and Safety Leads.

Risk Assessment

- Risk assessment is the key to effective and sensible health and safety management. The findings from risk assessments will be used to identify prioritize and control risks at all levels in the school. (Refer to Hazard Identification Risk Assessment and Determining Controls Procedure).
- Health and Safety Head Coordinator / Health and Safety Leads (with the guidance of Health and Safety Officer) will ensure that:
  1. All significant hazards in their workstations / work activities under their control have been suitably risk assessed and that any subsequent risks are adequately controlled.
  2. That these assessments are reviewed annually and/or as per necessary.
- Risk assessments will also be reviewed should there be:
  1. Any changes in legislation which affects the assessment.
  2. Any changes to working practices or environmental conditions that could affect school employee safety.
  3. An accident, near-miss or serious incident.
  4. An indication that the assessment is no longer valid.
- The relevant risk assessment procedures and associated documentation are contained within the school Health & Safety Manual.

Hazard Identification Risk Assessment and Determining Controls

- Where units identify hazards / risk exposures that are not currently being, or may cease to be, effectively managed, they must ensure that a relevant entry is made in their HIRADC Register.
- If a risk has been identified as being high or may have a major impact and/or be detrimental to school staff, students, staff and the organization as a whole, the School Health and Safety Officer must be informed.
- All high risks that have been placed on the Unit HIRADC Registers will be monitored and reviewed regularly by the SH&SA as appropriate, to ensure that progress is being made to reduce or eliminate the risk.
- Where units identify hazards / risk exposures that are not currently being, or may cease to be, effectively managed, they must ensure that a relevant entry is made in their HIRADC Register.

Incident Reporting and Investigation

- All accidents / incidents and 'near-misses' should be recorded, reported and investigated in accordance with the company's Safety and
- Each employee is responsible for reporting accidents / incidents to which they are party / witness and should liaise with their Health and Safety Head Coordinator or Health and Safety Leads in this regard. The latter should ensure that the school accident / incident and near-miss reporting form is completed in each instance. (Form is to be provided by School Health and Safety Officer)
- Health and Safety Head Coordinator or Health and Safety Leads (together with the School Health and Safety Officer) will review all reported incidents/accidents which occur in their respective workplace and investigate certain incidents further, e.g. those which are actually or potentially more serious or those which are frequent. The main purpose of the investigation is a 'lessons-learnt' approach – wherever possible, to reduce the likelihood of repeat events occurring.
- Having made an initial investigation of the accident/incident, the Unit Manager or Health and Safety Leads (together with the School Health and Safety Officer) will review and revise their HIRADC register and should ensure that HIRADC data-base is being saved and updated according. Furnish copy of updated HIRADC register for record keeping and audit purposes.
- All RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations) reportable incidents should be investigated and the outcomes discussed at an appropriate forum (e.g. H&S Meeting or Heads of Department) to ensure that timely feedback is provided to all involved.
- The Health and Safety Head Coordinator or Health and Safety Lead is responsible for reporting incidents:
    1. To the Chief Executive Officer and / or Development Director if there is likely to be an insurance claim resulting to the School Health and Safety Officer (re: RIDDOR incidents only) with a copy of the incident / accident report.
    2. The School Health and Safety Officer is responsible for reporting incidents (re: RIDDOR only). (with close coordination to Chief Executive Officer and / or Development Director and School Principal) to the Ministry of Labor.

(Refer to Safety and Emergency Response Brigade Policy)

First Aid at Work

Al Rawabi School will ensure that adequate provision is made, via the Hazard Identification Risk Assessment and Determining Controls process, to enable:

- Immediate assistance to be given to school employees and students suffering from potential injuries or illness associated with school undertakings.
- Rapid summoning of an ambulance or medical assistance from the nearest hospital.
- The level of provision provided will be appropriate to the risks identified in each workplace HIRADC.
- All First Aiders will be competent in either (BLS - Basic Life Support / CPR – Cardio Pulmonary Resuscitation) and hold a valid certificate of training and their names and locations will be prominently displayed in strategic places within the school premises.

More specific details are contained in Safety and Emergency Response Brigade policy.

Supporting Documentation

- Al Rawabi School has a number of supporting documents which provide school employees and students with more detailed practical arrangements regarding health and safety issues. These are available in the Health & Safety Manual, and School Safety Handbook, some examples are listed below:

▪ Electricity at Work	▪ Infection Control
▪ Fire Safety	▪ Personal Protective Equipment
▪ Training	▪ First Aid
▪ Working at Height	▪ Clinical Plan
▪ Management of Contractors	

- It is essential that all employees (and students whenever applicable) familiarize themselves with the content of these documents to ensure that they have a good understanding of all health and safety measures.

Communicating Health and Safety Information

- Health and safety law poster and local contact notices e.g. first aiders, fire marshals.
- The school Health & Safety, and Infection Control Manuals.
- Team briefings which may contain occasional health and safety information.
- Consultation between management and employees is provided via regular meetings of the heads of department and the Staff Representative Committee. At these meetings, as well as at all other times, it is the responsibility of the heads of department to bring issues of health and safety to the attention of the Health and Safety Head Coordinator.
- Health and safety articles featuring in Al Rawabi School Safety Newsletter and pamphlets.
- Safety communication through electronic mail (e.g. safety tips and trivia)
- Internal and external (e.g. Ministry of Health) Safety Alerts to share good practice and disseminate important safety information.
- - Health and Safety Bulletin boards

Health and Safety Monitoring

Pro-active monitoring: Workplace health and safety inspection

- A workplace safety inspection is an effective way of identifying faults, hazards and unsafe working practices.
- Health and Safety Head Coordinator must ensure that their departmental managers carry out a workplace inspection of the premises under their control using the most current Workplace Inspection template, incorporated within the company Health and Safety Manual. The frequency of inspection should be determined by the risk presented by individual workplaces, but as a minimum, it should be completed at least annually.
- If any unsafe conditions are found, the responsible person for that area must take effective action to remove those conditions from the workplace. The Health and Safety Head Coordinator is ultimately responsible for ensuring that all issues arising from inspections, wherever possible, are resolved to a satisfactory standard.

Reactive monitoring

- The monitoring of injuries, ill-health, accidents and incidents complement active monitoring and can be used effectively to identify causation, lessons learning and positively, a reduction in future incidence.

Health and Safety Audit

Internal H&S Audit

- The Health and Safety Officer will audit and inspect sites across the School to determine both the level of compliance with the company Health and Safety policy and the degree to which risks are being adequately controlled.
- The management approved audit findings will be reported to each Health and Safety Head Coordinator.

External H&S Audit

- Although employees are most familiar with the layout and equipment used in their workplace, an independent viewpoint is important in order to ensure a truly comprehensive assessment.
- By engaging a specialist from a competent third-party auditing company, the school will benefit from:
  1. An objective perspective, which is important in identifying all risks around the workplace.
  2. Specialist knowledge and experience, which allows us to recognize hazards that you may not have identified as an OHS issue.
  3. Specialist OHS expertise from a company that is dedicated to keeping up to date with the latest standards, legislation and Programmes.

Appendix

Managing for Health and Safety - HSG65 Model

Illustration 1 - Health and Safety Management System

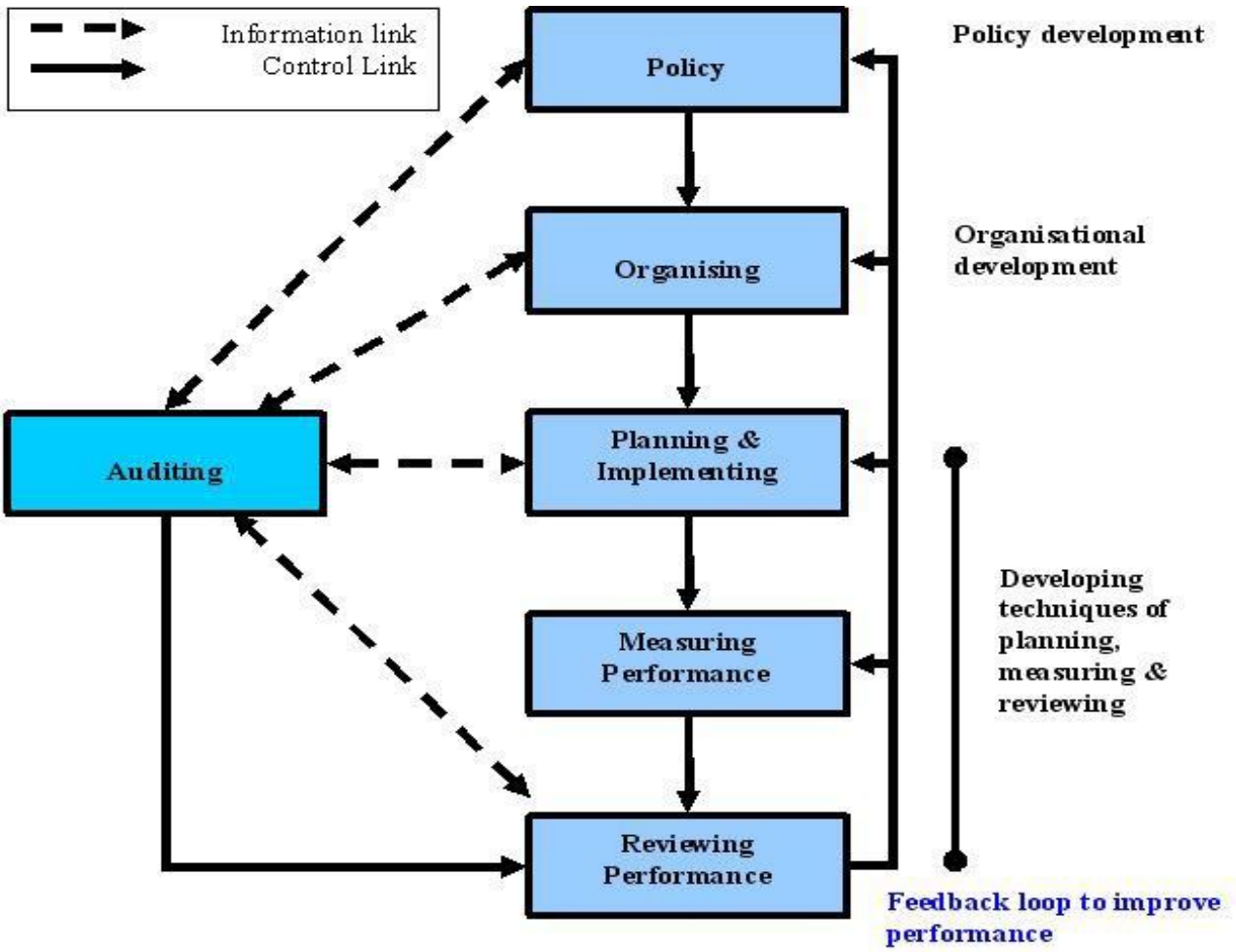


Illustration 2 - PDCA Cycle (Continual Improvement)

Plan (Policy & Planning):

- H&S Manual that undergoes regular consultation and review.
- Nominated Director for Health and Safety
- Commitment from Board to improve health and safety performance.
- Competent Health and Safety related advice actively improving safety and driving safety issues.
- H&S Committees / other relevant meetings support compliance and decision making and assurance.
- Health and Safety planning a requirement at Corporate and Local levels



Do (Risk Profiling, Organising & Implementation):

- Resourcing to support health & safety arrangements.
- Competent health and safety advice
- Structure to support risk assessment at all levels.
- Employee representation at Health and Safety Committees / forums.
- Staff consultation where appropriate
- Health and safety designed into change wherever possible.
- Health and safety targets

Act (Learning Lessons & Reviewing Performance

- Regular review of health and safety related policies.
- Health and safety issues reported on corporate and local risk registers and reviewed at committees.
- Review of incidents and communication of findings.
- Learning lessons completed at a number of levels and through clinical governance for some incidents.

Check (Measuring & Investigating):

- Reporting of safety related training uptake.
- Incident and near miss reporting and investigation
- Stress related absence data reviewed
- Health and Safety Inspection programme
- General and subject specific safety inspections and audits.
- Inclusion of significant issues on risk registers
- Review of RIDDOR data at corporate / local level
- Review of health and safety incidents.
- Annual report submitted to Board via AGR.

PERSONAL EMERGENCY EVACUATION PLAN "PEEP"

Purpose

This policy aims to:

- provide all employees, staff, visitors, trainees and other people who cannot get themselves evacuated out of a building unaided with the necessary information and assistance to be able to manage their escape to a place of safety.
- ensure that the emergency assistance is always available at all times in the event of fire and other disasters.
- Be a good part of the fire emergency strategy and should consider the needs of the disabled persons using the building, the building design and construction, and the local fire procedures.

Scope

This procedure is applicable to:

- All personnel listed below that intend to perform work / visit in Al Rawabi School premises
- Al Rawabi Schools employees / staff
- Students
- Suppliers
- Visitors
- Government representatives who have direct concerns with the Al Rawabi (e.g. Ministry auditor/inspector)

Responsible

Manager / Responsible Person / nominated representative is responsible to talk to disabled staff, trainees, and visitors to assess whether they need any assistance in the event of an emergency like fire and any unwanted disasters.
If someone believes they might require assistance, the PEEP Questionnaire should be completed.

Responsible Person or their authorized representative should complete the Personal Emergency Evacuation Plan and, if possible, in liaison with the individual who has the disability / mobility impairment.

General Overview

PEEP's and Person with Disability

People with a disability are at a disadvantage generally during an emergency situation. There are different scenarios that a person with a disability can experience:

- Unaware of alarm or emergency situation **(Visual and Hearing Impairment)**
- **Blind**, unable to see the route or obstacles in the way. May be particularly affected by alarms, especially in terms of stress, heart-rate, etc.
- **Deaf**, unable to hear alarms, or unable to hear instructions & guidance
- **Deaf-blind**, both of the above
- **Unconscious** - totally reliant on the actions of others
- Unaware of how to react **(Cognitive Impairment)**
- **Mental Health problem** - may go in any direction, even towards the danger.
- **Learning Disability** - may have no understanding of the danger, or where to go.
- Aware, but unable to react **(Mobility Impairment)**
- **Mobility problems**, may be very slow and unable to use stairs (e.g. wheel chair user, dwarfism)
- **Bed-bound,** may be connected to medical equipment, have oxygen or dextrose
- **Bariatric**, may need to defend-in-place
- **Breathing difficulties**, slow pace, frequent stops and may be easily overcome by smoke or extinguisher.
- Aware, but hampered **(Other Disabilities and Multiple Disabilities)**
- **Mono-dextrous**, may not be able to manipulate exit mechanisms
- **Visual degeneration**, eg: retinitis-pigmentosa (tunnel-vision), macular degeneration, may have difficulty seeing obstacles or stairs. Will be slowed down when trying to operate the exit mechanism.
- **Epileptic,** may go into seizure at the sight of a strobe
- **Diabetic,** may have chest pain that radiates down the arm, difficulty breathing, severe headache and weakness in one side of the body, seizures and loss of consciousness.
- **Severe incontinence,** may be inside the toilet when alarms go.
- **Broken bones, illness, trauma, or surgery**, may affect a person's use of the built environment for a short time.
- **Heart, lungs, neurological diseases with a resulting lack of coordination, arthritis, and rheumatism**, can reduce a person's physical stamina or cause pain.
- **Multiple chemical sensitivities** - may slow down during evacuation
- **Old-aged people,** may reduce overall ability and movement.
- **People of extreme size or weight**, unable to react immediately in time of emergency and may often need accommodation during the emergency.

Procedure

- Features and layout of the building and the need for a Personal Emergency Evacuation Plan to take account of an individual's capabilities; people with disabilities who regularly access the building may have to have a PEEP as per compliance**.**
- If assistance with escape is required, its level of extent must be identified in the Personal Emergency Evacuation Plan (,i.e. the number of assistants and the methods to be used).
- It is necessary to ensure that assistants may require training and possible cover up in case of their absence when an emergency happens.

Evacuation in an Emergency

Assisting wheelchair users down stairs

When disabled persons are located above the ground floor, there are a number of considerations. In all the following cases Evacuation Lifts (where fitted) or Refuges should be identified and clearly marked.

Area of refuge

- It serves as a temporary haven from the effects of a fire or other emergencies where persons with disabilities can wait for safety assistance and rescue.
- It is an area that is separated from a fire by a fire-resisting structure and provides a safe route to final exit, e.g. the head of a protected stairway - where there is sufficient space for evacuation.
- The provision of a refuge will permit a staged evacuation to be implemented.
- Refuge area must be clearly signed and should be of sufficient size to accommodate both people using it as a refuge and any people passing through on their way out of the building.

Lifts

Most lifts cannot be used in an emergency. Any lift used for the evacuation of disabled people should be an "evacuation lift."

Deaf and Hearing-Impaired persons

Deaf or hearing-impaired persons working alone may need an alternative method of being alerted to an emergency. Flashing light, or vibrating pager systems can be used as an alarm system since it has visual indicators.

Blind and Partially-sighted persons

Staff, trainees, service users, regular visitors, and other affiliated entities who access the area should be offered orientation training and, where applicable, this must include alternative ways out of the building.

Training

- To be effective, Emergency Plan depends on the ability of staff to respond efficiently. Staff will therefore receive instructions, practical demonstrations and training appropriate to their responsibilities.
- This may include some or all of the following elements:
  1. Regular schedule fire drills for staff, services users, regular visitors, and other entities present during the drill.
  2. Specific training / instruction for designated members of staff e.g. Fire Wardens, First Aiders, Emergency Responders and other essential key positions in Emergency Response Team.
  3. Specific training / instruction in the use of Fire Extinguishers, Fire Hose, Break Glass Unit for emergency alarm and other essential fire emergency-related equipment.

PEEP Questionnaire for Persons with Disabilities

- This questionnaire is intended to be completed by disabled persons to assist the development of a Personal Emergency Evacuation Plan (PEEP).
- Provision of sufficient information is highly essential to develop a comprehensive and suitable emergency evacuation plan.
- Once developed, the Personal Emergency Evacuation Plan will be used to assist escape in the event of an emergency (including drills).

Filling out of the PEEP Form

- The training institute has a legal responsibility to protect all staff, trainees, services users, regular visitors, and other entities from fire risks and ensure their health and safety while within its premises.
- The PEEP will be developed based on the information provided by the person with disability.

Completed PEEP Form

- Additional information concerning the emergency evacuation procedure will be provided.
- Personal Emergency Evacuation Plan will specify what type of assistance will be needed by the person with disability.
- In some instances that there may be some parts of the most appropriate premises where safe evacuation cannot yet be provided without alterations to the building / structure, the circumstances will be discussed with regard to the person with disability.

Reference

- NFPA *Emergency Evacuation Planning Guide for People with Disabilities* (http://www.nfpa.org/disabilities).
- NFPA 101®, Life Safety Code.

Appendices

Personal Emergency Evacuation Plan Form

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مدرسة الرواڈي
Al Rawabi School

CYBER-SAFETY POLICY

Background

- Al Rawabi School has a legal obligation to maintain a safe physical and emotional environment for its students and staff. It also has an obligation to be a good employer.
- The Board places high priority on providing the school with Internet facilities and ICT devices/equipment which will benefit student learning outcomes, and the effective operation of the school.
- The school recognizes that the presence of technologies in the learning environment can facilitate anti-social, inappropriate, and even illegal material and activities. The school has the dual responsibility to maximize the benefits of these technologies while at the same time minimizing and managing the risks.
- The school acknowledges the need to have in place rigorous and effective school cyber safety practices that are directed and guided by this cyber safety policy.

Policy

- Al Rawabi School will develop and maintain rigorous and effective cyber safety practices which aim to maximize the benefits of the Internet and ICT devices/equipment to student learning and to the effective operation of the school, while minimizing and managing any risks.
- These cyber safety practices will aim to not only maintain a cyber-safe school environment, but also aim to address the need of students and other members of the school community to receive education about the safe and responsible use of present and developing information and communication technologies.
- To develop a cyber-safe school environment, the school will delegate to the principal and IT department the responsibility to achieve this goal by developing and implementing the appropriate management procedures, practices, electronic systems, and educational Programmes. These will be based on the latest version of the PFsense and SOPHOS firewall for the school.
- No individual may use the school Internet facilities and school-owned/leased ICT devices/equipment in any circumstances unless authorized by the school. Authorization also applies to the use of privately-owned/leased ICT devices/equipment on the school site, or at/for any school-related activity, regardless of its location. This includes off-site access to the school network from school or privately-owned/leased equipment.
- Authorization will cover all board employees, all students (including adult and community), and any other individuals authorized to make use of the school Internet facilities and ICT devices/equipment, such as teacher trainees, external tutors and providers, contractors, and other special visitors to the school.
- Use of the Internet and the ICT devices/equipment by staff, students and other approved users is to be limited to educational, professional development, and personal usage appropriate in the school environment, as defined in individual use authorization.

- The school has the right to monitor, access and review all use. This includes personal emails sent and received on the school's computer/s and/or network facilities at all times. The school has the right to audit at any time any material on equipment that is owned or leased by the school. The school may also request permission to audit privately owned ICT devices/equipment used on the school site or at any school related activity.
- The safety of children is of paramount concern. Any apparent breach of cyber safety will be taken seriously. The response to individual incidents will follow the procedures developed as part of the school's cyber safety practices. In serious incidents, advice will be sought from an appropriate source, such a lawyer with specialist knowledge in this area. If illegal material or activities are suspected, the matter may need to be reported to the relevant law enforcement agency.
- The school will provide relevant educational material and training on cyber safety to staff, students, and the wider school community.
- The school will obtain written authorization to publish the student's personal image or work online.

CYBER-SAFETY PROCEDURE

- The IT team is charged with advising the Principal on the establishment and maintenance of the school's cyber safety Programme. This will include the three components of (a) an infrastructure of appropriate policies, procedures and Use Authorization (b) an effective security system and (c) a comprehensive cyber safety education Programme for the school community.
- The Principal and IT head will report annually, or as the need arises, to the Board on the implementation of this policy.
- On enrolment, all students must read, or in the case of some children, be read to, the Cyber Safety Use Agreement. Parents will sign this. From Year 4 onwards the Cyber Safety Use Agreement is to be re-signed each year by the student and parent. Non-use students will not be permitted to access the relevant school technologies; their parents/caregivers will be informed of this situation.
- All Board employees must receive the Cyber safety authorization. They will be provided with an individual login username and password, and will be provided with an individual e-mail account. This needs to be kept confidential.
- Cyber safety rules and information will be made readily accessible to students and displayed in the school website.
- Cyber safety education will be provided, where relevant, through teaching Programme. This will include making decisions about which websites to visit, to limit (or not provide) personal information, and how to make published work 'private' (secure).
- Processes for reporting any breaches of cyber safety regulations (by any member of the school community) are covered by the school's policies and procedures. Less serious matters (e.g. unintentional misuse such as pop-up windows and accidentally accessing inappropriate sites) should be documented and reported to the Principal.
- The school will only publish a student's image or work with written authorization from the student's parent.
- The school will identify students on any websites only by their first name and year at school.
- The school will not publish, access of pass on material that may defame anyone, be objectionable from a human rights point of view, be obscene, or infringe the copyright of third parties.
- Students will be supervised while using the internet.

School Fees 2026-2027
الرسوم المدرسية 2027-2026

Level	Books and Learning Resources (Paid Upon Registration)	Yearly Tuition Fees		Tuition Fees Payment Schedule		
				Installment		
		PREVIOUS	UPDATED (Approved March 2026)	1st Payment Due: 20-Aug-2026	2nd Payment Due: 1-Dec-2026	3rd Payment Due: 1-Mar-2027
KG	240	*792*	**832**	500	332	-
GRADE 1	255	*1056*	**1109**	665	444	-
GRADE 2	255	*1056*	**1109**	665	444	-
GRADE 3	255	*1056*	**1109**	665	444	-
GRADE 4	255	*1188*	**1247**	750	310	187
GRADE 5	255	*1188*	**1247**	750	310	187

*Books will be given to students only after first payment is made.

Other fee:

1. Registration fees for new admission: **BD100 (non refundable)**
2. Mental Skills (M.A.M.) fees course materials from GR1 to GR8: **BD70 with 1st payment, BD70 with 2nd payment.**
3. Extra-curricular activities: **Not included**
4. KG2 graduation ceremony fee: **Not included in the tuition fee**
5. Accident Insurance: **BD1.5 (Recommended but optional)**

Terms & Conditions:

1. School fees are annual and shall be paid according to the prescribed payment schedule.
2. The registration deadline for the S.Y. 2026-2027 is **31st May 2026.**
3. Students withdrawing before **31st May 2026** will receive a refund of fees after a deduction of **BD150.**
4. Students withdrawing after **31st May 2026** will not be eligible for a refund.
5. Students withdrawing after the start of the academic year are liable to pay all annual school fees in full.

*Please, refer to the school website for more details about the school policies and procedures.

I have read and understood the above terms and conditions, and all the school procedures, policies, assessment policy, and regulations published in the school website, and hereby accept my obligation towards the school.
I understand that this is a contractual obligation, and as such I confirm my agreement with the above terms and conditions.
I further understand that the school will carry out its obligations and will, if necessary, pursue any unpaid fees accordingly.

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School Fees 2026-2027
الرسوم المدرسية 2027-2026

Level	Books and Learning Resources (Paid Upon Registration)	Yearly Tuition Fees		Tuition Fees Payment Schedule – Installment		
		PREVIOUS	UPDATED (Approved March 2026)	1st Payment Due: 20-Aug-2026	2nd Payment Due: 1-Dec-2026	3rd Payment Due: 1-Mar-2027
GRADE 6	285	*1386*	**1455**	875	360	220
GRADE 7	285	*1575*	**1654**	994	420	240
GRADE 8	290	*1575*	**1654**	994	420	240
GRADE 9	260	*1890*	**1985**	1205	490	290
GRADE 10	275 / 150 (For renewed students)	*1890*	**1985**	1205	490	290
GRADE 11	275	*2310*	**2426**	1460	606	360
GRADE 12	275 / 165 (For renewed students)	*2310*	**2426**	1460	606	360

*Books will be given to students only after first payment is made.

Other fee:

1. Registration fees for new admission: **BD100 (non refundable)**
2. Mental Skills (M.A.M.) fees course materials from GR1 to GR8: **BD70 with 1st payment, BD70 with 2nd payment.**
3. IGCSE fees for GR9 & GR10: **Not included**
4. IB fees for GR11 & GR12: **Not included**
5. GR12 graduation ceremony fee: **Not included in the tuition fee**
6. Extra-curricular activities: **Not included**
7. Accident Insurance: **BD1.5 (Recommended but optional)**

Terms & Conditions:

1. School fees are annual and shall be paid according to the prescribed payment schedule.
2. The registration deadline for the S.Y. 2026-2027 is **31st May 2026.**
3. Students withdrawing before **31st May 2026** will receive a refund of fees after a deduction of **BD150.**
4. Students withdrawing after **31st May 2026** will not be eligible for a refund.
5. Students withdrawing after the start of the academic year are liable to pay all annual school fees in full.
6. Late IGCSE/IB registration fees shall be borne by the parents.

*Please, refer to the school website for more details about the school policies and procedures.

I have read and understood the above terms and conditions, and all the school procedures, policies, assessment policy, and regulations published in the school website, and hereby accept my obligation towards the school.
I understand that this is a contractual obligation, and as such I confirm my agreement with the above terms and conditions.
I further understand that the school will carry out its obligations and will, if necessary, pursue any unpaid fees accordingly.

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مدرسة الرواحي
Al Rawabi School

School Calendar for the School Year 2026-2027

التقويم المدرسي للعام الدراسي 2026-2027

August 2026

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
							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
w1	30	31					

School Days 2

16 Admin & Faculty Return
20 Orientation Day (Grade 6 - MS &HS New Parents Only)
23 Orientation Day (GR1 & ES New Parents Only)
25 The Prophet's Birthday *
26 Book Distribution (GR 1-& 2 - GR 6-8)
27 Orientation Day & Book Distribution (KG)
27 Book Distribution (GR 3, 4 &5- GR 9-12)
30 First Day of School (KG1, GR1 & G6)
31 Reentry for all Students

September 2026

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
w1			1	2	3	4	5
w2	6	7	8	9	10	11	12
w3	13	14	15	16	17	18	19
w4	20	21	22	23	24	25	26
w5	27	28	29	30			

School Days 22

October 2026

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
w5					1	2	3
w6	4	5	6	7	8	9	10
w7	11	12	13	14	15	16	17
w8	18	19	20	21	22	23	24
	25	26	27	28	29	30	31

School Days 16

25-29 Mid- Term Break

November 2026

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
w9	1	2	3	4	5	6	7
w10	8	9	10	11	12	13	14
w11	15	16	17	18	19	20	21
w12	22	23	24	25	26	27	28
w13	29	30					

School Days 22

1 School Resumes
11- 12 PTC (MS & HS)
19 PTC (KG)
25-26 PTC (ES)

December 2026

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
w13			1	2	3	4	5
w14	6	7	8	9	10	11	12
w15	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	31		

School Days 10

12 School Carnival
13 School Carnival Compensation
16-17 National Day Holiday
20-31 Winter Break

January 2027

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1	2
w1	3	4	5	6	7	8	9
w2	10	11	12	13	14	15	16
w3	17	18	19	20	21	22	23
w4	24	25	26	27	28	29	30
w5	31						

School Days 22

3 New Year Compensation Day
4 First Day of Term 2
8 - 9 MUN*

February 2027

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
w5		1	2	3	4	5	6
w6	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
w7	21	22	23	24	25	26	27
w8	28						

School Days 15

8 Ramadhan Starts*
11 In- Service Day
11 PTC (KG)
14-18 Mid-Term Break
24-25 PTC (MS-HS)

March 2027

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
w8		1	2	3	4	5	6
w9	7	8	9	10	11	12	13
w10	14	15	16	17	18	19	20
w11	21	22	23	24	25	26	27
w12	28	29	30	31			

School Days 20

3-4 PTC (ES)
9-11 Eid al-Fitr Holiday*

April 2027

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
w12					1	2	3
	4	5	6	7	8	9	10
w1	11	12	13	14	15	16	17
w2	18	19	20	21	22	23	24
w3	25	26	27	28	29	30	

School Days 16

4-8 Spring Break
11 First Day of Term 3
20 Grade 12 Final Exam Starts

May 2027

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
							1
w4	2	3	4	5	6	7	8
w5	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
w6	23	24	25	26	27	28	29
w7	30	31					

School Days 16

2 Labor Day Compensation
6 Grade 12 Final Exam Ends
16-20 Eid al-Adha Holiday*
23-27 Review week
26 Grade 12 Graduation
30 Final Exam Starts (G6-G11)

June 2027

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
w7			1	2	3	4	5
w8	6	7	8	9	10	11	12
w9	13	14	15	16	17	18	19
w10	20	21	22	23	24	25	26
w11	27	28	29	30			

School Days 19

5 Hijri New Year*
6 Hijri New Year Compensation*
13 Final Exam Ends (G6-G11)
14-15 Ashoora Holiday*
16-30 Resit Exam
30 Last Day for all Staff

August 2027

Sun	Mon	Tue	Wed	Thu	Fri	Sat
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				

15 All Staff Return.

First Term: 72 Days
Second Term:58 Days
Third Term: 50 Days
Number of school days: 180 Days

Offical Holidays
Breaks
Important
Events
Parent/ Teacher Conference
Terms Break
Final Exams
Resit Exams
Review Week
* Tentative

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POLICY REVIEW

Al Rawabi Policies will undergo an annual review to ensure its effectiveness and relevance. The review process will be conducted by SLT in collaboration with the school stakeholders. The purpose of the review is to evaluate the policy's alignment with Al Rawabi goals and standards.

Review Timeline

The policy will be reviewed annually, with the review process commencing of that academic year and concluding by June of that academic year.

Review Process

During the annual policy review, the following steps will be undertaken:

Gathering Feedback

Al Rawabi will seek input from relevant stakeholders (Policy Review Committee). Feedback may be collected through surveys, meetings, or other appropriate means to ensure a comprehensive assessment of the policy.

Evaluation and Analysis

The feedback received will be carefully considered and analysed. The SLT and committee will assess the policy's effectiveness, identify any gaps or areas for improvement, and determine if the policy aligns with the school's values and objectives

Revision and Updates

Based on the findings of the review, necessary revisions or updates to the policy will be proposed. These changes may include modifying existing provisions, adding new sections, or removing outdated information. All proposed revisions will be reviewed by the SLT and final decisions will be made in accordance with our organization's policies and procedures.

Documentation

The review process, including feedback received, analysis conducted, and revisions made, will be documented and maintained as part of our organization's records. This documentation will serve as a reference for future reviews and demonstrate Al Rawabi commitment to continuous improvement.

Communication

Once the policy review process is completed, any significant updates or changes to the policy will be communicated to all relevant stakeholders. This may include notifying all Al Rawabi stakeholders.

مدرسة الروابي
Al Rawabi School

Assessment Policy

Elementary School

Grades 1 – 5

S.Y 2026 - 2027

This policy shall be shared with all stakeholders at the beginning of the school year and reviewed every year.

Updated September 08, 2026

Revised November 2026

مدرسة الروابي
Al Rawabi School

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مدرسة الرواد
Al Rawabi School

A. Introduction

The assessment of students' achievement is an integral part of the school curriculum and is aligned with the school's educational philosophy, goals, and objectives. Assessment is also linked to the professional development of staff and is embedded within a well-designed, systematic, and documented process.

The overall purpose of the assessment process is to ensure the quality, rigor, and reliability of students' performance data.

Purposes and Principles of Assessment

Assessment at Al Rawabi serves two complementary purposes:

- Assessment for learning (formative): used throughout every lesson and unit to share learning intentions and success criteria, check understanding, give students timely and actionable feedback, involve students in self- and peer-assessment, and adjust teaching to meet students' needs.
- Assessment of learning (summative): used at planned points in each term to judge each student's level of achievement against the Instructional Standards *(Scope & Sequence LOs)* and to report it to parents.

All assessment at the Al Rawabi school is guided by the following principles:

- Aligned: every assessment task is linked to the Instructional Standards, competencies and skills in the School Curriculum Document.
- Valid and varied: students show what they know, understand and can do through a range of assessment tools, not a single test.
- Reliable and consistent: judgments are based on sufficient evidence and are moderated, so that the same work receives the same level in every class.
- Fair and inclusive: all students, including those with additional learning needs, have an equal opportunity to demonstrate their learning. *(A variety of tools to meet individual needs.)*
- Transparent: students and parents understand what is being assessed, how it is assessed, and what the results mean.

B. Assessment System (Grades 1 – 5)

1. Subject Distribution

For Grades 1–5, the school follows a unified assessment system across all subject areas. The number of learning periods is also consistent across Grades 1–5, with 30 learning periods per week, as indicated in the tables below.

مدرسة الروابي
Al Rawabi School

1.1 - School Subjects for Grades 1-3

Subject	Grades 1-3
ARABIC	6
RELIGION	1
CITIZENSHIP	1
MATH	5
SCIENCE	3
ENGLISH	6
LIFE SKILLS	1
COMPUTER SCIENCE	2
MENTAL ABACUS MAGIC (MAM)	2
P. E	2
ART	1
Periods/W	**30**

1.2 - School Subjects for Grades 4-5

Subject	Grades 4-5
ARABIC	6
RELIGION	1
SOCIAL STUDIES & CITIZENSHIP	1
MATH	5
SCIENCE	3
ENGLISH	6
LIFE SKILLS	1
COMPUTER SCIENCE	2
MENTAL ABACUS MAGIC (MAM)	2
P. E	2
ART	1
Periods/W	**30**

- The duration of each learning period is 50 minutes.
- The subject names above are used consistently on all report cards. “Life Skills” is assessed and reported as a support subject.

2. Report Cards

2.1. Summary

The school year is divided into three terms, as outlined in the table below:

Term 1	Term 2	Term 3
August – December	January – March	April – June

A Report Card is issued to each student at the end of every term. A Progress Report Card is issued at the end of Term 1 and Term 2, and an End-of-Year Report Card is issued at the end of Term 3, showing the student’s levels for all three terms and the promotion decision.

2.2. Academic Achievement

The student's academic achievement in each discipline is assessed using four qualitative terms that describe their academic progress as Emerging, Developing, Proficient, or Advanced. The meaning of each term is explained in the table below.

Level	Descriptor
Emerging	Student is beginning to grasp the foundational concepts, does not yet meet the essential grade-level expectations, and requires additional support to progress.
Developing	Student is making progress and demonstrating basic understanding of the material, meeting the essential (minimum) grade-level expectations, but is not yet consistent or independent in applying knowledge and skills. This is the minimum level required for promotion in Mathematics, English and Arabic (see Section C).
Proficient	Student has solid understanding of the subject matter and can apply knowledge and skills accurately and independently, fully meeting grade-level expectations.
Advanced	Student exceeds grade-level expectations, demonstrating exceptional understanding and application of concepts in new, unfamiliar or complex situations.

- If a student's performance in any of the subject-specific Instructional Standards (competencies) is assessed as Emerging, the teacher must prepare a Targeted Support Plan (TSP) to address the identified area of need and support the student's improvement (see Section 2.6).

2.3. Grading System

- Students' academic achievement in each strand and subject will be reported using the international letter grading system A, B, C, or D.
- Students' performance levels Emerging, Developing, Proficient, and Advanced will each correspond to a specific letter grade, as indicated in the table below.

Level	Letter Grade
Emerging	**D**
Developing	**C**
Proficient	**B**
Advanced	**A**

- No percentages, averages or single overall grade are calculated. Each letter grade describes the student's level against the Instructional Standards; it is not a ranking against other students.

2.4. Assessment Tools and Standards

- The school adopts a continuous assessment system, using various assessment tools to evaluate the students in the competencies and skills listed in the School Curriculum Document.
- Examples of continuous assessment tools:

– Design a product	– Interpret a visual
– Solve a real-life problem	– Create a photo, audio or video recording
– Conduct an experiment	– Write a song, prose or poem
– Argue a position	– Respond to a real/hypothetical situation
– Create a visual / analogy	– Create an image of a concept
– Create a digital product	– Create a title for a piece of content
– Write a journal (reflection)	– Short quizzes
– Ask complex questions / create a problem	– Unit tests

- Short quizzes and unit tests are used alongside performance tasks; no single test determines a student's level.
- Each discipline has a number of Instructional Standards, which should be covered throughout the whole year. Each Instructional Standard is made up of detailed competencies and skills.
- Samples of the Progress Report Card and the End-of-Year Report Card are provided at the end of Section B.

2.5. Report Card Grades

- Teachers record a performance level for each competency assessed during the term, based on evidence from more than one assessment tool (a minimum of two pieces of evidence per competency per term).
- The grade for each strand on the report card (e.g., English – Reading; Math – Geometry & Measurement) is determined by the teacher's best-fit professional judgment of the student's competency levels within that strand. Greater weight is given to the most recent and most consistent evidence. Levels are not averaged.
- Each support subject receives one best-fit grade for the subject as a whole.
- If a student is at "Emerging" in any competency within a strand, this must be stated in the Teacher's Feedback, even if the overall strand grade is higher, and a Targeted Support Plan must be in place.
- The Term 3 (End-of-Year) grade reflects the student's level at the end of the year in all competencies taught during the year. It is not an average of Terms 1–3, and it is the grade used for promotion decisions (Section C).
- Teacher's Feedback identifies at least one strength and one specific next step for the student.

2.6. Targeted Support Plans (TSP)

- A TSP is required whenever a student is assessed at “Emerging” in any competency in any subject.
- The subject teacher prepares the TSP within 10 school days of the judgment. The TSP states the competency concerned, the specific learning gap, the support actions and resources, who is responsible, the review date, and the success criteria for closing the plan.
- The subject coordinator reviews and approves each TSP and monitors its implementation.
- Parents/guardians are informed when a TSP is opened and are given suggestions for supporting their child at home.
- Progress against each TSP is reviewed at least twice per term. A TSP is closed when the student reaches the Developing level in the competency, and the evidence is recorded.
- TSPs still open at the end of the year are passed on to the student’s next teacher.

2.7. Assessment Quality: Planning, Evidence and Moderation

- *Assessment planning:* at the start of each term, each subject department prepares an assessment plan showing the key assessment tasks and unit tests for each grade, mapped to the Instructional Standards. The plan is approved by the Principal and shared with parents. A class should have no more than one unit test on the same day.
- *Record keeping:* teachers record competency levels on the school’s assessment tracker throughout the term and keep samples of student work as evidence (e.g., in a student portfolio).
- *Moderation:* each subject coordinator leads at least one moderation meeting per term, in which teachers jointly assess a sample of student work from different classes and levels to agree on consistent judgments. Outcomes and any agreed upon adjustments are recorded.
- *Data review:* after each term, the Principal and subject coordinators analyze assessment results by grade, class, subject and student group to identify patterns, set improvement priorities, and plan staff professional development.
- *Missed assessments:* a student who misses an assessment because of a justified absence is given an alternative opportunity. Where the absence is unjustified, the teacher judges the student’s level using other available evidence.

2.8. Inclusion and Assessment Accommodations

- Students with special educational needs or identified learning difficulties may receive access arrangements that remove barriers without changing what is being assessed, such as extra time, a reader or scribe, simplified instructions, enlarged print, a separate room, or responding orally.
- Accommodations are agreed upon by the school's learning support team or counsellor with the subject coordinator, recorded in the student's individual support plan, and used consistently in class assessments.
- Where a student is assessed against modified expectations, this is stated in the Teacher's Feedback on the report card and discussed with parents.

2.9. Communication with Parents

- Report cards are issued at the end of each term (Section 2.1) and are signed by the School Principal.
- A parent–teacher meeting is held after the Term 1 and Term 2 report cards to discuss each student's progress and next steps.
- Parents are informed promptly, not only at report card time, when their child is at Emerging in any competency, when a TSP is opened or closed, or when promotion may be at risk.
- This policy, the performance levels and their descriptors are shared with parents at the beginning of the school year and published on the school's official website.

مدرسة الرواد
Al Rawabi School

Progress Report Card

Term 1/2

S.Y. 2026-2027

Student		**Grade**	
CPR No		**Date**	

ENGLISH	T1	T2
Listening		
Speaking		
Reading		
Writing		
Teacher's Feedback:		

ARABIC	T1	T2
الاستماع		
التواصل الشفوي		
القراءة		
الإنتاج الكتابي		
Teacher's Feedback:		

SCIENCE	T1	T2
Application of Scientific Knowledge		
Demonstration of Scientific Concepts		
Teacher's Feedback:		

MATH	T1	T2
Numbers & Operations		
Geometry & Measurement		
Statistics & Probability		
Teacher's Feedback:		

Support Subjects	T1	T2
RELIGION		
CITIZENSHIP (G1–3) / SOCIAL STUDIES & CITIZENSHIP (G4–5)		
ART		
PHYSICAL EDUCATION		
COMPUTER SCIENCE		
MENTAL ABACUS MAGIC (MAM)		
LIFE SKILLS		

Grade	Level	Descriptor
A	**Advanced**	Student exceeds grade-level expectations, demonstrating exceptional understanding and application of concepts in new, unfamiliar or complex situations.
B	**Proficient**	Student has solid understanding of the subject matter and can apply knowledge and skills accurately and independently, fully meeting grade-level expectations.
C	**Developing**	Student is making progress and demonstrating basic understanding of the material, meeting the essential (minimum) grade-level expectations, but is not yet consistent or independent.
D	**Emerging**	Student is beginning to grasp the foundational concepts, does not yet meet the essential grade-level expectations, and requires additional support to progress.

The T2 column is completed on the Term 2 Progress Report Card.

School Principal Signature: _____ **School Stamp:** _____

مدرسة الروابي
Al Rawabi School

End-of-Year Report Card

S.Y. 2026-2027

Student		**Grade**	
CPR No		**Date**	

ENGLISH	T1	T2	T3
Listening			
Speaking			
Reading			
Writing			
Teacher's Feedback:			

ARABIC	T1	T2	T3
الاستماع			
التواصل الشفوي			
القراءة			
الإنتاج الكتابي			
Teacher's Feedback:			

SCIENCE	T1	T2	T3
Application of Scientific Knowledge			
Demonstration of Scientific Concepts			
Teacher's Feedback:			

MATH	T1	T2	T3
Numbers & Operations			
Geometry & Measurement			
Statistics & Probability			
Teacher's Feedback:			

Support Subjects	T1	T2	T3
RELIGION			
CITIZENSHIP (G1–3) / SOCIAL STUDIES & CITIZENSHIP (G4–5)			
ART			
PHYSICAL EDUCATION			
COMPUTER SCIENCE			
MENTAL ABACUS MAGIC (MAM)			
LIFE SKILLS			

Grade	Level	Descriptor
A	**Advanced**	Student exceeds grade-level expectations, demonstrating exceptional understanding and application of concepts in new, unfamiliar or complex situations.
B	**Proficient**	Student has solid understanding of the subject matter and can apply knowledge and skills accurately and independently, fully meeting grade-level expectations.
C	**Developing**	Student is making progress and demonstrating basic understanding of the material, meeting the essential (minimum) grade-level expectations, but is not yet consistent or independent.
D	**Emerging**	Student is beginning to grasp the foundational concepts, does not yet meet the essential grade-level expectations, and requires additional support to progress.

[Student's name] has successfully completed Grade [X] and will be promoted to Grade [X+1]

For students promoted with recommendations: "[Student's name] has completed Grade [X] and will be promoted to Grade [X+1] with recommendations. Please refer to the attached Targeted Support Plan(s)."

School Principal Signature: _____ **School Stamp:** _____

C. Promotion to Next Level

Al Rawabi Private School's Assessment Policy ensures that students meet the required grade-level standards and competencies to be promoted to the next grade level.

The minimum requirement for promotion to the next grade level is for students to achieve the Developing Level in all competencies of Numeracy and Literacy (Mathematics, English, and Arabic) by the end of the school year. Promotion decisions are based on the student's end-of-year competency levels recorded on the school's assessment tracker and reflected in the End-of-Year (Term 3) Report Card.

Parents/guardians of any student whose promotion may be at risk are informed no later than the end of Term 2, and the student's TSPs are reviewed with them.

- **Grades 1-3:**
  - Students who achieve below the Developing Level in any competency in Mathematics, English, or Arabic may be promoted with recommendations.
  - Parents/guardians of students who are promoted with recommendations are required to acknowledge and agree to the promotion recommendation by signing an official written notice during a meeting with the school administration.
  - A TSP for each competency below the Developing Level is carried into the next grade and reviewed within the first month of the new school year.

- **Grades 4-5:**
  - Students who achieve below the Developing Level in any competency in Mathematics, English, or Arabic are referred to the Promotion Committee (Principal, Assistant Principal, relevant Subject Coordinators and Counsellor).
  - The Committee reviews the student's assessment evidence, TSP records, attendance and wellbeing, and decides either

    (a) promotion with recommendations, with TSPs carried into the next grade and the same parent/guardian sign-off as for Grades 1-3; or

    (b) retention in the current grade, in line with Ministry of Education regulations, where the evidence shows the student would not be able to access the next grade's curriculum.
  - The Committee's decision and its reasons are documented and communicated to parents/guardians in a meeting before the end of the academic year.

D. Awarding Policy

- **Ongoing Recognition:** An award system is implemented in each class, such as "Star of the Week," to motivate, encourage, and recognize students' efforts and achievements. Certificates are presented during the morning assembly to acknowledge students' improvement and achievements in different areas.
- **End-of-Term:** Achievement Certificates are awarded to students who demonstrate consistent progress and improvement in any subject throughout the term.
- **Criteria:** Students may be recognized based on the following criteria:
  - Demonstrated progress on the Assessment Scale.
  - Demonstrated extra effort and active engagement in class.
  - Demonstrated positive learning attributes and attitudes towards learning.

E. Attendance Policy

- As per the Ministry of Education (MOE) requirements, any student who accumulates 10 or more days of absence due to unjustifiable reasons will be reported to the MOE for further investigation and appropriate action.
- All absences will be considered unjustified unless the parent/guardian provides a valid supporting document, such as a medical certificate, prescription, medical report, death certificate, accident report, or other official documentation.

Note: All other reasons for absence, including extended vacations, family events, or similar personal commitments, will be considered unjustified absences.

- Absences are counted cumulatively across the school year.
- Supporting documents must be submitted to the school within three school days of the student's return.
- Assessments missed due to absence are handled as described in Section 2.7.

Educational Measures Against Unjustifiable Absences

S	Absence rate	Measures
1	1 day	Notification/phone call to the parent/guardian by the counsellor.
2	2 to 5 days	Notification to the parent/guardian, followed by a meeting with the parent/guardian and counsellor. A signed undertaking is required.
3	6 to 9 days	Student Concern Meeting with the parent/guardian and counsellor. A final warning will be issued.
4	10 days or more	A meeting will be held with the Discipline Committee, followed by notification to the parent/guardian. A report will also be submitted to the Ministry of Education (MOE).

F. Roles and Responsibilities

Role	Responsibilities
Teachers	Plan and carry out assessment aligned to the Instructional Standards; record evidence and competency levels; determine report card grades and write feedback; prepare and implement TSPs; communicate with parents.
Subject Coordinators	Approve department assessment plans; lead termly moderation; review and approve TSPs; quality-assure report card grades and feedback before issue; analyze subject data.
Principal / Assistant Principals	Ensure the policy is implemented consistently; approve assessment plans; lead the termly data review; chair the Promotion Committee; sign report cards.
Counsellor / Learning Support	Support students on TSPs and accommodations; lead attendance follow-up; contribute to promotion decisions.
Parents / Guardians	Support learning at home; attend parent–teacher meetings; respond to TSP and attendance communications; ensure regular attendance.
Students	Understand learning intentions and success criteria; act on feedback; take part in self- and peer-assessment.

G. Policy Review

- This policy is shared with all stakeholders at the beginning of the school year and reviewed annually by the school leadership team with the subject coordinators, taking account of assessment data, moderation outcomes, staff and parent feedback, and any changes to Ministry of Education requirements.
- Next review: September 2027.

مدرسة الرواڈ الإعدادية والثانوية
Al Rawabi Middle & High School

Assessment Policy

Middle & High School

Grade 6 – 12

A.Y 2026 - 2027

This policy shall be shared with all stakeholders at the beginning of the school year and reviewed every year.

مدرسة الرواحي الإعدادية والثانوية
Al Rawabi Middle & High School

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Foreword

At Al Rawabi School, we believe that assessment should not only measure what students remember at a specific point in time, but it should also provide a fair, accurate, and comprehensive profile of how students think, apply knowledge, develop skills, and progress throughout their learning journey.

In line with international best practices and our commitment to continuous school improvement, we put forward this updated assessment and reporting policy to ensure that assessment becomes a tool for improving learning rather than simply recording results. The updated system has been carefully designed to enhance the **fairness, validity, reliability, and educational value** of the assessment process.

The updated system is built on five key principles:

- **Fairness:**
  Students are assessed through multiple opportunities across the year—not through high-stakes exams alone—allowing different students to demonstrate their learning fairly.
- **Validity:**
  Assessment measures understanding, application, problem-solving, collaboration, social emotional skills and growth, not just memorization.
- **Reliability and Consistency:**
  Standardized rubrics, assessment structures, and moderation procedures ensure accurate and consistent results across classes.
- **Continuous Growth:**
  Greater emphasis is placed on student progress over time through ongoing assessment and feedback.
- **Improved Learning Time:**
  Reducing final examination periods allows more time for teaching, deeper learning, and targeted student support.

Ultimately, this policy reflects the school's commitment to developing students who are not only academically successful, but also independent, reflective, responsible, resilient and prepared for future academic and life challenges.

A. Middle School (Grades 6-8)

1. Subjects & Number of Periods:

Middle School Subjects		Number of Periods
Core Subjects	Arabic	5
	English	5
	Math	5
	Science	5
	Computer Science	3
Support Subjects	Mental Abacus Magic (MAM)	1
	Art	1
	Religion	1
	Social Studies & Citizenship	1
	Life Skills	1
	Physical Education	2
Periods/Week		30

2. Mark distribution

2.1. Core Subjects distribution of marks per term

Term 1 & 2			
Assessment Domain	***Total Mark***	***Component***	***Weight (Marks)***
Continuous Learning	*40*	*Quizzes*	*10*
		SEL	*10*
		Notebook & Digital Content	*10*
		Portfolio	*10*
Applied Learning	*20*	*Project*	*20*
Assessment of Learning	*40*	*Checkpoint 1 / 3*	*20*
		Checkpoint 2 / 4	*20*

Term 3			
Assessment Domain	**Total Mark**	**Component**	**Weight (Marks)**
Continuous Learning	30	Quizzes	10
		SEL	10
		Notebook & Digital Content	10
Applied Learning	20	Project	20
Assessment of Learning	50	Final Exam	50

2.2. *Support Subjects* distribution of marks per term*

Students' grades are calculated out of 100 for each subject **in each term** as follows:

Term	Continuous Learning	Applied Learning	Assessment of Learning
Term 1 & 2	40	20	40
Term 3	30	20	50
The breakdown of these marks is specified by the subject teacher.			

* Support Subjects are Physical Education, Social Studies & Citizenship, Religion, Life skills, MAM, and Art.

3. Report Cards

3.1. End-of-Term Report Card

Term I		Term II		Term III	
Assessment Domain	**Score**	**Assessment Domain**	**Score**	**Assessment Domain**	**Score**
Continuous Learning	40	Continuous Learning	40	Continuous Learning	30
Applied Learning	20	Applied Learning	20	Applied Learning	20
Assessment of Learning	40	Assessment of Learning	40	Assessment of Learning	50
Total	100	Total	100	Total	100
Letter Grade	A B C D F	Letter Grade	A B C D F	Letter Grade	A B C D F

3.2. End-of-Year Report Card

Term 1	Term 2	Term 3	Final Year Grade
100	100	100	100

Formula:

Final Year Grade = (T1 × 0.25) + (T2 × 0.25) + (T3 × 0.50)

B. High School Grades 9 & 10

1. Academic Pathways Framework

In grades 9 and 10, the following subjects are **mandatory**:

- Arabic
- English
- Math
- Religion
- Physical Education
- Social Studies & Citizenship

Furthermore, there exist **Optional Subjects** categorized into four main groups. While selection takes place at the end of grade 8, students are required to study their chosen group starting from grade 9. The four groups are:

- **Group 1: Science Focus** (Biology - Chemistry - Physics)
- **Group 2: Mixed Sciences** (Computer Science - Chemistry - Physics)
- **Group 3: Business & Commerce** (Computer Science – Business & Accounting* - Economics)
  * IGCSE students are restricted to the Business Studies curriculum only.
- **Group 4: Arts & Humanities** (Information & Communication Technology (ICT) - Visual Arts - Environmental Management)

N.B: To ensure academic fulfillment of graduation requirements, the subject group selected at the commencement of the high school stage must be maintained until graduation. Mid-cycle changes to subject groups are not permitted.

2. Subjects, Number of Periods & Credits

Credits are assigned according to the number of periods allocated for each subject per week as shown in the table below:

Number of Periods	≥ 3	2	1
Assigned Credit	1	0.5	0.25

Grades 9-10 Subjects			Number of Periods	Credit
Mandatory Subjects	Arabic		4	1.0
	English		5	1.0
	Math		5	1.0
	Religion		1	0.25
	Social Studies & Citizenship		1	0.25
	Physical Education		2	0.50
Optional Subjects *	Physics		4	1.0
	Biology / Computer Science		4	1.0
	Chemistry		4	1.0
	Business & Accounting **	ICT	4	1.0
	Economics	Environmental Management	4	1.0
	Computer Science	Visual Art	4	1.0
Periods/Week			*30*	*7.00*

* As per the selected group on page 5.
** IGCSE students are restricted to the Business studies curriculum only.

3. Mark distribution

3.1. Grades 9 and 10 except grades 9 and 10 IGCSE:

3.1.1. Core Subjects distribution of marks per term

Term 1 & 2			
Assessment Domain	***Total Mark***	***Component***	***Weight (Marks)***
Continuous Learning	*40*	*Quizzes*	*10*
		SEL	*10*
		Notebook & Digital Content	*10*
		Portfolio	*10*
Applied Learning	*20*	*Project*	*20*
Assessment of Learning	*40*	*Checkpoint 1 / 3*	*20*
		Checkpoint 2 / 4	*20*

Term 3			
Assessment Domain	**Total Mark**	**Component**	**Weight (Marks)**
Continuous Learning	30	Quizzes	10
		SEL	10
		Notebook & Digital Content	10
Applied Learning	20	Project	20
Assessment of Learning	50	Final Exam	50

3.1.2. Support Subjects distribution of marks per term

Students' grades are calculated out of 100 for each subject **in each term** as follows:

Term	Continuous Learning	Applied Learning	Assessment of Learning
Term 1 & 2	40	20	40
Term 3	30	20	50
The breakdown of these marks is specified by the subject teacher.			

* Support Subjects are Physical Education, Social Studies & Citizenship and Religion.

3.2. Grades 9 & 10 IGCSE:

3.2.1. Core Subjects distribution of marks per term

Term 1 & 2			
Assessment Domain	**Total Mark**	**Component**	**Weight (Marks)**
Continuous Learning	40	Quizzes	10
		SEL	10
		Notebook & Digital Content	10
		Portfolio	10
Applied Learning	20	Project	20
Assessment of Learning	40	Checkpoint 1 / 3	20
		Mock Exam1 / Mock Exam 2	20

Term 3			
Assessment Domain	**Total Mark**	**Component**	**Weight (Marks)**
Continuous Learning	30	Quizzes	10
		SEL	10
		Notebook & Digital Content	10
Applied Learning	20	Project	20
Assessment of Learning	50	Final Exam*	50

* Marks converted from Mock Exam 2 for grade 10 only.

3.2.2. Support Subjects distribution of marks per term

Students' grades are calculated out of 100 for each subject **in each term** as follows:

Term	Continuous Learning	Applied Learning	Assessment of Learning
Term 1 & 2	40	20	40
Term 3	30	20	50
The breakdown of these marks is specified by the subject teacher.			

* Support Subjects are Physical Education, Social Studies & Citizenship and Religion.

4. Report Cards

4.1. End-of-Term Report Card

Term I		Term II		Term III	
Assessment Domain	**Score**	**Assessment Domain**	**Score**	**Assessment Domain**	**Score**
Continuous Learning	40	Continuous Learning	40	Continuous Learning	30
Applied Learning	20	Applied Learning	20	Applied Learning	20
Assessment of Learning	40	Assessment of Learning	40	Assessment of Learning	50
Total	100	Total	100	Total	100
Letter Grade	A B C D F	Letter Grade	A B C D F	Letter Grade	A B C D F

4.2. End-of-Year Report Card:

Term 1	Term 2	Term 3	Final Year Grade
100	100	100	100

Formula:

Final Year Grade = (T1 × 0.25) + (T2 × 0.25) + (T3 × 0.50)

- In Grade 10: IGCSE students receive an additional certificate reflecting their performance in the IGCSE board exams issued by Cambridge International Education.

5. Assessment Accommodations for Grade 10 IGCSE (Term 3):

- Grade 10 IGCSE students have to sit for Mock exams at the end of Term 2; the mark of which will be encoded as the mark of Checkpoint 4 and Term 3 Final Exam by converting the Mock Exam mark.
- The Continuous Learning (30 marks) score will be recorded as the higher result from either Term 1 or Term 2.
- The Applied Learning (20 marks) score will be recorded as the higher result from either Term 1 or Term 2.

C. High School (Grade 11)

Academic Pathways Framework

In grade 11, the following subjects are **mandatory:**

- Arabic
- English
- Math
- Religion
- Physical Education
- Social Studies & Citizenship.

Furthermore, there exist **Optional Subjects** categorized into four main groups. While selection takes place at end of grade 8, students are required to study their chosen group starting from grade 9. The four groups are:

- **Group 1: Science Focus** (Biology - Chemistry - Physics)
- **Group 2: Mixed Sciences** (Computer Science - Chemistry - Physics)
- **Group 3: Business & Commerce** (Computer Science – Business Management - Economics)
- **Group 4: Arts & Humanities** (Business Management - Visual Arts - Environmental Systems & Societies)

N.B: To ensure academic fulfillment of graduation requirements, the subject group selected at the commencement of the high school stage must be maintained until graduation. Mid-cycle changes to subject groups are not permitted.

I. Grade 11

1. Subjects, Number of Periods & Credits

Credits are assigned according to the number of periods allocated for each subject per week as shown in the table below:

Number of Periods	≥ 3	2	1
Assigned Credit	1	0.5	0.25

Grade 11 Subjects			Number of Periods	Credit
Mandatory Subjects	Arabic		4	1.0
	English		5	1.0
	Math		5	1.0
	Religion		1	0.25
	Social Studies & Citizenship		1	0.25
	Physical Education		2	0.50
Science Stream*	Physics		4	1.0
	Biology / Computer Science *		4	1.0
	Chemistry		4	1.0
Commerce Stream*	Business Management		4	1.0
	Economics	Environmental Systems & Societies	4	1.0
	Computer Science	Visual Arts	4	1.0
Periods/Week			*30*	*7.00*

* As per the selected group on page 10.

2. Mark distribution:

2.1. Core Subjects distribution of marks per term

Term 1 & 2			
Assessment Domain	***Total Mark***	***Component***	***Weight (Marks)***
Continuous Learning	*40*	*Quizzes*	*10*
		SEL	*10*
		Notebook & Digital Content	*10*
		Portfolio	*10*
Applied Learning	*20*	*Project*	*20*
Assessment of Learning	*40*	*Checkpoint 1 / 3*	*20*
		Checkpoint 2 / 4	*20*

Term 3			
Assessment Domain	**Total Mark**	**Component**	**Weight (Marks)**
Continuous Learning	30	Quizzes	10
		SEL	10
		Notebook & Digital Content	10
Applied Learning	20	Project	20
Assessment of Learning	50	Final Exam	50

2.2. *Support Subjects* distribution of marks per term

Students' grades are calculated out of 100 for each subject **in each term** as follows:

Term	Continuous Learning	Applied Learning	Assessment of Learning
Term 1 & 2	40	20	40
Term 3	30	20	50
The breakdown of these marks is specified by the subject teacher.			

* Support Subjects are Physical Education, Social Studies& Citizenship and Religion.

3. Report Cards

3.1. End-of-Term Report Card

Term I		Term II		Term III	
Assessment Domain	**Score**	**Assessment Domain**	**Score**	**Assessment Domain**	**Score**
Continuous Learning	40	Continuous Learning	40	Continuous Learning	30
Applied Learning	20	Applied Learning	20	Applied Learning	20
Assessment of Learning	40	Assessment of Learning	40	Assessment of Learning	50
Total	100	Total	100	Total	100
Letter Grade	A B C D F	Letter Grade	A B C D F	Letter Grade	A B C D F

3.2. End-of-Year Report Card

Term 1	Term 2	Term 3	Final Year Grade
100	100	100	100

Formula:

Final Year Grade = (T1 × 0.25) + (T2 × 0.25) + (T3 × 0.50)

II. Grade 11 IBDP

1. Subjects, Number of Periods & Credits

Credits are assigned according to the number of periods allocated for each subject per week as shown in the table below:

Number of Periods	≥ 3	2	1
Assigned Credit	1	0.5	0.25

Grade 11 IBDP Subjects			Number of Periods	Credit
Mandatory Subjects	Arabic A / Arabic B		5	1.0
	English A / English B		5	1.0
	Math		5	1.0
	Social Studies & Citizenship / CAS **		1	0.25
	Religion / Extended Essay **		1	0.25
	Physical Education		1	0.25
	Theory of Knowledge		2	NA
Science Stream*	Physics		5	1.0
	Biology / Computer Science *		5	1.0
	Chemistry		5	1.0
Commerce Stream*	Business Management		5	1.0
	Economics	Environmental Systems & Societies	5	1.0
	Computer Science	Visual Arts	5	1.0
Periods/Week			*35*	*6.75*

* As per the selected group on page 10.
** These subjects are taught fortnightly

2. Mark distribution

2.1. *Core Subjects distribution of marks per term*

Students' grades are calculated out of 100 for each subject in each term as follows:

Continuous Learning		*Applied Learning (IB Tasks) **	*Assessment of Learning (Final Exam)*
20		*40*	*40*
SEL	*10*		
Notebook & Digital Content	*10*		

* **Applied Learning (IB Tasks) Breakdown:**

Subjects		Components	Grade
Language and Literature (English A and Arabic A)		Monthly Test	**15**
		Text Analysis	**15**
		Oral Presentation	**10**
Language Acquisition (English B and Arabic B)		Monthly test	**15**
		Written Assignments	**15**
		Individual Orals	**10**
Individual and Societies (Economics and Business Management)		Monthly test	**15**
		Project & Practicals	**25**
Sciences (Biology, Physics, Chemistry, Environmental Systems & Societies)		Monthly test	**15**
		Project	**10**
		Lab works	**15**
Computer Science		Monthly test	**15**
		Project	**25**
Mathematics (Math Analysis and Approaches)		Monthly test	**15**
		Project	**15**
		Home assignment	**10**
Visual Arts	**Term 1 & 2**	Process Portfolio 1	**15**
		Process Portfolio 2	**15**
		Exhibition	**10**
	Term 3	Comparative Study 1	**15**
		Comparative Study 2	**15**
		Exhibition	**10**

2.2. Support Subjects distribution of marks per term

Students' grades are calculated out of 100 for each subject **in each term** as follows:

Term	*Continuous Learning*	*Applied Learning*	*Assessment of Learning*
Term 1, 2 & 3	***20***	***40***	***40***
The breakdown of these marks is specified by the subject teacher.			

* Support Subjects are Physical Education, Social Studies & Citizenship and Religion.

3. Report Cards

3.1. End-of-Term Report Card

Term I		*Term II*		*Term III*	
Assessment Domain	**Score**	***Assessment Domain***	**Score**	***Assessment Domain***	**Score**
Continuous Learning	*20*	***Continuous Learning***	*20*	***Continuous Learning***	*20*
Applied Learning	*40*	***Applied Learning***	*40*	***Applied Learning***	*40*
Assessment of Learning	*40*	***Assessment of Learning***	*40*	***Assessment of Learning***	*40*
Total	*100*	***Total***	*100*	***Total***	*100*
Letter Grade	*A B C D F*	*Letter Grade*	*A B C D F*	*Letter Grade*	*A B C D F*

3.2. End-of-Year Report Card

Term 1	Term 2	Term 3	Final Year Grade
100	100	100	100

Formula:

Final Year Grade = (T1 × 0.25) + (T2 × 0.25) + (T3 × 0.50)

D. High School (Grade 12)

I. Grade 12

1. Subjects, Number of Periods & Credits:

Credits are assigned according to the number of periods allocated for each subject per week as shown in the table below:

Number of Periods	≥ 3	2	1
Assigned Credit	1	0.5	0.25

Grade 12 Subjects		Number of Periods	Credit
Mandatory Subjects	Arabic	4	1.0
	English	5	1.0
	Math	5	1.0
	Religion	1	0.25
	Social Studies & Citizenship	1	0.25
	Physical Education	2	0.50
Optional Subjects (* Only three credits will be counted)	Chemistry*	4*	1.0 *
	Computer Science*	4*	1.0 *
	Business Management*	4*	1.0 *
	Biology*	4*	1.0 *
	Physics*	4*	1.0 *
	Visual Arts *	4*	1.0 *
	Economics*	4*	1.0 *
Periods/Week		30	7.00

* Students have to choose three out of the optional subjects according to the available grouping shown below:

1st + 2nd	3rd					
BIOLOGY + CHEMISTRY ☐	BUSINESS ☐	OR	PHYSICS ☐	OR	COMP SCIENCE ☐	
PHYSICS + CHEMISTRY ☐	BUSINESS ☐	OR	COMP SCIENCE ☐			
ARTS + COMPUTER SCIENCE ☐	BUSINESS ☐	OR	PHYSICS ☐			
ECONOMICS + COMPUTER SCIENCE ☐	BUSINESS ☐	OR	PHYSICS ☐	OR	ART ☐	

2. Mark distribution

2.1. *Core Subjects distribution of marks per term*

Term 1 & 2			
Assessment Domain	***Total Mark***	***Component***	***Weight (Marks)***
Continuous Learning	*40*	*Quizzes*	*10*
		SEL	*10*
		Notebook & Digital Content	*10*
		Portfolio	*10*
Applied Learning	*20*	*Project*	*20*
Assessment of Learning	*40*	*Checkpoint 1 / 3*	*20*
		Checkpoint 2 / 4	*20*

Term 3			
Assessment Domain	***Total Mark***	***Component***	***Weight (Marks)***
Continuous Learning	*30*	*Quizzes*	*10*
		SEL	*10*
		Notebook & Digital Content	*10*
Applied Learning	*20*	*Project*	*20*
Assessment of Learning	*50*	*Final Exam*	*50*

2.2. *Support Subjects distribution of marks per term*

Students' grades are calculated out of 100 for each subject **in each term** as follows:

Term	***Continuous Learning***	***Applied Learning***	***Assessment of Learning***
Term 1 & 2	***40***	***20***	***40***
Term 3	***30***	***20***	***50***
The breakdown of these marks is specified by the subject teacher.			

* Support Subjects are Physical Education, Social Studies & Citizenship and Religion.

3. Report Card

3.1. *End-of-Term Report Card*

Term I		*Term II*		*Term III*	
Assessment Domain	**Score**	***Assessment Domain***	**Score**	***Assessment Domain***	**Score**
Continuous Learning	*40*	***Continuous Learning***	*40*	***Continuous Learning***	*30*
Applied Learning	*20*	***Applied Learning***	*20*	***Applied Learning***	20
Assessment of Learning	*40*	***Assessment of Learning***	*40*	***Assessment of Learning***	50
Total	*100*	***Total***	*100*	***Total***	*100*
Letter Grade	*A B C D F*	*Letter Grade*	*A B C D F*	*Letter Grade*	*A B C D F*

3.2. *End-of-Year Report Card*

Term 1	Term 2	Term 3	Final Year Grade
100	100	100	100

Formula:
Final Year Grade = (T1 × 0.25) + (T2 × 0.25) + (T3 × 0.50)

4. Assessment Accommodations for Grade 12 (Term 3):

- Grade 12 students have to sit for final exams in Term 3.
- The Continuous Learning (30 marks) score will be recorded as the **higher result from either Term 1 or Term 2.**
- The Applied Learning (20 marks) score will be recorded as the **higher result from either Term 1 or Term 2**.
- **National Exam Cohort Assessment Protocols:**
  Students nominated to take the Grade 12 National Examinations are required to sit for Mock Examinations in Arabic, English, and Mathematics.
  - **Grading Weight:** The achieved mock exam scores will serve as the official Term 3 final examination marks.
  - **Grade Adjustment:** These marks will be scaled in accordance with the Curve Up System (refer to Section E, Point 4, Page 24).
  - **Remediation Opportunity:** To support student achievement, individuals may opt to sit for the standard school-based final examinations to improve their final marks.

II. Grade 12 IBDP

1. Subjects, Number of Periods & Credits:

Credits are assigned according to the number of periods allocated for each subject per week as shown in the table below:

Number of Periods	≥ 3	2	1
Assigned Credit	1	0.5	0.25

Grade 12 IBDP Subjects		Number of Periods	Credit
Mandatory Subjects	*Arabic A / Arabic B*	5	1.0
	English A / English B	5	1.0
	Math	5	1.0
	*Social Studies & Citizenship / CAS****	1	0.25
	*Religion / Extended Essay****	1	0.25
	Physical Education	1	0.25
	Theory of Knowledge	2	NA
Optional Subjects * Only three credits will be counted	*Business Management* *	5	1.0 *
	Biology *	5	1.0 *
	Physics *	5	1.0 *
	Chemistry *	5	1.0 *
	Computer Science *	5	1.0 *
	Economics *	5	1.0 *
	Visual Arts *	5	1.0 *
Periods/Week		*35***	*6.75*

* Students have to **choose three** out of the optional subjects according to the available grouping shown below:

1st + 2nd	3rd					
BIOLOGY + CHEMISTRY ☐	BUSINESS ☐	OR	PHYSICS ☐	OR	COMP SCIENCE ☐	
PHYSICS + CHEMISTRY ☐	BUSINESS ☐	OR	COMP SCIENCE ☐			
ARTS + COMPUTER SCIENCE ☐	BUSINESS ☐	OR	PHYSICS ☐			
ECONOMICS + COMPUTER SCIENCE ☐	BUSINESS ☐	OR	PHYSICS ☐	OR	ART ☐	

** IB students will have 7 periods daily.
*** These subjects are taught fortnightly

2. Mark distribution

2.1. *Core Subjects distribution of marks per term*

Students' grades are calculated out of 100 for each subject in each term as follows:

Continuous Learning		*Applied Learning (IB Tasks) **	*Assessment of Learning (Final Exam)*
20		*40*	*40*
SEL	*10*		
Notebook & Digital Content	*10*		

*** Applied Learning (IB Tasks) Breakdown (40):**

Subjects		Components	Grade
Language and Literature (English A and Arabic A)		Monthly Test	**15**
		Text Analysis	**15**
		Oral Presentation	**10**
Language Acquisition (English B and Arabic B)		Monthly test	**15**
		Written Assignments	**15**
		Individual Orals	**10**
Individual and Societies (Economics and Business Management)		Monthly test	**15**
		Project & Practicals	**25**
Sciences (Biology, Physics, Chemistry)		Monthly test	**15**
		Project	**10**
		Lab works	**15**
Computer Science		Monthly test	**15**
		Project	**25**
Mathematics (Math Analysis and Approaches)		Monthly test	**15**
		Project	**15**
		Home assignment	**10**
Visual Arts	**Term 1 & 2**	Process Portfolio 1	**15**
		Process Portfolio 2	**15**
		Exhibition	**10**
	Term 3	Comparative Study 1	**15**
		Comparative Study 2	**15**
		Exhibition	**10**

2.2. *Support Subjects distribution of marks per term*

Students' grades are calculated out of 100 for each subject **in each term** as follows:

Term	*Continuous Learning*	*Applied Learning*	*Assessment of Learning*
Term 1, 2 & 3	*20*	*40*	*40*
The breakdown of these marks is specified by the subject teacher.			

* Support Subjects are Physical Education, Social Studies & Citizenship and Religion.

3. Report Cards

3.1. *End-of-Term Report Card*

Term I		*Term II*		*Term III*	
Assessment Domain	**Score**	***Assessment Domain***	**Score**	***Assessment Domain***	**Score**
Continuous Learning	*20*	***Continuous Learning***	*20*	***Continuous Learning***	*20*
Applied Learning	*40*	***Applied Learning***	*40*	***Applied Learning***	*40*
Assessment of Learning	*40*	***Assessment of Learning***	*40*	***Assessment of Learning***	*40*
Total	*100*	***Total***	*100*	***Total***	*100*
Letter Grade	*A B C D F*	*Letter Grade*	*A B C D F*	*Letter Grade*	*A B C D F*

3.2. *End-of-Year Report Card*

Term 1	Term 2	Term 3	Final Year Grade
100	100	100	100

Formula:

$$\text{Final Year Grade} = (T1 \times 0.25) + (T2 \times 0.25) + (T3 \times 0.50)$$

- IBDP students receive an additional certificate reflecting their performance in the IBDP board exams issued by International Baccalaureate Organization.

4. Assessment Accommodations for Grade 12 IBDP (Term 2 & 3):

- Grade 12 IBDP students have to sit for Mock exams at the end of Term 2; **the mark of which will be encoded as the mark of final exam for term 2 and term 3.**
- The Continuous Learning (20 marks) score will be recorded as **the higher result from either Term 1 or Term 2.**
- The Applied Learning (40 marks) score will be recorded as **the higher result from either Term 1 or Term 2.**

E. General Assessment Regulations (All Grades)

1. Cumulative Assessment Framework and topic Proportions

1.1. All grades except grades 10 IGCSE & 12:

A cumulative assessment model is utilized to ensure long-term retention of the curriculum. The distribution of examinations content and topics is structured as follows:

- **Checkpoints 1-4:** Assessment topics are cumulative by design, consisting of **80% new instructional material** and **20% previously assessed content**.

- **End-of-Year Exam:** A comprehensive evaluation covering the full academic year's curriculum. The proportion of topics tested on the examination paper will be distributed across the terms as follows:

Term 1 Topics	20% of the exam content
Term 2 Topics	20% of the exam content
Term 3 Topics	60% of the exam content

1.2. Grades 10 IGCSE & Grade 12:

To thoroughly prepare students for external international standards, both the Grade 10 IGCSE and Grade 12 IBDP cohorts are assessed on a cumulative basis across their respective two-year programs. Examination structures are designed to ensure comprehensive retention of the entire syllabus as follows:

1.2.1. Grade 10 IGCSE

- Checkpoints 1,2,3 and Mock exam: Evaluation encompasses all curriculum content covered across the first year of the program (Grade 9), in addition to the newly taught material in grade 10.
- Students will undertake their IGCSE board examinations in term 3.
- Due to the implementation of externally administered terminal examinations, Term 3 school-based marks shall be awarded on the basis of the Mock Examination results, which will constitute the benchmark for final reporting. Curving up will be applied following the rule explained on page 24 Section 4.

1.2.2. Grade 12

A cumulative assessment model is utilized to ensure long-term retention of the curriculum. The distribution of examinations content and topics is structured as follows:

- **Checkpoints 1-4:** Assessment topics are cumulative by design, consisting of **80% new instructional material** and **20% previously assessed content**.

- **End-of-Year Exam:** A comprehensive evaluation covering the full academic year's curriculum. The proportion of topics tested on the examination paper will be distributed across the terms as follows:

Term 1 Topics	40% of the exam content
Term 2 & 3 Topics	60% of the exam content

1.2.3. Grade 12 IBDP

- Term 1 final exam and Term 2 Mock exam: Evaluation encompasses all curriculum content covered across the first year of the program (Grade 11), in addition to the newly taught material in grade 12.
- Students will undertake their IBDP board examinations in term 3.
- Due to the implementation of externally administered terminal examinations, Term 3 school-based marks shall be awarded on the basis of the Mock Exam results, which will constitute the benchmark for final reporting. Curving up will be applied following the rule explained on page 24 Section 4.

2. Grade Point Equivalents:

Score Band	97-100	93-96.5	90-92.5	87-89.5	83-86.5	80-82.5	77-79.5	73-76.5	70-72.5	67-69.5	63-66.5	60-62.5	0-59.5
Letter Grade	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Grade Points	4.3	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.7	0.0

3. GPA Calculation (Grades 9 – 12)

- Each subject is given a weighted GPA based on the number of periods (credits) and the equivalent grade point (Refer to section E.2 Grade Point Equivalents)
- The overall GPA of the grade level is calculated by dividing the total weighted GPAs by the total number of credits.
- The Cumulative GPA is calculated based on grade 9, 10, 11, 12 as follows:

Cumulative High School GPA	
Cumulative GPA based on G9, G10, G11 & G12	$\frac{(G9\ GPA \times G9\ Total\ Credit) + (G10\ GPA \times G10\ Total\ Credit) + (G11\ GPA \times G11\ Total\ Credit) + (G12\ GPA \times G12\ Total\ Credit)}{(G9\ Total\ Credit + G10\ Total\ Credit + G11\ Total\ Credit + G12\ Total\ Credit)}$
Cumulative GPA based on G10, G11 & G12	$\frac{(G10\ GPA \times G10\ Total\ Credit) + (G11\ GPA \times G11\ Total\ Credit) + (G12\ GPA \times G12\ Total\ Credit)}{(G10\ Total\ Credit + G11\ Total\ Credit + G12\ Total\ Credit)}$

4. Curve up system

Standardized curve-up rule will be applied to assessments for all IBDP and IGCSE students, as well as to other students where deemed necessary by administration. The adjustment must be calculated systematically using the following three-step procedure:

1. **Determine the Class Mean**: Calculate the average (mean) score of the class.
2. **Establish the Benchmark:** Determine the calculation benchmark using the following formula:

$$Benchmark = \frac{Highest\ Mark + Class\ Mean}{2}$$

3. **Apply the Curve-Up Adjustment:** Calculate the adjusted final student mark using the standardized formula below:

$$Curved\ up\ Mark\ = \left(\frac{Raw\ Mark}{Benchmark}\right) \times Maximum\ Exam\ Mark$$

5. Rounding Rules

- **Final Mark Rounding Protocol:**
  Final termly and annual grade averages are subject to a specific rounding system to eliminate fractional decimals, ensuring that only whole numbers or half-marks **(0.5)** are recorded on official reports. Rounding is applied strictly as follows:

  - **Decimal Range (.01) to (.49):** Rounded **up** to the nearest half-mark **(.50).**
    - *Example:* A calculated average of **(89.01)** is recorded as **(89.50)**.
  - **Decimal Exactly (.50):** Remains unchanged.
  - **Decimal Range (.51) to (.99):** Rounded **up** to the nearest whole integer **(1.00).**
    - *Example:* A calculated average of **(89.51)** is recorded as **(90.00)**.
  - **System Grading Constraints:** Final component grades must not contain decimal values other than **(.0)** or **(.5)**.

    N.B: The same Rounding Rule is applied on Final Exams.

6. Deduction rules:

Late assignments are subject to a percentage-based deduction to ensure fairness across all assessment types. The deduction is calculated based on the total possible marks for the assignment.

6.1. Late Penalty Calculation

- **Initial Late Penalty:** A 10% deduction will be applied if the work is submitted within the first week (1–7 days) after the deadline.
- **Incremental Penalty:** An additional 5% deduction will be applied for each subsequent week.

6.2. Maximum Deduction:

To ensure students still receive credit for their learning outcomes, the total late penalty should not exceed 25% (one-fourth) of the assignment's total marks.

6.3. Minimum Score (No-Zero Policy)

In the event of a non-submission, a minimum score of 10% of the total marks will be awarded.

F. Progression & Recognition

The End-of-Year result determines a student's academic progression: whether they successfully advance to the next grade level or are required to repeat the current grade.

1. Pass & Failure Criteria

To qualify for promotion to the following grade level, students must meet the following academic requirements:

- **Overall Academic Average:** Students must maintain an overall average of at least **60%** across all subjects combined.
- **Minimum Subject Grade:** Students must achieve a minimum score of **60%** in every subject. This grade is determined by the final yearly result.
- **Core Subject Proficiency:** Failure to meet the passing mark in one or more core subjects will result in a mandatory requirement to take **Re-sit Exams**.

N.B: The *Academic Integrity Policy* will be applied to address any consequences related to malpractices.

2. Re-sit for Final Examinations

The re-sit process provides students who have not met the passing criteria in core subjects a final opportunity to demonstrate proficiency and qualify for promotion.

- **Eligibility:** Any student who receives a failing grade (**F**) in one or more **core subjects** at the end of the academic year is mandatory required to sit for a re-sit examination.
- **Assessment Weighting:** The re-sit exam is a comprehensive assessment graded out of **40**. Upon taking the re-sit exam, the best mark will replace the final exam mark.
- **Promotion Requirements:**
    - **Pass:** Students will be promoted to the next grade level only upon achieving a passing mark in **all subjects**.
    - **Retention:** Students who fail to achieve a passing mark in one or more core subjects after the re-sit examination will be required to **repeat the current grade level**.

3. Recognition & Awards

3.1. Academic Recognition Framework for all grades (Terms 1 & 2):

At the conclusion of Terms 1 and 2, students demonstrating exceptional academic performance are recognized through the following institutional honors:

- **Distinction Award:** Conferred upon students who achieve a term average between **93.00 and 96.50** (equivalent to a letter grade of **A**).
- **High Distinction Award:** Conferred upon students who achieve a term average of **97.00 or above** (equivalent to a letter grade of **A+**).

3.2. Grade 12 End-of-Year Award:

For grade 12, the same requirements of award conferral (see 3.1 page 27) will be applied based on the average of Grades 10,11 and 12.

$$\frac{Grade\ 10\ Average + Grade\ 11\ Average + Grade\ 12\ Average}{3}$$

Receipt of any academic honor or distinction is strictly conditional upon exemplary student conduct and regular attendance. The school reserves the right to withhold awards from students who do not meet these behavioral and attendance standards.

G. Attendance Thresholds and Absence Limits

Compulsory attendance is an essential component of the educational process and a prerequisite for the allocation of subject credit. Students must maintain attendance within the prescribed limits to fulfil the instructional hour requirements of each course. A maximum absence rate of 15% applies to all subjects; exceeding this limit may result in the loss of credit for the respective subject(s). To promote student achievement and address attendance concerns proactively, the school shall implement graduated educational measures and interventions at specified absence-rate thresholds, providing students and parents with timely support, guidance, and opportunities for improvement before credit-related consequences are applied.

1. Middle School (Grades 6 – 8)

Subjects	Number of Periods	Total Credit Hours	Minimum Attended Hours	Maximum Absence Hours	Maximum Absence Rate
Arabic	5	180	153	27	15%
English	5	180	153	27	
Math	5	180	153	27	
Science	5	180	153	27	
Computer Science	3	108	92	16	
Mental Abacus Magic (MAM)	1	36	31	5	
Art	1	36	31	5	
Religion	1	36	31	5	
Social Studies & Citizenship	1	36	31	5	
Life Skills	1	36	31	5	
Physical Education	2	72	61	11	
Periods/Week	30	*Educational measures shall be taken upon nearing the maximum absence rate*			

2. High School (Grades 9, 10 & 11)

Subjects		Number of Periods	Total Credit Hours	Minimum Attended Hours	Maximum Absence Hours	Maximum Absence Rate
Mandatory Subjects	Arabic	4	144	122	22	15%
	English	5	180	153	27	
	Math	5	180	153	27	
	Religion	1	36	31	5	
	Social Studies & Citizenship	1	36	31	5	
	Physical Education	2	72	62	10	
Science * Stream	Physics	4	144	122	22	
	Biology / Computer Science *	4	144	122	22	
	Chemistry	4	144	122	22	
Commerce * Stream	Business & Accounting **/ ICT	4	144	122	22	
	Economics / Environmental Management *	4	144	122	22	
	Computer Science / Visual Art *	4	144	122	22	
Periods/Week		30	*Educational measures shall be taken upon nearing the maximum absence rate*			

* As per the selected group page 5 (Grade 9 & 10) and page 10 (Grade 11)
** 9&10 IGCSE and grade 11 students are restricted to the Business Studies curriculum only

3. High School (Grade 12)

Subjects		Number of Periods	Total Credit Hours	Minimum Attended Hours	Maximum Absence Hours	Maximum Absence Rate
Mandatory Subjects	Arabic	4	144	122	22	15%
	English	5	180	153	27	
	Math	5	180	153	27	
	Religion	1	36	31	5	
	Social Studies & Citizenship	1	36	31	5	
	Physical Education	2	72	62	10	
Optional Subjects * Only three credits will be counted	Chemistry*	4*	144	122	22	
	Computer Science*	4*	144	122	22	
	Business Management*	4*	144	122	22	
	Biology*	4*	144	122	22	
	Physics*	4*	144	122	22	
	Visual Art *	4*	144	122	22	
	Economics*	4*	144	122	22	
Periods/Week		30	*Educational measures shall be taken upon nearing the maximum absence rate*			

* As per the selected subjects.

4. High School (Grade 11 &12 IBDP)

Subjects		Number of Periods	Total Credit Hours	Minimum Attended Hours	Maximum Absence Hours	Maximum Absence Rate
Mandatory Subjects	Arabic A / Arabic B	5	180	153	27	15%
	English A / English B	5	180	153	27	
	Math	5	180	153	27	
	Social Studies & Citizenship / CAS**	1	36	31	5	
	Religion / Extended Essay **	1	36	31	5	
	Physical Education	1	36	31	5	
	Theory of Knowledge	2	72	62	10	
Optional Subjects * Only three credits will be counted	Business Management *	5	180	153	27	
	Biology *	5	180	153	27	
	Physics *	5	180	153	27	
	Chemistry *	5	180	153	27	
	Computer Science *	5	180	153	27	
	Economics *	5	180	153	27	
	Visual Art *	5	180	153	27	
Periods/Week		35	*Educational measures shall be taken upon nearing the maximum absence rate*			

**For the IB students, the number of credit hours is 150 for SL subjects and 240 for HL subjects
* As per the selected subjects.

- **Educational measures Against Absence**

S	Absence rate	Measures
1	5%	Notification & Attendance report to parents + Phone call by counsellors.
2	10%	Notification & Attendance report to parents + meeting with parent & student with assistant principal and counsellors + signed undertaking
3	14%	Student Concern Meeting (parent, assistant principal & counsellors); Last warning.
4	15%	Subject(s) credit lost