Al Rawabi Private School

Policies & Procedures

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General Director

Accident, Illness and Administering Medicine Policy

1. The principal and staff will ensure that any child who is injured or becomes ill, receives appropriate treatment.

2. All staff are expected to hold a current first aid certificate or have been inducted/trained to do so.

3. The BOD will make funding available for first aid training for staff.

4. All parents must provide names and contact numbers for use in the event of an emergency.

5. Parents of children with on-going health problems are required to notify office staff in writing of these problems and any special treatment required for them.

6. It is primarily the responsibility of the parent to administer medication to their child. The school will only take responsibility for administering medication during regular school hours, where this is absolutely necessary to ensure a student's access to education. Providing a child is generally well enough to attend school and is not contagious in any way, any on-going medication may be administered at school.

7. Parent and the ministry of Education, Directorate of Private Education will be contacted immediately in the case of any injury.

8. Any trends noticed relating to accidents in certain areas of the playground or on equipment should be investigated by school staff.

Accident, Illness and Administering Medicine Procedures

1. Details of all significant injuries or accidents are to be written in the accident register, dated and signed by the staff member treating the child. A parent will receive a notification of the Injury Record and will be contacted in cases of serious injury or if it is considered appropriate.

2. A folder of the children with on-going health problems will be kept in the office. The office staff will update this. In extreme medical cases (usually demanding an immediate response) a photo of the child will be placed on the office wall.

3. All medication and instructions for use, will be kept and administered by the office staff. A medication logbook will be dated and signed each time medication is administered. All medicine should be clearly named.

4. All prescribed medicine should be stored in the rear lockable storeroom off the office, unless it requires refrigeration.

5. Parents will be contacted when previously authorized 'rapid response' medication (e.g. adrenaline injection) is administered.

6. If an injury is related to possible equipment design or failure this is to be recorded in the hazards' register.

7. In the case of a head injury or incidents involving hypodermic syringes parents are to be notified immediately.

8. If serious injury or illness occurs and parents cannot be contacted a staff member will take the child to the Health centre or the Emergency at Salmaniya .

9. If a child becomes unwell or injured during the day, the parent will be requested to take the child home.

10. The classroom teacher will be informed of any child taken to the medical room or sent home, by the staff member who dealt with the incident.

11. A staff member will make regular checks of any child in the medical room.

12. Where the injury involves blood, steps should be taken to minimize the contact with other children/staff. Staff treating such injuries should wear protective gloves.

13. A student who is not clean enough to keep attending school or who may have a communicable disease may be precluded from school. The Principal must tell the Board, the student's parents and the Medical Officer of Health that the student has been precluded and why.

14. All parents will be informed of these procedures on enrolment. This information will also be available on the school website.

15. In keeping with generally accepted first-aid practice, no creams will be administered, unless prescribed. In most cases, ice-packs and water are considered all that is required.

16. A label of the exact phone number to dial (in event of an emergency) will be on each and every phone around the school.

17. First aid kits will be regularly checked for adequate levels of contents and expiry dates.

Appointments Policy

1. The most suitable person for the job will be appointed.

2. Equal employment opportunities principles shall be applied and demonstrated in appointments procedures. The intent of these principles is to provide equal access and consideration and equal encouragement in areas of recruitment, selection, promotion and career development. These principles are to be applied to enable people to pursue their careers without their chances being reduced by factors which are irrelevant to the requirements of the position under consideration.

3. The Board of Directors will use a range of avenues to promote or publicize any appointment.

4. Only professional licensed teachers will be employed.

5. The appointment process will be delegated to HR and assistant principals.

6. The appointment process will be carried out in an efficient, professional manner keeping in mind the concerns and feelings of applicants.

7. The Board will recognize any relevant employment agreements.

8. Confidentiality of information shall be paramount.

Appointments Procedure

9. The HR will be responsible for managing the full 'Appointment Process'. This will be led by the Principal. To be referred to hereafter 'Appointments Panel'

10. All permanent teaching positions will be advertised nationally, through the sites or newspaper or similar. Fixed term teaching positions or support staff positions may be advertised in the local newspaper and also publicized through the internet.

11. The school website shall be used as a portal for information on the vacancy and the school. The vacancy section on the school website will be updated and include a job description, person specification, timeline, application form and other relevant information. The closing date will be specified and no late applications will be accepted.

12. At least two referees, preferably professional, will be contacted either as part of the short-listing process or once a short-list is established. The timing of this will be dependent on the number of applicants and type of position.

13. The 'Appointments Panel will draw up a shortlist of candidates, based on all information available or researched. In determining the preferred applicant, the 'Appointments Panel' shall give consideration to all information made available through the application. This will include but not be limited to: registration status; curriculum vitae and application form; referee information; research undertaken by the Appointments Panel; and responses at the interview. In determining the preferred applicant, information will be primarily measured against person specifications to ensure transparency and fairness of process.

14. Interviews will be held for all permanent positions. This may require the use of technologies such as skype for teachers outside the kingdom of Bahrain. Interview questions and "scientific/educational knowledge exams" will be formed and approved by the full 'Appointments Panel'.

15. The preferred applicant will be notified as soon as possible after the committee has made their decision. They will be asked to notify the Board in writing of their acceptance or non-acceptance of the position within three days. Written confirmation of the appointment will then be forwarded to the appointee.

16. Other applicants will be advised as soon as possible of their non-appointment.

17. Curriculum vitaes will be returned to unsuccessful applicants if they are willing to.

18. All appointments will be ratified at a Board of Directors' meeting.

19. The 'Appointments Panel' shall be briefed by the Principal on the importance of confidentiality. All application forms and supporting information, including scoring documents, shall be kept for two weeks, in case of a review. Thereafter, they will be disposed of.

20. Any potential conflict of interest should be identified and evaluated at any point in the appointment process.

21. The committee will negotiate travel and accommodation expenses and other benefits with each applicant.

22. The applicant's biodata will then be sent to the local authority (police department and the directorate of private education for approval.

23. The school will decline any applicant who proves to have any offences that involve;

24. Past history of sexual abuse of children; and/ or

25. Conviction for any crime in which children were involved; and/ or

26. History of any violence or sexually exploitive behavior will disqualify an applicant from holding a position at school.

27. The following offences will also disqualify office or cleaning staff from holding a position at the school;

28. Fraud; and/ or

29. Burglary or similar related offences.

Assessment, Evaluation and Reporting to Parents Policy

Assessment and Evaluation

1. Assessment should benefit students, support teaching and learning goals and involve them.

2. 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.

3. Assessment should be valid, reliable and fair.

4. Assessment tools and processes should be suited to the purpose and involve varied approaches. e.g. self-assessment, peer assessment, observation.

5. Teachers need knowledge of their students' cultures, backgrounds and experiences to ensure assessment is appropriate and effective.

6. The Moderation Team will carry out a formal review of each term's curriculum delivery at the end of each term.

7. Teachers will regularly evaluate their teaching, the learning programmes with consideration to the impact this has on student achievement.

8. 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

9. The intended audience for all reporting is the student and their parents, family and the MoE.

10. Any reporting should benefit students, support teaching and learning goals and involve them.

11. A schedule of reporting to parents, consistent with this policy, will be developed each year.

12. Teachers will report in writing formally twice a year. Accompanying these will be resources or opportunities to help parents make sense of the reports.

13. 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.

14. The school welcomes informal methods of reporting or 'keeping in touch', such as email communication, a phone call, scheduled meeting or a quick chat.

15. All stakeholders will be consulted as to the effectiveness of reporting.

Cyber-safety Policy

Background:

Al Rawabi Private School has a statutory obligation to maintain a safe physical and emotional environment, and 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.

However, the school recognizes that the presence in the learning environment of these technologies (some provided partly or wholly by the school and some privately owned by staff, students and other members of the school community), can also 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 to minimize and manage the risks.

The school thus acknowledges the need to have in place rigorous and effective school cyber safety practices, which are directed and guided by this cyber safety policy.

Policy

Al Rawabi Private 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 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 Cyberoam - firewall for schools.

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 or a member of the IT 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 user name 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 programmes. 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 accidently 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.

Emergency/Evacuation Policy

There will be a set of explicit emergency procedures. All staff will have ready access to these and be familiar with them.

The Emergency Procedures will be reviewed annually for staff changes and changes to the physical environment.

New staff will be trained in the school's established procedures.

Students and staff will be engaged in ongoing education programmes/training, including but not limited to evacuation drills.

Where required, the school will liaise with and act upon any advice from any authorities including Police, Civil Defense, Army or similar.

Procedures will first and foremost ensure the safety of students and adults; thereafter, if appropriate, the buildings/property.

Emergency checks, will be conducted in keeping with guidelines for schools, ensuring that any evacuation is not impeded in any way.

The priority shall be with that of ensuring students and adults are safe.

The school will maintain effective information for contacting parents in emergencies.

** Procedure: See attached booklet

Financial Management Policy

1. A Finance Department will oversee the school's financial management, while the Principal is responsible for the day to day management of the school's finances.

2. The Board of Directors delegates to the Principal the responsibility of managing expenditure within budget by means of approved procedures and regular monitoring.

3. The Board will ensure that all expenditure and commitment of expenditure are approved within the recognized delegations described in the procedure. Financial procedures used by the school and Board of Directors shall be transparent. Procedures shall be implemented to protect the school, board and staff from financial mismanagement.

4. The Board will ensure that all expenditure is clearly linked to the business of the school and does not at any time provide unreasonable and personal benefit from those funds to any individual or group of individuals (staff or students). It recognizes that at times there are expenses which may be considered to be beneficial only to individuals or small groups. These may include expenses in relation to travel (especially international travel), gifts and other payments to individuals.

5. The Board has determined that any expenditure which may be considered to be beneficial to individuals or groups of individuals will be carefully scrutinized before approval and will be supported by appropriate fundraising specific to that expenditure.

6. The Finance Dept. will present a monthly report to the BOT on expenditure and income as well as variance to date.

7. A draft budget will be prepared for presentation to the Board of Directors no later than September in the preceding year.

8. A full budget review will be conducted yearly by an external auditor and a report is issued and then sent to the Ministry of Education, and recommendations brought to the BoD.

9. The Board of Directors will budget for reserves to meet the long term maintenance and asset replacement requirements. Monies allocated will be in line with approved plans. From time to time the BOD may establish 'special project' reserves.

10. Annual accounts will be prepared to MOE and Government compliance levels by the required dates.

11. An annual report, outlining the financial situation of the school, will be made available.

Theft and Fraud Prevention Policy

1. For the purposes of this policy and procedure, "fraud" is considered to be an act of dishonesty to gain an advantage or benefit that would be denied but for the fraud. The advantage/benefit may be to a party other than the committer, and it may be tangible or intangible. Fraud includes, but is not limited to, dishonesty, theft, misuse of assets, the alteration of financial or other records, intentional deception, making of false statements (including by omission), or any unauthorized act which results directly or indirectly in advantage or benefit to the committer or a third party.

2. The Board through its chief executive, the Principal, has a responsibility to prevent and detect theft and fraudulent actions by persons who are employed or contracted by the School or who are service recipients of the School.

3. The Board requires any investigation into alleged theft or fraudulent activity to be conducted in a manner that conforms to the principles of natural justice and is procedurally just and fair.

4. The Board therefore requires the Principal to establish systems and procedures to guard against theft and fraud within the school community. The Principal is to report such activity to the Board Chairperson (Owners) as prescribed in the procedures set out below.

5. As preventative measures against theft and fraud the Board requires the Principal to ensure that:
   → The School's physical resources are kept secure and accounted for.
   → The School's financial systems are designed to prevent and detect the occurrence of fraud.
   → Staff members who are formally delegated responsibility for the custody of physical and financial resources by the Principal are proven competent to carry out such responsibilities and that such persons are held accountable for the proper execution of their responsibilities.
   → All staff members are aware of their responsibility to immediately inform the Principal should they suspect or become aware of any improper or fraudulent actions by staff, suppliers, contractors, students or other persons associated with the School.

6. In the event of an allegation of theft or fraud the Principal shall act in accordance with the following procedures:
   → Immediately advise the Board Chairperson of the allegations.
   → In consultation with the Board Chairperson either report the matter to the Police, or proceed as outlined in this paragraph.
   → As soon as possible and within 48 hours:
     - Record the details of the allegation, the person or persons allegedly involved, and the quantity and/or value of the theft or fraud.
     - Request a written statement from the person who has informed the Principal, with details as to the nature of the theft or fraud, the time and circumstances in which this occurred, and the quantity and/or value of the theft.
     - Decide on the initial actions to be taken including consulting with the person who provided the information and, if appropriate, confidentially consulting with other senior members of staff about the person who is the subject of the allegation.

- Inform the Board Chairperson of the information received and consult with them as appropriate.
- The Board Chairperson and Principal shall decide whether or not a prima facie case of theft or fraud exists, and if not, to document this decision and record that no further action is to be taken.
- If it is considered that a prima facie case of theft or fraud exists the Principal shall then carry out the following procedures:
  o Inform the person in writing of the allegation that has been received and request a meeting with them at which their representative or representatives are invited to be present.
  o Meet with the person who is the subject of the allegation of theft or fraud and their representatives to explain the complaint against them, and outline the information gathered during the investigation up to that point.
  o Obtain a verbal or preferably a written response to the allegation and investigation findings to that point. All verbal responses must be recorded as minutes of that meeting, and the accuracy of those minutes should be attested by all persons present.
  o Advise the person in writing of the processes to be involved from this point on (which should generally follow the procedures for investigation of serious misconduct, and disciplinary procedures in respect of serious misconduct in the event the allegations are upheld).

7. The Board recognizes that alleged or actual instances of theft or fraud can affect the rights and reputation of the person or persons implicated. All matters related to the case shall remain strictly confidential with all written information kept secure. Should any delegated staff member or any other staff member improperly disclose information the Principal shall consult the Board Chairperson and consider whether that person or persons are in breach of expected standards of trust and confidence, and whether further action is required. Any such action taken must be consistent with the terms of the applicable employment agreement and any code of ethics or responsibility by which the staff member is bound.

8. The Board affirms that any allegation of theft or fraud must be subject to due process, equity and fairness. Should a case be deemed to be answerable then the due process of the law shall apply to the person or persons implicated.

9. Any intimation or written statement made on behalf of the School and related to any instance of supposed or actual theft or fraud shall be made by the Board Chairperson who shall do so after consultation with the Principal and if considered appropriate after taking expert advice.

10. At any stage during the above process the Board Chairperson and Principal jointly may decide to refer the matter to the police, and/or obtain expert/lawyer opinion as to the process or substance of the allegation.

Allegations Concerning the Principal or a Trustee:

11. Any allegation concerning the Principal should be made to the Board Chairperson. The Chairperson will then investigate in accordance with the requirements of paragraph 5 of this Policy.

12. Any allegation concerning a member of the Board of Directors should be made to the Principal. The Principal will then advise the director of the Private Education of the Ministry of Education and commence an investigation in accordance with the requirements of paragraph 5 of this Policy.

Healthy Food and Nutrition Promotion

Policy/Procedure

1. The Board of Trustees recognizes the importance of healthy food promotion and the place it has in ceremony for all cultures. It is also aware of the growing concerns regarding the health of our young people.
2. Parents and staff will be encouraged to use, model and reinforce healthy eating while children are at school.
3. The health programme will include programmes that value the eating of healthy food in order to promote the healthy growth and nutrition of our children.
4. The school will actively encourage water drinking and make time available for a healthy brain food break in the first hour of school.
5. Where parties or other celebrations are undertaken, formal notice will be given to families ahead of time. The classroom teacher will prepare children for this by covering expectations about manners and eating responsibly. Families will be encouraged to send along healthy options. Confectionary and packed chips will be discouraged.
6. Information on healthy eating and children's nutritional requirements will displayed in the school facilities.
7. Children will be encouraged to be self-managing BUT Staff will supervise the eating of students at school and if necessary, make contact with the parents regarding this.
8. A brain food break will be taken in all classes. Teachers will encourage children to drink if considered necessary when meeting their personal and learning needs.
9. Staff will supervise all eating times. During break and class times, children will be required to sit.
10. Parents should keep staff in touch with any allergies their children may have to foods. A food allergy list is kept in the office and is known to all staff through the student database etc.
11. Children will be encouraged not to share food to minimize allergic reactions and the spread of germs. Children may not share drink bottles.

Harassment Policy

12. The Board aim to provide an environment where all people are treated with respect and dignity, and can contribute and participate to their full potential.

13. It is the right of all students, parents and staff to carry out their duties/activities and responsibilities while associated with the school, free from any form of harassment.

14. It is expected that all those involved in a school, will:

15. treat each other with dignity and respect;

16. not harass, bully or victimize anyone in the working/learning environment;

17. report any harassment they see or experience; and

18. keep confidential any instances of alleged harassment to the extent possible.

19. Harassment can involve, but isn't limited to:

20. physical assault;

21. verbal threats and intimidation;

22. damage to property;

23. personally offensive verbal comments; sexual or smutty jokes; repeated teasing

24. about a person's gender, race, body type, alleged sexual activities or private life,

25. ethnic or national origins, or cultural background;

26. racial references;

27. persistent unwelcome social attentions or telephone calls to workmates at work or at home; being followed home from work;

28. offensive hand or body gestures; unwanted and deliberate physical contact such as

29. patting, pinching, or touching;

30. provocative posters, screensavers or electronic communication etc with sexual significance.

Harassment Procedure

1. Anyone experiencing harassment should make it immediately clear to the person responsible, either directly or through an advocate, that such behavior is unwanted and unacceptable.

2. If the behavior complained of persists, or the matter is serious, then the recipient of the harassment or their advocate may bring it to the notice of the Principal who will take up the matter on behalf of the recipient of the harassment. Where the Principal is involved in the harassment, the matter will be taken up by the Board Chairperson.

3. If the above processes do not resolve the situation or if it is sufficiently serious to warrant, the event may be may be escalated and documented as a formal complaint to be thoroughly investigated by a grievance committee. This process will include:

   → An interview with the complainant seeking factual content of the allegations. Any advocate or independent witness might also be present. A record of events, as described during the interview will be documented and signed by all present. (Should the complainant be a student, then the parent(s) must be present). Should there be more than one complainant they must be interviewed separately. Suggestions made by the complainant regarding witnesses or others who have suffered similarly should be investigated and documented by the Principal (or BOD Chairperson). The complainant should be supported and notified of the availability of guidance and counselling.

   → The defendant will be asked to answer the allegation, using the same format as above, during which time a full summary of the complaint will be outlined and given in writing. An explanation of the school policy and procedure will be given and made clear.

   → It may be necessary to conduct further interviews with either the complainant, witness or defendant.

4. A report will be submitted to the Board of Directors accompanied by the signed notes and a recommended course of action.

5. The decision will be communicated to both parties in writing.

6. If the complaint of harassment is established, disciplinary action may be taken, including but not limited to:

   → counselling;

   → warning and reprimand;

   → suspension;

   → dismissal;

   → Referral to Police, Teachers Council and/or other agencies.

7. Where either the complainant or defendant believe they need to appeal against the outcome of the process the appeal shall be made known to the Chairperson and Principal.

8. The Principal and/or Board may seek advice from the MoE at any time throughout this process.

Health and Safety Policy

1. The Board of Directors is committed to continuous improvement in health and safety, and to meeting the requirements of relevant health and safety legislation, regulations, Kingdom of Bahrain standards, and approved codes of practice.

2. The Board of Directors is committed to providing and maintaining a safe and healthy workplace for all workers, students, and other people in the workplace. We will achieve this through:

   a. Making health and safety a key part of our role;
   b. Working with our workers to improve the health and safety system at our school;
   c. Doing everything reasonably possible to remove or reduce the risk of injury or illness;
   d. Making sure all incidents, injuries and near misses are recorded in the appropriate place;
   e. Investigating accidents, near misses and reducing the likelihood of them happening again;
   f. Having emergency plans and procedures in place;
   g. Training everyone about hazards and risk so everyone can work safely;
   h. Providing appropriate induction, training and supervision for all new and existing workers;
   i. Helping workers who were injured or ill return to work safely; and
   j. Make sure contractors and sub-contractors working at the school operate in a safe manner.

3. All workers are encouraged to play a vital and responsible role in maintaining a safe and healthy workplace through:

   a. Being involved in improving health and safety systems at work;
   b. Following all instructions, rules, procedures and safe ways of working;
   c. Reporting any pain or discomfort as soon as possible;
   d. Reporting all injuries, incidents and near misses;
   e. Helping new workers, staff members, trainees and visitors to the workplace understand the safety procedures and why they exist;
   f. Reporting any health and safety concerns of issues through the reporting system;
   g. Keeping the workplace tidy to minimize the risk of any trips and falls;
   h. Wearing protective clothing and equipment as and when required to minimize your exposure to workplace hazards.

4. All others in the workplace including students and visitors are encouraged to:

    a. Follow all instructions, rules and procedures while in the school grounds;

    b. Report all injuries, incidents and near misses to their teacher or other staff members;

    c. Wear protective clothing and equipment as and when required to minimize your exposure to hazards while learning.

5. Students are provided with basic health and safety rules, information and training and are encouraged to engage in positive health and safety procedures.

6. Health and safety is everyone's responsibility.

7. There will be an ongoing evaluation, review and updating of our compliance with our health and safety programme and this policy.

Library/The Hub Policy

1. The Library will be a place of coming together, not only for students, but for the wider school community. It will be a positive learning and recreational environment where students and adults alike can interact with a wide variety of multi-media resources and with each other.

2. The school will have a Strategic Plan for the development of this space, the purpose and systems supporting it, and the resourcing of it.

3. A member of the leadership team shall oversee the general operations and development of the Library and personnel working within it.

4. The Library will be budgeted for by the Board of Directors annually, considering both the Library Strategic Plan and the development of a quality learning resource.

5. The Library will be staffed to facilitate effective management.

6. Library staff will be provided with training opportunities.

7. The Library and its resources will be accessible. It will be available both during and out of school hours.

8. The use of the National Library and other community libraries will be encouraged and supported.

9. The Library will provide support for the development of both information and literacy skills across the curriculum.

10. The Library will have a planned, well-chosen and maintained collection of resources organized in an efficient, effective manner to enable access to and security of information.

11. Arabic Islamic values, language and culture will be recognized and promoted.

12. Students will be actively encouraged to participate in the operations of the library space.

Privacy Policy

1. The Principal will act as the Privacy Officer. He/She should be familiar with the twelve principles of the Privacy Policy and ensure they are met. These are:
   - The school will only collect information that it needs to have.
   - The school will get the information from the individual concerned. (Note -likely to be through parent)
   - The school will tell the individual what we are doing.(i.e. what we are collecting, why we are collecting it and what it is going to be used for)
   - The school will use lawful, fair and reasonable methods to collect information.
   - The school will store and transmit information securely.
   - The school will give people access to their information.
   - Any person has the right to ask the school to correct and information held about him/her.
   - Before using information, the school will take reasonable steps to make sure the information is current, relevant, complete, accurate and not misleading.
   - The school will only retain information for as long as necessary.
   - The school will only use information for the purpose intended.
   - The school will have limits on the disclosure of personal information.
   - The school will have strict rules around use of personal identification numbers. It will not use these unless it is necessary for the efficiency of the school.
2. Staff personnel records will be kept in locked storage. Employees are entitled to access the information contained in his or her file.
3. Student records are confidential to the student, teacher, their family and other agencies with legal rights to access.
4. No information regarding a staff member or student will be passed on to any other person, agency or organization without the approval of the Principal or staff member concerned.
5. The school is not "collecting" personal information when it receives unsolicited information. However, once the school holds unsolicited information, it must apply good information handling policies to that information – including proper storage and checking accuracy before use.
6. The advent of the internet, the role of computers and mobile technology in teaching, does not alter the privacy rights of students. The school will have clear internet, computer and cellphone policies that reflect the right to privacy.
7. Anyone who believes that the school has interfered with their privacy or their child's privacy may make a complaint, usually to the BoD.

Professional Learning and Development

Policy

1. PD (Professional Development) refers to all formal and informal processes used to improve the knowledge and practice of teachers. It involves the more formal and specifically constructed courses and initiatives, as well as less formal collaboration and discussion between colleagues.

2. While many different forms of training and development are undertaken by teachers, (including training to update curriculum knowledge or to develop particular technical skills), improving what happens in the classroom is the dominant rationale for PD.

3. There will be a range of PD approaches and activities including but not limited to: seeking, providing or receiving feedback from a colleague on teaching practice or new teaching materials; reading relevant educational research; attending course/conferences; and discussing with a colleague different teaching strategies to use with students.

4. Annually, or as the need arises, a plan outlining the formal approach to PD will be developed. This will be aligned with school priorities informed by student achievement, information about teachers' professional needs and those outcomes identified as valued in the school charter vision and goals. This plan will also highlight how the PD plan will meet those with special needs.

5. The Board will resource staff PD as a priority.

6. Central to the success of PD will be the development of a positive school culture in which professional learning is encouraged and well resourced.

7. There will be a mix of school-led and facilitated (externally supported) professional learning.

8. Relevant educational research will be used to inform planning and classroom practice.

9. At least annually, the impact of PD will be evaluated.

10. All staff are expected to participate in professional development /training.

11. All new and provisionally registered teachers employed are to receive appropriate advice and guidance in order to support them as they work towards full registration.

12. All teaching and support staff will participate in an induction process and be introduced to both support and teaching staff. They will be familiarized with their position, made aware of the health and safety framework, be given support and training, and will meet with their Team Leader for support, guidance and advice.

Professional Learning and Development Procedure

1. At least annually, a school PD plan will be developed, outlining what teachers need to learn and the way we intend going about it. This plan will be presented to the Board of Directors.

2. At least annually, each teacher will develop a 'Performance Agreement', following the PMS appraisal session, in consultation with a member of the leadership team. This agreement will include school-wide goals, as well as any relevant individual ones.

3. The foundation for PD will be each teacher's individual appreciative inquiry.

4. Each teacher will be required to keep a portfolio containing:

    → a record of any development and training opportunities undertaken;

    → reflections on any PD experience;

    → all information, reflections and actions related to their own appreciative inquiry;

    → any other presentations, files, reports, examples that provide supporting evidence of development in goals set.

5. At the completion of any development or training opportunity, the Principal or team leader may require that feedback from the course come back to the staff.

6. Part-time staff will be expected to engage in PD.

7. The success of the school's PD plan will be evaluated through a range of approaches including but not limited to: measurement of added value (accelerated progress) against baseline data; staff survey; and leadership observation.

Promoting Positive Behaviour Policy

1. The purpose of this policy is to ensure that students develop a strong sense of belonging in a happy, secure and safe environment. Such an environment is free from verbal, emotional and physical harassment, where respect of self, others and property is apparent.

2. The school curriculum will include the development of attitudes, values, skills and knowledge that assist in building responsible self-managing students. This will include life skills and other social skills programmes.

3. A 'Code of Conduct', developed by The MoE and enriched by the school, will detail whole school expectations of behaviour.

4. Children will be encouraged to be responsible for, and reflect upon, their own behaviour.

5. Parents will be well informed and involved in the management of their child's behaviour.

6. Appropriate behaviour is expected. Outstanding behaviour will be acknowledged and celebrated.

7. Staff will be trained in classroom management techniques, conflict resolution and mediation.

8. Students should have opportunity for constructive play at break times.

9. A 'step system' will be used to guide staff in the management of serious or repeated misbehaviour.

10. When individual students' behaviour is complex, severe and/or challenging it may require individualized specialist support and management. These students may require an individualized programme and problem solving and, at times, may require referral to other services such as Ministry of Education, Special Education,

11. The use of corporal punishment in any form is unacceptable and against the law.

12. In the event of suspension or exclusion, the Board of Directors through the Principal will follow the guidelines on the statutory and procedural requirements promulgated by the Ministry of Education.

Promoting Positive Behaviour Procedure

1. When behaviour is complex, severe or challenging in the classroom and impacts on the right to learn/ teach, be safe or respected:

Step One: (Focus and Refocus)

a. Deal with the child(ren) concerned and primary incident only.

b. Discuss the misbehaviour with the student and seek their engagement in changing their behaviour or choosing an appropriate behaviour. Ensure the student has understanding of what the misbehaviour was and what is required to rectify it.

c. Set an appropriate consequence.

d. It is hoped that this step will deal with most incidents of complex, severe and/or challenging behaviour in the classroom.

If the unacceptable behaviour continues or a problem occurs;

Step Two: (referred to a team leader/ reflection)

a. Pupil is interviewed by the senior teacher/social worker. This may be a timely discussion or be part of a formal reflection.

b. Follow the procedures as outlined in step one.

c. The ideal outcome of this meeting is for the child to show ownership of the problem, accept any consequence or reflective practice, and to then display the appropriate behaviour. If these outcomes are not met then move to step three.

d. The child's teacher or senior teacher/social worker may informally advise parent(s)/ of the problem.

e. The Teacher and senior teacher meet to reflect on the teaching programme and classroom management, focusing on strategies or changes that may be required.

Step Three: (Inform the Principal)

a. Pupil is interviewed by the Principal in the presence of, if appropriate, the classroom teacher.

b. Follow the procedures as outlined in step one.

c. Parents will be encouraged to come and discuss problem. At this discussion parents will be fully informed of the school Behaviour Management policy and procedures. At this stage an individual behaviour plan may be drawn up or the child referred to the Special Needs Committee.

d. A review of student progress or intervention will be undertaken no later than six weeks from the date of the initial meeting.

If problems continue:

Step Four: (In school Standown)

a. Pupil given 'in-school suspension' for a cooling off period.

b. Support agencies will be asked to be part of resolving this child's challenging behaviour.

c. Parents must come in and meet to discuss the concerns.

d. A formal in school standown (up to a day) can be used in consultation with the principal.

Step Five: (Formal Ministry Standown & Suspension)

a. Pupil is given formal stand down and if deemed necessary, a formal suspension. These processes will be in keeping with Ministry of Education guidelines.

If problems continue:

Step Six: (Exclusion)

a. Pupil is excluded from the school. This process will be in keeping with Ministry of Education guidelines

2. What is deemed to be complex, severe and/or challenging behaviour:

In the event of one of the following inappropriate behaviours, the teacher will use their discretion as to whether the child will go to Step Two or Step Three.

● Hitting, Kicking and Fighting

● Defiance of a teacher/staff member

● Swearing

● Repeated baiting

● Bullying of other children

● Intentional damage of property

● Other serious behaviour or actions which endanger themselves or others.

3. Appropriate Consequences:

Some of these will only be appropriate for classroom punishments and others for playground punishments. Some will be appropriate for both.

● Apology letter

● Letter to parent explaining behaviour which parent must sign

● Oral, pictorial or written reflection on: 'what they did, what they should have done, what they will do next time'(Supervised reflection during which time the child reflects on their inappropriate choice and sets goals)

● Make up time (Remember a child must have a drink, something to eat, be able to use the toilet and be supervised.)

● Removal from a desired activity, game, trip etc

● Restricted to a certain area

● Detention (After 4 reflections)

4. When Behaviour in the Playground is unacceptable:

● The person on duty will consider the context and evaluate the seriousness of any misbehaviour. In the event of a minor problem it may be appropriate to encourage children to seek peer mediation, or indeed to sit down together (perhaps in the teacher's company) and attempt to solve it themselves.

● If deemed 'complex, severe and/or challenging' then this will almost certainly result in the child being referred to the 'Reflection Time' space (The room where a senior teacher will be in attendance for overseeing the reflection).

5. Reflection/ Detention: (to be applied after consulting parents)

● Children receiving 4 reflection in any single term will receive an after school detention and may not be eligible to participate in special events and rewards.

6. Valuing Responsible Behaviour:

The duty teacher(s) will take every opportunity to praise or note positive playground behavior (e.g. "Come here you boys! You boys are really playing responsibly. I like the way you're using the stairs and not climbing up the slide when there is someone waiting. Give me a high five" I'm going to let all the other staff know about your responsible behaviour"

7. Classroom Reward System:

● There may be a separate classroom reward system to acknowledge and encourage positive behaviour in class. This system is up to individual teachers to develop and it may vary over the year for interest.

8. Using Physical Restraint:

** Teachers may physically restrain students if the student is going to hurt themselves or others.

School Conditions

For Contractors

Al Rawabi Private School is an institution dedicated to children's learning. In order to minimize disruption to that process and ensure the safety of the children, contractors operating within the school building and grounds are required to observe the following conditions:

Smoking

The school buildings and grounds are smoke free areas, smoking is not permitted at any time.

Vehicles

There is limited space available for parking around the school grounds, therefore contractors are requested to only bring essential vehicles onto the site. The speed limit within the grounds is 10 kph. If possible, avoid vehicle movements immediately before and after school, during leave and breaks.

CD Players

CD players volumes must be kept to a level that cannot be heard from within the classrooms.

Noise

The school recognizes that improvements cannot be made without creating noise, but ask that if possible, any particularly noisy activities be completed outside school hours. Where this cannot be done, please advise the Principal so that nearby classes can make suitable arrangements to cope.

Disruption

Where disruption to school activities cannot be avoided (eg power shutdowns, noisy activities etc), contractors must liaise with the Principal to allow alternative arrangements to be made by the classes affected.

Animals

Contractors are requested not to bring animals onto the school grounds.

Plant and Equipment

All equipment must be kept inaccessible to children. Materials must be stored within the work area, which in turn should be fenced or cordoned off to prevent access by children. Dangerous materials such as paints or solvents must be locked away.

Hazards

The Principal shall be advised of any hazards which may be present during the contract period, so that these can be advertised on the school hazard register.

Interaction with Children

Children are naturally inquisitive, and will inevitably ask questions and talk to workers. However, contractors must ensure that they do not put themselves in a position where they could be compromised. Contact with children while alone in classrooms or in any other area should therefore be avoided. Ask a staff member to remove the child if necessary.

Toilets

The staff toilets are available for use by contractors, children's toilets are not to be used at any time. Any person seen in a children's toilet will be removed from the school immediately.

Staffroom

The staffroom will be available for making tea and coffee, but contractors are requested to avoid its use during interval and school lunchtime.

Health and Safety

The contractor is to submit their Health & Safety plan with his/her tender (or prior to starting on site) stating in particular how they propose to identify hazards and what preventative measures they propose to mitigate them.

Staff Leave Policy

1. The Board wants Al Rawabi Private School to be an enjoyable, rewarding place to work where teachers are supported to engage in professional development and opportunities to develop their career, as well as meet other personal goals they might have (e.g. sporting). However, it must also balance approved leave with due consideration for the needs of students and the maintenance of learning programmes and practices.

2. The Board, may, where there are special circumstances, grant discretionary leave, with or without pay to any employees, provided such leave does not impinge upon the operational requirements of the school.

3. The Board will observe the terms and conditions in the appropriate collective agreements for staff, along with any relevant legislation.

4. The Board will be an equal opportunities employer.

5. Application for leave will not be unreasonably withheld. All decisions about leave will be fair, equitable and consistent.

6. All applications, recommendations and decisions shall be treated as confidential.

7. Sick, Parental and Bereavement will be compassionate entitlements. Discretionary Leave, with or without pay, will be at the Principal and/or Board of Directors' discretion.

Staff Leave Procedure

1. The Principal has authority to approve leave applications up to five days with or without pay. The Board will consider written applications for longer periods.
2. In considering any application for leave, the Principal and/or Board will consider:
    a. the nature of the request;
    b. the length of the request;
    c. previous leave taken by this staff member;
    d. length of service of the staff member;
    e. the effect of the absence on the running of the school, including but not limited to the time of the year, responsibilities, impact on children, number of other staff already on leave etc.
    f. the availability of a suitable replacement;
    g. the extent to which the leave would add further value to the applicant, the school and its curriculum.
3. Applications should be made well in advance of the time requested. Notice must be sufficient to allow the HR to meet, if required, and for a suitable reliever to be appointed if at all possible. (There may be an occasional circumstance where this may not be possible e.g. sudden serious illness of a partner or dependent)
4. With the exception of sickness or accident, all leave must have the prior approval of the Principal.
5. In most cases, discretionary/special leave that is granted, will be without pay.
6. Leave will also be considered enabling staff to:

    a. Care for sick family members;
    b. Attend educational appointments or interviews;
    c. Attend funerals;
    d. undertake civil defense or search and rescue duties;
    e. Participate in court hearings;
    f. Attend recognized cultural activities within the kingdom;
    g. Attend a meeting involving disciplinary, grievance or dispute hearings;
    h. Participate in a sports competition either as a player, coach or manager. Such participation shall be a provincial, national or international level.
    i. Attend the 'capping' of their children or similar types of award.

7. Sick Leave

   a. Staff will be required to produce suitable medical evidence to support sick leave in accordance with the terms and conditions of the relevant collective agreement.

   b. Using resources available, arrangements will be made to provide for the absence of a teacher. This will most likely require the employment of a relieving teacher.

8. Individual records of all staff leave taken and remaining entitlement will be maintained by the school or the agency servicing the payroll.

9. All applications should be made in writing on the school's leave application form.

10. Leave without pay will be considered for a period of up to one year for personal or professional reasons after the completion of two years continuous service.

CURRICULUM REVIEW AND UPDATE

Policies & Procedures

Curriculum Development, Revision, and Evaluation Processes

Al Rawabi Private School has substantial resources for curriculum development and instructional support. The school team of talented, experienced teachers and heads of department work to ensure that Al Rawabi students are presented content, instructional resources, and activities that prepare them to be active, knowledgeable participants in a global networked society. These individuals apply their deep expertise and skills gained from continuous training to the development of curriculum that supports 21st century readiness for every student. Using the Framework for 21st Century Learning process, they work to integrate supportive technologies, inquiry- and problem-based instructional approaches, and higher order thinking skills into all curriculum development efforts.

Al Rawabi Private School aligns its curriculum to the Common Core National Standards and also reviews and aligns with international standards such as IGCSE, IB

Al Rawabi Private School curriculum development is guided by these key principles and tenets:

1. Curriculum fosters breadth and depth of understanding in subject area.
2. Content is aligned to national and international standards.
3. Curriculum is supported by quality, reputable, recently published textbooks and/or proven instructional resources and materials.
4. Content and assessments are aligned, accurate, and unbiased.
5. Content is current, relevant, and provides real-world applications.
6. Content is appropriate for the learner (age, ability, background, reading level, learning style, etc.).
7. Instructional design is adaptable and flexible in order to best meet individual needs of students.
8. Instructional design provides students opportunities to improve learning skills using technological tools
9. Navigation is intuitive and age-appropriate.

10. Lesson structure is consistent and supports learning sequence of motivation, instructional content, application activities, review of key concepts and assessment.
11. Scope of course is appropriate with regard to amount of content, length of course and lessons, and course requirements.
12. Lesson introduction effectively presents lesson objectives, assesses prior knowledge, sets expectations, and motivates.
13. Background information prepares students to access new content, skills, and strategies.
14. Curriculum includes opportunities for developing problem-solving and critical thinking skills and real-world applications.
15. Curriculum includes opportunities for collaboration and independent study.
16. Curriculum includes opportunities to develop oral and written communication skills.
17. Curriculum incorporates timely and appropriate feedback to students.

Central to Al Rawabi Private School curriculum design process is the systematic analysis of curriculum offerings. The analysis phase consists of formative, summative, qualitative, and quantitative measures to determine the value and effectiveness of the curriculum offerings. This multi-level evaluation system incorporates regular reviews of student performance, user feedback, assessment performance analysis, and national content standards and assessments. Al Rawabi Private School curriculum development also emphasizes innovation, effective implementation, evaluation of student learning, and continuous improvement, and the Committee ensures to regularly provide new curriculum options that leverage the interactivity and engagement potential of resources. Al Rawabi Private School always seeks to balance enhancements and additional options with the recognition that students have a wide range of learning styles and needs.

Decisions about improvements and updates to curriculum are also guided by feedback from a variety of critical stakeholders: teachers and administrators, students and parents, school boards, and outside evaluators such as accrediting organizations. This feedback is collected both daily and annually in a variety of ways, including the Al Rawabi Private School surveying system and feedback tools; annually through Parent, Student, and Staff Satisfaction surveys; and throughout the year from professional development and leadership development activities and seminars with teachers and school administrators. Comments and input from board members and the results of third-party evaluations also often factor into changes to curriculum.

Curriculum Committee Members: (13 Members)

1. Fatima Ali Radhi: Chair of committee
2. Ali Laribi: Co-chair
3. Amani Radhi: Key stage 1 coordinator

Members:

4. Heads of English Departments (Primary, intermediate and Secondary) (3)
5. Heads of Math Departments (Primary, intermediate and Secondary) (3)
6. Heads of Science Departments (Primary, intermediate and Secondary) (2)
7. Heads of Arabic Departments (Primary, intermediate and Secondary) (2)

Committee Meeting Schedule:

The committee holds **2 meetings** a year:

1- January (end of semester 1)
2- June: (end of semester 2)

Each meeting is concluded by a report containing:

1- The focus areas
2- Review records (Subject, Instructional methods, credit hours, resources and assessment)
3- Any need for update or resources change

Committee Charges:

➢ Review thoroughly the following areas according to the key principles and tenets mentioned above:

1. The core subjects' **learning standards and outcomes** (curriculum document)

   Compare the learning standards and outcomes to the national and international standards.

2. The core subjects' **instructional strategies**

    Examine and discuss the teaching and learning strategies and methods as observed during lesson observation.

3. The core subjects' **instructional resources** (books)

    Examine the books' themes and learning activity to decide the extent of support they give to achieve the learning outcomes.

4. The core subjects' **instructional hours**

    Examine and compare hour credits for all subjects to strike a balance of adequacy among subjects.

5. The core subjects' **assessment tools**

    Examine the students' performance data, the assessment moderation records to identify any assessment defect. (Validity and reliability)

➢ Decide on the updates or alterations needed to be introduced to any of the areas mentioned above.
➢ Submit the report to the school BoD for acknowledgment and approval.
➢ Propose precise alternatives after checking availability of resources.
➢ Follow up with and report the changes effectiveness (1st month of implementation)

POLICY AND PROCEDURES FOR

Approval of New or Revised Mission Statements

School Mission, Values, Vision and Strategic Direction

I. Purpose

This policy sets forth the school district's mission, and direction to reach the core purpose of the district.

II. General Statement of Policy

The school will have an active mission statement. The mission statement will be based on the values of the community, direct any change effort, and be the basis on which decisions are made. The school board, on behalf of and with participation of all stakeholders, will seek a consensus regarding the mission and values, as well as the strategic vision and strategic direction. The school mission statement and strategic plan will be available to the public on the school website.

III. Mission

The school mission is its core purpose as an organization – its reason for being. "We, in partnership with all stakeholders, ensure that students achieve the highest standards of intellectual, personal and ethical excellence by instilling the core values and skills of the 21st Century and inspiring life-long learning in a caring, collaborative educational atmosphere, and prepare every student for higher education and career pathways as responsible citizens within the global community."

IV. Values

The school values guide its choices and actions, assess the rightness of its path and journey, and shape how it acts with students, the public and each other. Students, employees, school board members, volunteers, families and community members are to dedicate themselves to the following standards:

Respect:

Student-student, student-teacher, teacher-teacher, student-teacher-school

Violence-free atmosphere

Intercultural/interracial understanding and acceptance

Integrity:

Transparency and truthfulness in all matters

Cheating-free examination days

Responsiveness:

Open channels for all stakeholders to communicate their concerns

Acting upon stakeholders' feedback at once

Responsibility & Accountability:

Setting targets and expectations for all stakeholders

All stakeholders are held accountable for their responsibilities

Life-long Learning:

Equip the students with the learning tools and skills

Adopting the 21st CLD principles in teaching and learning

Setting up learning communities among stakeholders

Global Awareness:

Openness to global communities and cultures

Part-taking in international events

Disseminating principles of global awareness

Care about the global catastrophes and despondencies

V. Strategic Vision and Strategic Directions

The purpose of the school strategic efforts is to provide the community with a compelling education plan for the school's future. The planning efforts develop and refine the structures, systems, procedures and practices required to measure, assess and continuously improve the management of resources, programs and services for all learners of the community. The school will review and update the strategic vision and directions of the district every three years. This strategic planning will be a comprehensive study directed by the school board and district leadership seeking input and engagement from the administrators, staff, parents/guardians, community and students. The strategic vision is the compelling picture of the school's educational future bringing the mission to an attainable stage in the continuous improvement process. The strategic directions are the focused application of the school's resources, time, talent, finances and facilities through continuous improvement in the educational programs, services and activities. Each strategic direction will have an identified structural rubric to measure the school's progress in reaching the identified direction. The strategic vision and directions will include a structure of measured accountability and a process for goal alignment within the school. The Quality Unit, and school leadership shall report annually on the progress of the school's strategic plan and present the school's action initiatives to advance the plan for the upcoming year.

VI. Review

The school board will review the school's mission and values every 3 years, especially when members of the board change. The school board will conduct a comprehensive review of the mission, including the values, strategic vision, and strategic directions, every three years.

AL RAWABI PRIVATE SCHOOL BOARD OF DIRECTORS' RPSB
Policy and Procedures

RPSB POWERS AND SCOPE OF AUTHORITY:

Members of the Board will exercise and retain full legislative authority and control over the school. This jurisdiction will be in accordance with the policies established by the Board, and laws and regulations of the local authorities in the Kingdom of Bahrain. In exercising rights and responsibilities affecting the governance of the school, the Board will adopt policies serving as guidelines for the organization and administration of school. Administrative authority, and the power to delegate such authority, will be given to the school principal. The principal serves as Board representative in carrying out the policies of the Board.

RPSB MEMBER CODE OF ETHICS:

The Board desires its members to adhere to all laws regarding conflict of interest and to avoid actions that might embarrass themselves and the Board. Therefore, the Board will adhere to the following code of ethics:

As a member of my Al Rawabi Private School Board **(RPSB)**, I will strive to improve the school quality of education and I will:

Attend all regularly scheduled Board meetings insofar as possible and become informed concerning the issues to be considered at those meetings.

Recognize that I should endeavor to make policy decisions only after full discussion has been done.

Render all decisions based on the available facts and my independent judgment and refuse to surrender that judgment to individuals.

Encourage the free expression of opinion by all Board members and seek systematic communications between the Board and students, employees, and all stakeholders.

Work with other Board members to establish effective Board policies.

Communicate to other Board members and the Chair of the board the reactions to Board policies and school programs.

- Inform myself about current educational issues by individual study and through participation in programs providing needed information.
- Support the employment of those persons best qualified to serve as school employees and insist on a regular and impartial evaluation of all employees.
- Avoid being placed in a position of conflict of interest and refrain from using my Board position for personal or partisan gain.
- Respect the confidentiality of information that is privileged under applicable law.
- Remember always that my first and greatest concern must be the educational welfare of the students attending the schools.

RPSB POLICIES PURPOSE:

- To provide for the development, maintenance, review, and suspension of Board policies. Adoption of new policies or revision of existing policies is solely the responsibility of the Board of Education.
- Proposals for new policies or revisions to current policies may be submitted in writing by any stakeholder, or member of the Board.
- Proposals shall be submitted to the Board Chair for referral to the Board. Except in the case of an emergency, policy recommendations shall appear twice before the Board; once for information followed by a second reading for adoption consideration.
- The formal adoption of policies will be recorded in the minutes of the Board meeting. Only those written statements adopted and recorded in the minutes will be regarded as official policy of the Board.
- Policies will be effective immediately upon adoption unless a specific effective date is provided in the motion to adopt.
- The board chair shall inform the Board of all policies that are out-of-date or in need of revision as a part of the annual review.
- The policies of the Board are subject to suspension, amendment, or alteration upon a majority vote of the Board at a regular or special meeting. The proposed suspension, amendment, or alteration shall appear before the Board for two consecutive meetings prior to adoption; once for information and once for action except that, in the case of an emergency, the Board may waive this rule and take immediate action.

RPSB MEETINGS AGENDAS/MINUTES/PUBLIC COMMENTS PURPOSE:

- To provide for Board of Education meetings, agendas, minutes and citizens' comments as required by the laws and regulations of the Ministry of Education in the Kingdom of Bahrain.

  ➤ *Meetings*

- Board meetings are held to transact the all the school's operations.
- They will be held in the principal's office.
- It will be the duty of the Board chair or the core chair to notify Board members of regular, special, or emergency meetings.
- Regular meetings of the Board will normally be held in the beginning of each month.
- The time will be established by the Board Chair.
- Special meetings require 24 hours' advance, and are limited in subject matter to the announced agenda. These meetings will be called for the purpose of student suspension hearings, employee termination hearings, and other reasons as determined by the Board Chair or by a written request of three Board members.
- Emergency Meetings may be called for the purpose of dealing with emergencies. "Emergency" is defined as a situation involving injury or imminent threat of injury to persons or injury or imminent threat of injury or damage to public or personal property or immediate financial loss.
- Voting Method All voting on resolutions and motions of the Board will be by voice vote, polling each member separately. Each member's vote will be separately recorded in the minutes. If a quorum is present, a majority vote of the members present will be sufficient for taking action unless there is a specific statute applicable to the matter under consideration that requires approval by a majority of the full Board.

> *Agenda:*

- The board chair will develop an agenda format for adoption by the Board.
- The Board Chair (or Vice President) may place items on the agenda, or move items on the agenda, at the request of a Board member.
- The agenda for all Board meetings will be jointly prepared by the board chair (or the co-chair in the absence of the chair) and the owners of the school.
- In the event of a disagreement as to whether an item should or should not be included on the agenda, the decision of the Board Chair (or co-chair) will prevail.
- Each regular meeting agenda will be published and transmitted to Board members for review no later than one week prior to the meeting for which the agenda has been prepared.
- Agendas for special meetings or emergency meetings, not a part of another meeting's agenda, will be prepared and transmitted to Board members as soon as is practical.

> *Minutes:*

- A complete record of all meetings will be set forth in the minute report.
- The minute report will be kept on file by the executive secretary as a permanent record, and will be available for inspection upon request by any local authority.
- Other features of the minutes will include:

  ✓ The nature of the meeting, regular or special, the time, the place, Board members present and absent.
  ✓ A record of all motions passed or denied by the Board, together with the names of the members making and seconding the motions, and a record of the members voting "yes" and "no."
  ✓ A record of the disposition of all matters that the Board considered, but upon which they did not act.
  ✓ Summary of the decisions, effective dates, tasks, responsible a deadline.
  ✓ The minutes will be signed by the board chair.

RPSB MEMBER JOB DESCRIPTION:

Roles:

- adapt to the distinctive characteristics of an academic environment and act in a way that exemplifies and reinforces the institution's core values and ethos
- oversee all aspects of the School, including its control and accountability systems and approve the expenditure and capital budgets
- appoint and evaluate the Principal's performance and provide ongoing support and supervision
- handle grievances concerning the Principal
- develop and maintain healthy relationships with key stakeholders including effective communication channels
- ensure a strategic approach to the school's future by setting major goals, policy frameworks and strategies
- set the tone and the ethical standards of the school and monitor adherence to them;
- review plans and budgets established by school management
- approve all material expenditure outside the budget
- anticipate problems as much as possible and act to diffuse issues
- be attentive to the matter of succession
- establish committees where appropriate
- review and monitor adherence to systems of risk management, governance and legal compliance
- monitor organizational performance
- conduct an annual review of the Board's own performance (i.e. Board Appraisal)
- conduct an annual review of the School's progress and performance in meeting its objectives
- Maintain the solvency of the school.

Responsibilities:

➢ Approve the school's mission and review performance in achieving it.
➢ Annually assess the ever-changing environment and approve the school's strategy to be responsive.
➢ Annually review and approve the school's funding plans.
➢ Review and approve the annual financial goals.
➢ Annually review and approve the agency's budget.
➢ Approve major policies.

Organization:

➢ Elect, monitor, appraise, advise, stimulate, support, reward, and, if deemed necessary or desirable, change top and middle management.
➢ Regularly discuss with the principal matters that are of concern to that person or to the board.
➢ Annually approve the performance review of the principal's and establish compensation based on recommendations of the appraisal committee and board chair.
➢ Be assured that management succession is properly planned.
➢ Be assured that the organizational strength and employee base can substantiate long-range goals.
➢ Approve appropriate compensation and benefit policies and practices.
➢ Propose a slate of prospective board members to current members and fill vacancies as needed.
➢ Annually review the performance of the board (including its composition, organization, and responsibilities) and take step to improve its performance.

Operations:

➢ Review results achieved by staff compared with the organization's mission and annual and strategic plan long-range goals.
➢ Compare the school's performance to that of similar institutions.
➢ Be certain that the financial structure of the organization will adequately support its current needs and long-range strategy.
➢ Provide candid and constructive criticism, advice, and comments.
➢ Approve major actions of the organization such as capital expenditures on all projects over authorized limits and major changes in programs and services.

Audit:

➢ Ensure that the board and its committees are adequately informed of the financial condition of the school and its operations through reports or any appropriate method.
➢ Ensure that published reports properly reflect the operating results and financial condition of the organization.
➢ Ensure that management has established appropriate policies to define and identify conflicts of interest throughout the organization and is diligent in its administration and enforcement of those policies.
➢ Appoint independent auditors subject to approval by board members.
➢ Review compliance with relevant material laws affecting the organization and its programs and operations.

RPSB APPRAISAL SYSTEM:

➢ The evaluation process is a constructive mechanism for improving board effectiveness, maximizing strengths and tackling weaknesses, leading to an immediate improvement in performance throughout the school.
➢ The board evaluates its performance yearly according to the following scheme:

Standards	Evaluation		
	Excellent	Satisfactory	Poor
RPSB ensures that the school has a three to seven-year strategic plan or a set of clear long range goals and priorities			
RPSB's meeting agenda clearly reflects the strategic plan or priorities.			
RPSB ensures that the organization also has a one-year operational or business plan.			
RPSB gives direction to staff on how to achieve the goals primarily by setting or referring to policies.			
RPSB ensures that members and stakeholders have received reports on how the school has used its financial and human resources.			

RPSB ensures that the school's accomplishments and challenges are communicated to members and stakeholders.			
Board members are aware of what is expected of them			
The agenda of **RPSB** meetings is well planned so that we are able to get through all necessary board business.			
Most board members come to meetings prepared.			
All **RPSB** members participate in important board discussions			
All decisions made and taken by consensus.			

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 and vocational 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 and/or vocational issues. 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 topics educational and vocational but not necessarily on personal issues.

- 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 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 vocational 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

  - ✓ Information gathering
  - ✓ Information organization
  - ✓ 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 student must be properly prepared for post-schooling options e.g. employment, training, further education, emigration, unemployment and ways to circumvent it.
- ➢ 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 he/she 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 for students may be sought for problems such as learning difficulties, substance abuse, addiction, bereavement and personal crisis from agencies.
- ➢ Parents must be informed of and permission sought for a referral by the SGC to an external agency e.g. Educational Psychologist etc.

ASSESSMENT:

- Psychological and educational assessments/tests are useful insofar as they provide information for the SGC and others for whom it is relevant.
- Judicious use of test information is helpful in predicting academic and occupational performance, classifying ability, assessing remediation requirements and levels of achievement.
- Assessment results are important. Yet, their dissemination is of equal or greater importance. In returning the results of a student's assessment, the SGC must be aware of the confidentiality and sensitivities of the student and the manner in which the SGC shares the information with the student.
- Tests may include: Personality tests, Aptitude tests, Interest inventories, Problem checklist, General ability tests, Performance tests, School exam results and Public exam results.

RECORD KEEPING:

- Records of counselling sessions should be kept to a minimum.
- It is also advisable for the SGC to use one's own personal notation if records are to be kept.

ACCOUNTABILITY AND EVALUATION:

- The SGC is mindful of his/her obligations to management, staff and students alike and recognizes that he/she 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 his/her own cultural background and recognizes that each student he/she encounters, is operating from and in his own cultural network.
- The SGC best serves his/her students if he/she 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 his/her 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.
➢ 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.
➢ Students are to be informed or reminded of the procedure of using a guidance slip to leave class.

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.

INFORMATION FOR STAFF MEMBERS:

➢ Transparency is the key word for the SGC in dealing with colleagues. Particularly with regard to students who have educational, physical, social, behavioral problems. Bearing in mind the SGC'c obligation to confidentiality he/she should consciously and freely make available all relevant information about students to his/her colleagues.
➢ Information and new developments in guidance are to be shared with and made available to staff members.
➢ Enquiries are to be encouraged and a sense of inclusivity fostered.

CRISIS MANAGEMENT POLICY

Introduction

➢ For the purpose of this policy a crisis is defined as:

'A sudden, unexpected event that is distressing to students, staff and Al Rawabi Private School community. An incident becomes critical when the disruption is on a scale beyond the normal coping capacity of Al Rawabi School and may require the assistance of the emergency services and/or the Ministry of Education.'

➢ This policy cannot deal with all eventualities that might threaten Al Rawabi School environment. A crisis affecting a school can occur either within the school grounds or outside school premises.

➢ The following are examples of events that could trigger emergency procedures:

   ✓ A serious accident involving young people and school staff
   ✓ A violent intrusion onto school premises either in person or by means of arson or a bomb
   ✓ Denial of access to school premises
   ✓ The release of a hazardous substance near or on Al Rawabi School site
   ✓ Severe weather such as floods, snow, high winds, extreme storms.
   ✓ Events which result in higher than normal absences (e.g.: infectious diseases such as meningitis or influenza)
   ✓ The death of or major injury to a pupil, staff member, governor (whether accidental or otherwise)

➢ Incidents can occur:

   ✓ During and out of school hours
   ✓ On and off school premises
   ✓ When premises are being used for community / extended school activities.
   ✓ Within the local community involving pupils from Al Rawabi School
   ✓ In another country / part of the GCC

➢ Other associated school documents are;

- ✓ Risk Management Reports
- ✓ Health and Safety Policy.

Aims and Objectives of this Policy

- ➢ To prevent / minimize the loss of life / injury to all students, staff and visitors.
- ➢ To swiftly inform emergency services and relevant authorities.
- ➢ To take control of the incident until the emergency services arrive, thus minimizing stress and discomfort.
- ➢ To swiftly carry out measures to ensure actions by others following the original incident do not further damage Al Rawabi School, its students or staff.
- ➢ To fully support students and staff following any incident, so that they are able to return to fully participating in education at Al Rawabi School as soon as possible.

Roles and Responsibilities

- ➢ Al Rawabi School Governing Body delegates all responsibility for the management of such incidents to the Principal.
- ➢ The principal will identify key members of staff, who will form an Emergency Management Team (EMT) and the principal will communicate the names, roles and responsibilities of this team to the whole school staff. The principal will, at his/her discretion amend this team as appropriate to any situation.

Emergency Management Team

Position	Role
Principal **A.Sattar M. Amri**	In overall control of the incident.
Financial Manager(Or in absence,Principal) **Khaled Bader**	Responsible for the immediate management of the incident, under the direction of the Principal. This will involve liaising with school personnel, emergency services, council officers, etc.
Assistant Principal **Ali Laribi**	Responsible for the immediate management of all pupils and staff, assisted by other managers.
Nurse **Elsy Ebraham**	Is handling all Health - Medical Conditions or cases.
Support and Guidance team **Amal & Ramy**	are solely responsible for liaising with the media and organizing communications with parents and other stakeholders.
Director Manager **Moh'd Al Ekri**	Under the direction of the Principal will carry out all necessary tasks to ensure the smooth functioning of the team.

** See EMT appointment decree.

Types of Emergency

In School:

- ➢ Accidents or deliberate acts of violence
- ➢ School fire or explosion
- ➢ A pupil or member of staff being taken hostage
- ➢ Bomb or suspected bomb being discovered
- ➢ Health - Medical Condition or Infectious Condition, e.g. Meningitis or Influenza
- ➢ Serious gas or water leak
- ➢ Death or serious injury of a student or members of staff

Off site:

- The death of a student or member of staff either by accident or natural causes
- incident to students or staff which result in hospitalization
- Severe weather: snow, storms etc.
- Terrorist act which results in injury or death.

Preparation

- In order to minimize the effect of any emergency, Al Rawabi School will thoroughly prepare to ensure that all emergencies are dealt with smoothly and efficiently, with the minimum of stress to students, staff and bystanders.
- The establishment of an Emergency Management Team will be one of the first steps to be taken.

- ✓ Our plan will support and be consistent with the regulations of the Ministry of Education.
- ✓ We will consult with all relevant emergency services to ensure our plan is robust
- ✓ We will carefully consider all possible scenarios and prepare comprehensive plans to resolve these issues.

Implementation

- The plan will be discussed with key staff who are nominated within the plan to ensure they are fully aware of their roles and responsibilities.
- A staff meeting or part of a staff development session will be allocated to share this with all staff.
- Training will be considered for appropriate staff in relation to some of the main types of incident below, including bereavement counselling.
- Support for staff and identification of ways of obtaining it will be considered.
- A senior member of staff will be nominated to regularly review and update the plan.
- A central location will be identified to keep a hard copy of the plan and details of who should have access to the plan and emergency contact details.
- Administration staff will be nominated to access personal files to ensure emergency information is always up-to-date.
- Current lists of contact phone numbers will be available in hard and electronic versions – both staff and student details.

- All staff will be instructed not to give interviews or comments to the media. We will ask staff to direct all media enquiries to the Directorate of Private Education at the ministry of Education.

Emergency Resource Record

- An emergency resource record should be prepared and stored in the school clinic which contains:

  - ✓ Contact numbers for all students, staff and key organizations, Emergency Planning Team etc.
  - ✓ List of students who have medical conditions
  - ✓ Emergency registers
  - ✓ First-aid kit and, if available, medication for pupils with medical conditions.

- This record must be located centrally and securely. Arrangements for it to be brought out for every emergency will be made.

Communication

- The importance of having clear lines of communication to all stakeholders and external agencies, including the media, must not be underestimated.
- It is the role of the Financial Advisor to ensure that staff and resources are allocated which allow information to be distributed without hindrance to all parties.
- The Communications Officer will be identified by the Principal and access appropriate communication training from a specialist provider.

Staff mobile phones

- In the event that Al Rawabi School may have to be evacuated, mobile phones will be needed.
- It is advisable that all members of the Emergency Management Team have school-sourced mobile phones, which are kept fully charged for emergencies.
- The numbers of these phones and those of the private direct line should be entered into the memories of the phones when first purchased, to ensure ease of contact.

Briefings

➤ The Communications Officer should consider providing scripts on a regular basis for administration staff.
➤ A dedicated area of a staff notice board or e-mails will be identified to keep staff updated.
➤ All information should be factual i.e.

- ✓ Time and location of incident
- ✓ Numbers of students and staff involved (no names)
- ✓ Summary of action taken.

➤ Staff should not be drawn into speculation, just stick to the facts. Provide the time of next update at the end of each bulletin.
➤ All media coverage, after approval from the Directorate of Private Education, should be monitored for accuracy and any inaccuracies corrected.
➤ Media personnel should be placed in a room separate from students, staff and parents to manage media access to these groups.

Pupils' mobile phones

➤ Students should be strongly discouraged from using personal mobile phones to ring parents or others.

Emergency Cascade System

➤ If Al Rawabi School cannot be opened for whatever reason, utility failure, severe weather, etc., an emergency cascade system should be used.
➤ Starting with the Principal at the top of the cascade, s/he communicates with three others (Financial Manager, Assistant Principal and Financial advisor), who in turn will communicate a message to two or three others. In a very short time all members of staff will have received a clear message about the status of Al Rawabi Private School.

Policy Review

➤ Responsibility for reviewing this policy rests with the Principal, who will consult with the Board of Directors to review this on her/his behalf.
➤ This policy will be reviewed annually and will be amended in line with current best practice and changes to the kingdom's rules and regulations.

ADMISSION POLICIES AND PROCEDURES

1. **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 Private 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 programs. The Admission department comprises the Admissions Coordinators, who report to the School Principal and are assisted by Accounts Department.

Admission to Al-Rawabi Private 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 Private 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.

2. **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.

3. **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 test in Arabic and English (All grades including KG2) and English, Arabic and Math (from grade 9 onwards) to ensure a good start for the student.

4. **Registration Date:**

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

5. 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.

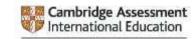## 6. Required Documents (for new students):

- Kg1 and 2 applicants: Birth certificate, copies of one parent's Identity Card and the child's Identity Card and personal photos.
- Grade1: All previously mentioned documents for KG1 and 2 +Vaccination Document + Medical Examination.
- Grade 2 onwards: 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.

   All required documents should be submitted prior to the commencement of the school year. Failure to do this will result in the cancellation of the registration.

7. 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.

Admission to the IGCSE:

(Admission to IGCSE will be at Grade 9 only)

Al-Rawabi Private School adopts the following procedures in selecting students seeking admission to the IGCSE:

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 for the students. 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 Program, 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.
2. The student's personal development history is also taken into consideration.

Admission to the IBDP:

Al-Rawabi Private School operates an inclusive admissions policy and encourages all students to attempt the International Baccalaureate Diploma Programme. Al-Rawabi Private School also offers the possibility for students to follow individual, or a selection of IB Diploma Programme courses if the full IB Diploma is not suitable.

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 makes sure that candidates have the acceptable level of readiness to avoid struggle with the IBDP later. This is done through a diagnostic/placement test for all the subjects chosen by the candidate, including Visual Arts. These tests are followed by an interview with the subject teachers. The diagnostic/placement test score does not disqualify candidates from being admitted in the IBDP when they demonstrate proficient understanding of the key concepts of the subject matter. In this case, the candidate is admitted to the Programme even if he does not score high in the test.

Students with **IGCSE** background are admitted automatically to the diploma programme if their grades in the respective subjects is scored **C and above**.

Acceptance and access to the IBDP diploma or courses will be at the discretion of the School principal and will be based upon the student's ability to access and benefit from the challenging international curriculum and programmes offered by the school.

1. ## Criteria for admission

Each candidate's application materials are carefully studied in order to assess suitability for admission. We look 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 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 IB programs can also be an advantage, but is not a pre-requisite for admission. If a student broadly corresponds to the school admissions criteria, but is currently having difficulty reaching his or her full potential, the student may be admitted, in certain cases, pending his or her (and his or her parents') agreement to engage in a program of additional support. This may include, for example: 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. Fluency in English is not a criterion for admission (with the exception of candidates applying for grades 10, 11 or 12, in which cases a minimum level of English is required). Attention is given to the balance within a class regarding gender, language, specific needs, etc., especially when classes are close to full. At the whole-school level. 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.

2. ## Applicants with specific needs

Al-Rawabi Private School has a Learning Support program, 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 having a specific need must submit complete reports with the application.

These might include individualized education programs (IEPs), psychological reports or speech and language reports. Any student with significant 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 in order 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**.

3. 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 not been 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.

4. 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 Private School, they will be able to develop proficiency in academic English sufficient to enter IB Diploma Programme.

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

Academic Honesty Policy

Al-Rawabi Private School, guided by the philosophy of the IB, places great value on the ethical qualities of personal integrity and academic honesty. Academic honesty is expected of all members of the school community; students, faculty, administration and parents. We are guided in our expectations and practices by two of the Learner Profile attributes which describe students as:

PRINCIPLED: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

REFLECTIVE: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Raising awareness and sustaining the importance of academic honesty is a vital part of the role of the DP Coordinator.

We, at Al-Rawabi Private School, align the Academic Honesty with the IBO approaches to learning.

Academic Policy, Defined:

The IB upholds principles of academic honesty, which are seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. Promoting Academic Honesty is essential because lack of academic integrity undermines the philosophy of any educational programme. Students engaging in academic misconduct miss the "learning opportunity". Moreover, those who breach the regulations of academic work will find it easy to breach the conventions. All stakeholders in the Al-Rawabi Private School community believe that the principle of academic honesty should be considered by students as a learning experience and become part of their academic study during and beyond the IB Diploma course of study.

The Aim of the policy:

- ✓ Promote good academic practice and a school culture that actively encourages academic honesty
- ✓ Enable students to understand what constitutes academic honesty and academic misconduct
- ✓ Encourage students to look to their teachers, supervisors and coordinator for support when completing assessed work in order to prevent any possible form of misconduct
- ✓ Ensure that students understand the importance of acknowledging accurately and honestly all ideas and work of others
- ✓ Explain to students that they have an important role in ensuring that their work is 'academically honest
- ✓ Impart to students that plagiarism (and all forms of academic misconduct) is a serious academic offence for which Al-Rawabi Private School & IB World School shows no tolerance
- ✓ Explain to students precisely what penalties will be imposed should they be found guilty of misconduct.

Academic Policy, Expectations:

Students are expected to always:

- ✓ Undertake research honestly and produce authentic pieces of work
- ✓ respect intellectual property by acknowledging all ideas and work of others. Source materials may include along with written texts, visual, audio, graphics, artistic, letters, lectures, interviews, broadcasts, maps. Forms of intellectual property include patents, trademarks, moral right, copyrights
- ✓ Show proper conduct during examinations

What is Malpractice?

"The IBO defines malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components".

Students may incur in the following forms of malpractice:

- ➢ **Plagiarism:** this is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment
- ➢ **Collusion:** this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another
- ➢ **Duplication of work:** this is defined as the presentation of the same work for different assessment components and/or diploma requirements
- ➢ **Paraphrasing:** this is defined as the restatement of someone's work in another form. In order for it to be allowed, the source needs to be acknowledged.
- ➢ **Fabrication of data**: this is defined as manufacturing data for an experiment and for mathematical exploration/project
- ➢ **Disregarding the IB DP Examination Code of Conduct**: this is defined as an infraction or disregard of guidelines as established by the IBO with respect to examination conduct
- ➢ **Disclosing information to another candidate, or receiving information from another candidate, about the content of an examination paper within 24 hours after the examination**

Examples of Malpractice:

- ➢ Submitting to IBO someone else's work
- ➢ Copying the work of another candidate
- ➢ Allowing a peer to copy your work
- ➢ Not acknowledging sources
- ➢ Asking another person to write your work
- ➢ Falsifying data used in an assignment
- ➢ Falsifying CAS records and journals
- ➢ Stealing examination material and/or exam papers
- ➢ Bringing unauthorized material into the examining room. Examples: notes, unauthorized software on a graphic calculator, cell phones
- ➢ Disrupting behaviour during exams
- ➢ Impersonating another candidate

Consequences of Malpractice

First Offense:
➢ An automatic zero for the work in the case of a first offence. No opportunity is to be given to make up the zero grade. The document is to be collected by the teachers and filed with the Principal. Parents shall be notified.

Second Offense
➢ An automatic zero for the work with the same above specified notifications and qualifications for a second offence. Additionally, a two-day out of school suspension is to be assigned and a meeting of the Parents, student, teacher and Counselor called by the Principal. All work undertaken during the out-of-school suspension shall be given a grade of zero;

Third Offense
➢ Indefinite suspension pending a recommendation for expulsion for a third offence with a grade zero being assigned to all work.
➢ In case of malpractice in work for an external diploma or certificate (such as the Diploma and IB Courses, IGCSE), the school shall notify the external organization in addition to the above. Given the potential of discrediting Al-Rawabi Private School under such circumstances, the student may also face expulsion.

Avoiding Malpractice

The Role of Students
Students must take responsibility for their learning. They are expected to do their own work and to demonstrate honestly what they have learned.

Student's responsibilities include:
➢ Read, understand and become familiar with the rules of the ASM Academic Honesty Policy and with all IBO rules and regulations documents
➢ All work submitted is the student's own work
➢ All sources are fully and correctly acknowledged including sources taken from websites, audio-visual, emails, CD.s, photographs, graphs and similar
➢ When required by teachers and/ or by the DP Coordinator, students must submit their work to "Turnitin"
➢ Respect internal deadlines
➢ Make proper use of a citation style

- When submitting his/her work to IB examiners, the candidate is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged.

The Role of the Programme Coordinator
- Ensure that students understand clearly the IBO expectations regarding academic honesty
- Ensure that the school's academic honesty policy is aligned with IB expectations and undergoes a periodic review.
- Ensure that teachers, candidates and parents are aware of IB requirements concerning academic honesty.
- Agree with IB teachers on an internal calendar of all due dates for the receipt/ submission of candidates' assessment material
- Ensure candidates and invigilators are provided with relevant information about examination regulations.
- Establish a calendars for assignments.
- Plan regular meetings with faculty members to verify that all parties have a clear understanding of IB expectations.
- Ensure that policies and procedures are easily available to all stakeholders (teachers, students and their parents)

The Role of the Head of School
- Establish an academic honesty policy.
- Provide teachers with effective training opportunities.
- Ensure teachers and students adhere to the school's academic honesty policy.
- Share with parents the aim of the academic honesty policy.
- Ensure everybody understands academic honesty and consequences for IB students if they engage in academic misconduct.

THE ROLE OF THE LIBRARIAN
- The Librarian has a key role in helping students become familiar with the research process and teach them the fundamentals of academic honesty. The Librarian provides guidance to students throughout their scholastic path and is a valuable resource in conducting teaching and learning of specific conventions accepted in a community of learners.

THE ROLE OF TEACHERS

➤ Talk to students about plagiarism and how to properly conduct a research paper or prepare an oral presentation

➤ Set clear expectations for assignments and provide guidance to candidates on how to correctly cite sources

➤ Be vigilant for changes in writing style, and in noticing that the student's work is too complex and academic and goes beyond the student's ability

➤ Read the final version and check for authenticity of any work submitted to IBO. (EE, TOK papers, Internal Assessment)

➤ Teachers are strongly encouraged to make use of "Turnitin" when checking on major IB assignments

➤ Although the candidate is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged, it is the responsibility of each teacher to confirm that, to the best of his or her knowledge, all candidates' work accepted or submitted for assessment is the authentic work of each candidate.

THE ROLE OF PARENTS

➤ Read and become familiar with the Academic Honesty Policy and all IBO documents related to the IB Diploma rules and regulations

➤ Support teachers and administrations in talking to their children about the importance of academic integrity

➤ Cooperate with the school in case their child is found to be guilty of malpractice either intentionally, or by inappropriate documentation of sources.

References and Resources

▪ Academic Honesty, IBO, 2009
▪ Academic Honesty in the International Context, IBO 2014
▪ Academic honesty – principles to practice
▪ Effective citing and referencing, IBO 2014
▪ General Regulations: Diploma Program, IBO, 2011
▪ Handbook of Procedures for the Diploma Program, IBO 2013.9
▪ ACADEMIC HONESTY POLICY — IB DIPLOMA

Al-Rawabi School Inclusion Policy

Foreword:

At Al-Rawabi School, we perceive learning as a life-long journey and thus aim at inspiring and supporting our students the summit of their potential. Our curriculum is standard-based but the scope and sequence is tailored to the individual needs of the students. It focuses on functional learning and incorporates learning and life skills to support and promote life-long learning. The School provides a vibrant, fun and inclusive educational and therapeutic environment where all stakeholders make up a learning community.

All students have the right to education, irrespective of their gender, race, disability or special educational need. In keeping with our vision, Al-Rawabi makes provision for students with learning support needs and/or a medical issue requirement to ensure that all students who are eligible according to Al-Rawabi admission policy have access to the IGCSE and IBDP. Students with learning support and medical needs are not prevented from following the IBDP. Therefore, we aim to promote a culture of teaching and learning diversity inside and outside the classroom.

We believe that students learn best when they are secure and emotionally balanced. The school provides social, emotional and therapeutic support to all students and specifically those struggling with adolescence. We keep the students at the centre of all school operations, working closely with all stakeholders to help students achieve the best academic and personal achievement.

School objectives:

- Provide a curriculum that meets the needs of the individual student and helps prepare them for life, career and higher studies.
- Ensure that learning is comprehensive in that it strikes a balance among skills, knowledge and conceptual understanding.
- Create a learning environment that inspires students, faculty and staff to do their best to excel.
- Encourage learning independence, problem solving and critical thinking.

- Meet students' physical, sensory, medical and therapeutic needs in collaboration with other stakeholders.

- Focus on individual well-being by providing therapeutic opportunities to support the development of confidence and self-esteem, and ensure smooth inclusion and effective integration.

- Work closely and in collaboration with parents, the Local Authorities, professionals and other stakeholders.

- Ensure a smooth transition to post-school provision through regular orientations of students and their parents.

School Philosophy

All staff are inducted into the philosophy of the school and shown examples of good practice. All learners have equal access to relevant learning opportunities differentiated according to individual needs and individual education plans. Learners are encouraged to value and support each other in their learning and taught to recognize their own and each other's' strengths and differences. All learners have opportunity to work alongside others and in individual sessions according to personal needs. The school celebrates achievement at all levels, whether academic, physical, social or emotional. All celebrations and recording of achievement is relevant to the individual. The school will not segregate learners according to their ability or disability. However, students are made to know that they have to be integrated with their peers to avoid any sense of discrimination. No learners will be disadvantaged according to their level of ability or disability. Through the implementation of our policy we aim to ensure that all learners:

- ✓ Feel equally valued and accepted as individuals
- ✓ Enjoy their school life, and engage in it with a sense of confidence, achievement and equality
- ✓ Develop awareness that we are all learning about ourselves and others all of the time

- ✓ Develop a strong self-esteem, confidence, self-image and assurance, leading to as independent life as possible outside Woodlands

- ✓ Use skills and experience from Al-Rawabi to benefit and enhance their life at home and support them beyond school.

- ✓ Demonstrate to other professionals that inclusive practice is mutually beneficial to all. The Student Journey On entry to Al-Rawabi, students are carefully integrated in classes to ensure total inclusion, whilst being mindful of practical issues such as, health and safety, class size and previous experience.

SEN Students:

All students with an identified need for learning support are listed in the school **confidential** database. The database is updated regularly and is accessible for advisors, counsellors and teachers. include:

Special Educational Needs students are different from those of the majority of students. They include those who need additional support or challenge in their learning. Special educational needs means a student has difficulties with:

- all of the work in school

- reading, writing, numeracy or understanding information

- expressing themselves or understanding what others are saying

- making friends or relating to adults

- complying with school rules

- organizing themselves

- some kind of sensory or physical needs that may affect their activities

Type of need

➤ Behavioral, Social, Emotional

Behaviour that presents a barrier to learning. Emotional problems such as depression, eating disorders, attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD), Oppositional Defiant Disorder (ODD), Conduct disorder (CD).

➤ Sensory

• **Visual impairment**

Visual impairment is when a person has sight loss that cannot be fully corrected using glasses or contact lenses.

• **Hearing impairment**

Hearing impairment, deafness, or hearing loss refers to the inability to hear things, either totally or partially.

➤ Physical Disability

Disabilities arising from conditions such as congenital deformities, spina bifida and/or hydrocephalus, muscular dystrophy, cerebral palsy, brittle bones, haemophilia, cystic fibrosis or severe accidental injury. It is important to state that there is no necessary direct correlation between the degree of physical disability and the inability to cope with the school curriculum, apart from the elements involving physical activity. Students with severe physical disability may have minimal special educational needs, while those with minimal physical disability may have serious learning needs.

> Medical Conditions or Health Related Disability

Medical conditions that may lead to an associated "special need". These conditions may be temporary but are more likely to be ongoing and include such illness as asthma, diabetes and allergies.

> Speech and Language Disorders

(This does not include students with additional language needs)

Expressive language disorder – problems using oral language or other expressive language. Students' understanding of language is likely to exceed their ability to communicate orally. Receptive language disorder – problems understanding oral language or in listening. Global language disorder – difficulties with both receptive and expressive language. Global language disorders affect both the understanding and use of language.

> Communication and Interaction

Autistic Spectrum Disorders (ASDs) are neurological disorders that are characterised by difficulties with social communication, social interaction, social imagination, and flexible thinking. Asperger's Syndrome is thought to fall within the spectrum of autism, but with enough distinct features to warrant its own label. It is characterised by subtle impairments in three areas of development. There is no clinically significant delay in cognitive development or in language acquisition. However, students with Asperger's syndrome often have communication difficulties.

> General Learning Difficulties

✓ **Learning Difficulty Category 1:**

Below average general intellectual functioning often reflected in a slow rate of maturation, reduced learning capacity and inadequate social adjustment.

✓ **Learning Difficulty Category 2:**

Significant learning difficulties which have a major effect on participation in the mainstream curriculum, without support.

➢ Profound & Multiple Learning Difficulty (PMLD)

Complex learning needs resulting in severely impaired functioning in respect of a basic awareness of themselves, the people and the world around them. They may include physical disabilities or a sensory impairment. A high level of support is likely to be required.

➢ Assessed Syndrome

A syndrome usually refers to a medical condition where the underlying genetic cause has been identified, and the collection of symptoms is genetically related. Examples of syndromes include: Down's syndrome, Stickler syndrome and Williams syndrome.

➢ Specific Learning Difficulties

✓ **Dyslexia -reading**

Dyslexia is a specific difficulty with learning to read fluently and with accurate comprehension despite normal or above average intelligence. 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 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

➢ Gifted and Talented Students

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

• The term **talented** 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. Again, this will be done with and through the Phase Leader.

Special Education Inclusive Practices:

Our goal is to support students with disabilities in gaining college and career readiness skills, as well as fostering student independence and responsibility for learning through active engagement in 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.

Individual Education Plans (IEPs) are written documents prepared by the Special Education Department for a student with a qualifying disability. The IEP 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 program, focusing on priority learning needs while setting specific learning goals for a student over a set timeframe all set in the least restrictive environment possible for the student to learn.

Effective IEPs are individualized, child-centered, inclusive, holistic, collaborative, and accessible. When complete, the IEP plan outlines teaching strategies, resources, and supports necessary for the student to achieve those goals.

The special education teacher consults with the general education teacher on the implementation of instructional modifications and the delivery of instructional techniques for the students with disabilities. Teachers collaborate regularly to incorporate the following in their teaching practices:

- ✓ Extra time to complete assigned work

- ✓ Enlarging texts

- ✓ Simplifying complex instructions

- ✓ Breaking long assignments into smaller parts

- ✓ Assisting students into setting short term goals

- ✓ Pairing oral instructions with written ones

- ✓ Repeating instructions

- ✓ Permitting assignments to be typed

- ✓ Permitting video reports or oral delivery

   ** *Teaching strategies, where appropriate, can be adjusted for individual students and can include (but are not limited to)*

Al-Rawabi Private School values special needs students. To support them, our practices include, but are not limited to, the following:

- ✓ All teachers differentiate their lessons to meet student's individual needs.

- ✓ Meeting the needs of the Special Education students, the Support and Guidance office works in close coordination with the teachers to devise individual plans.

- ✓ Off-campus trips or on-campus events include all Special Education students.

- ✓ No change is made to a Special Education students' course schedule until reviewed by both the student's general education and special education teachers.

- ✓ Special education teachers communicate student IEPs and BIPs to all teachers and Support & Guidance office members that work with students.

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 Private 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 stakeholders in 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 Private 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 Private School offers a variety of national subjects (Arabic language and literature, Religion, Citizenship and Social studies) 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' cultural identity, 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 Private School offers a variety of international subjects (Math, Computer Science, Art, English language & literature, Biology, Chemistry, Physics, Business & Management, Economics, and P.E.) 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.
- ✓ 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 programs 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 Private School ensures that students receive regular, prompt and constructive feedback on language learning and progress and teachers track progress of students' language acquisition through various assessment methods such as quizzes and exams, and then use the students' performance data to plan improvement action plans targeting the development of all strands of language.

"Language is fundamental to learning, thinking and communicating. Learning best takes place in 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