



Greenfield  
Community  
School

# Student / Parent Handbook 2016-17

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## Letter from the Principal

Dear Students and Parents,



Welcome to Greenfield Community School. We are pleased that you have selected GCS as your school and look forward to an inspiring and exciting year. Every school has its routines, policies and standards and this handbook is intended to help you understand those. There are many things that contribute to our school's ethos or character and if you are new it will take time for you to find your feet. If you have questions or concerns please see either myself or Mr. Mallon or Mr. Bunting for clarification. Most days you can find me in front of the school before the academic day begins. At Greenfield we have a community of teachers and students who respect and care for one another. That is visible in the courtesy we show every member of our school community

regardless of who they are. Greenfield students are self-disciplined, show respect for themselves and others, responsible and honest.

Our caring and highly qualified professional staff provide our students a safe and stimulating environment in which to learn. We believe that it is important to create a programme that is balanced and rich in core academic and extra-curricular activities. We strive to provide students an inspiring education in which they may excel in activities that involve leadership and global understanding. We strongly promote a culture that fosters positive self-esteem and a sense of belonging by celebrating the achievement and success of each student. As an IB World School we have integrated the IB Learner profile throughout all levels of our school. We "aim to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect". Please become a part of our community and play an active and productive role in this partnership by engaging in the learning process. I wish you a lifetime of learning.

Kind Regards,

Andrew Wood

Principal, Greenfield Community School

# Philosophy of Greenfield Community School

## Taaleem Group

Taaleem aims to inspire young minds, and help them identify and develop their passions and talents. Taaleem, which means education in Arabic, will continue to deliver premium schools in the GCC region. Taaleem's main activity remains the development and management of early childhood, primary and secondary schools. With quality at the forefront, we tailor each project to meet the specific educational requirements of different communities by offering a range of top international curricula; currently British, American, the International Baccalaureate and our customized early childhood programmes. We only recruit the best international teachers who are capable of delivering our international curricula in a creative and engaging manner. It is the skills and dedication of our teachers that have brought us such a great reputation so quickly and which will form the cornerstone of our future success.

Taaleem is seeking to raise the educational standards in the region. The combined experience of its core team of senior education leaders in international education policy, operations and global management best practices means Taaleem is well positioned to deliver truly exceptional schools that comprehensively satisfy the most exacting educational requirements.

Currently in the Taaleem family are the following schools: Al Mizhar American Academy for Girls, The Children's Garden, Dubai British School, Greenfield Community School, Uptown School, Raha International School, Dubai British School Jumeirah Park, Dubai British Foundation and Jumeirah Baccalaureate School.

### Taaleem Mission and Vision:

1. Our **vision** is to be the most respected provider of high quality education in the Middle East.

Our **mission** is to inspire our students to identify and develop their passions and talents. We will encourage them to develop holistic skills, knowledge and character so that they can compete successfully on the global stage and become responsible world citizens.

# **Greenfield Community School**

## **VISION**

Greenfield Community School is committed to building a an inclusive world class IB Continuum School, recognised for rigour and excellent quality of teaching and learning. We embrace our international and cultural diversity and strong sense of community.

## **MISSION Statement**

Greenfield Community School is committed to develop and equip its students with knowledge, skills and values through its effective and challenging curriculum.

Our strong and cohesive community and the foundation of the IB Learner Profile provide our students with a nurturing and caring environment.

We dedicate ourselves to being a world class IB Continuum School, inspiring one another to achieve our personal best and to promote a culture of mutual respect, shared values and global understanding.

## **Motto for the year**

*Challenge, Accountability, Rigour.*

## **IB Mission Statement**

The International Baccalaureate (IB) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## **The Curriculum**

Our aim is to encourage students to have a passion for learning and to carry that spirit with them throughout their lives. Our curriculum is the International Baccalaureate Organization's programmes; PYP (Primary Years Programme for children aged four through eleven/twelve), MYP (Middle Years Programme for students from eleven/twelve through sixteen) IBCC and DP (International Baccalaureate Certified Certificate and Diploma Programme for sixteen through eighteen year olds). English is the language of instruction throughout the school and support is available for students with English as an Additional Language (EAL) on a short term basis. Arabic is taught either as a first or additional language to all students. A bilingual standard in these languages is an expectation for many of our students and it is possible to achieve a bilingual IB Diploma upon graduation by taking both languages as Language A (native speaker standard). We also expect most of our students to study French or German from grade one, where students will be taught in classroom groups according to their ability as a native or second language speaker.

Our students' needs for education are varied. Some are "forever" students; others are here for a few years whilst parents fulfil local contractual requirements. The programmes are compatible with most national and international programmes and students usually find transfers relatively smooth from an educational viewpoint. The IB Diploma Programme is widely accepted as a high standard of education for university entrance. The IBCC is a new programme but already has gained wide acceptance as an alternate pathway to university entrance.

## **The IB Learner Profile**

IB Learners are:

Inquirers, Thinkers, Communicators, Risk-takers, Knowledgeable, Principled, Caring, Open-minded, Well-balanced ♦ Reflective

Further information about the IB programmes is available at: [www.ibo.org](http://www.ibo.org)

## **Primary Years Programme (PYP)**

The IBO Primary Years Programme is designed to build upon the natural curiosity of the child. Intended for children aged 4 through 11/12, students participate in four to six "Units of Inquiry" per year. Learning through inquiry means that children are given the opportunity to ask questions, research answers and become involved in hands on activities that build knowledge gained in a relevant and engaging way. Each Unit of Inquiry lasts for approximately six to eight weeks, which allows time for children to delve deeply into the topic. To ensure that children acquire a broad base of knowledge, Units of Inquiry are developed under six "organising themes":



◊ Who We Are ◊ Where We Are in Place and Time ◊ How the World Works ◊ How We Organise  
Ourselves ◊ How We Express Ourselves ◊ Sharing the Planet

The subject areas are: Social Studies, Personal, Social and Physical Education, Mathematics, Science, Technology, Language, and the Arts are woven into the Units of Inquiry to provide a trans-disciplinary approach to learning. Each Unit of Inquiry is international in perspective and of global significance. Learning outcomes are set out in great detail in comprehensive Scope and Sequence documents provided to IB schools by the International Baccalaureate Organization. These documents indicate by age group, the skills and knowledge that should be acquired by PYP students.

Assessment forms an integral part of each Unit of Inquiry, and students are given many opportunities to display their knowledge and skills. Assessments may consist of self or peer assessment, presentations, written assignments, computer generated projects etc. Units of Inquiry often end with a Celebration of Learning to which parents and other students may be invited. In the final year of the PYP, students participate in a PYP Exhibition. This is the culminating event for students and the Exhibition is meant to display what they have learned as PYP students.

The Primary Years Programme promotes the acquisition of skills and attitudes as well as academic knowledge.

PYP students learn research skills, thinking skills, communication skills, social skills and self- management skills. A Student Learner Profile was developed which seeks to define the characteristics PYP schools wish to instill in their students.

A PYP school is infused with a sense of purpose and a spirit of inquiry. PYP students endeavour to understand the world around them by asking questions, researching answers, finding solutions and making connections. The international focus of the PYP allows children to connect to what they know in their own lives to what happens in the rest of the world. Understanding and respect for other customs and cultures is a vital part of the Primary Years Programme. PYP students come to understand that they are a part of a much bigger global community, and as such, have responsibilities and obligations to their fellow humans. In aid of this international understanding, PYP students also learn a second language.

At Greenfield Community School all students use English as the working language. By law learn Arabic (our host country's language) and study French or German as a second language. The ability to communicate effectively through a range of means is a vital component of the Primary Years Programme.

The Primary Years Programme develops the whole child valuing a healthy body as well as a healthy mind by encompassing social, physical, emotional, cultural and academic learning. It is a programme aimed at creating internationally minded students who are prepared to take their place in the world no matter where life may lead them.

## **Middle Years Programme (MYP)**

The MYP emphasises the whole child where the child is at the centre of planning for teaching and learning.

### **The MYP is for Which Grades?**

The MYP is the programme of study at Greenfield Community School for Grade 6 through Grade 10 (11 – 16 year olds).

### **What is the basis of the MYP?**

Intercultural Awareness Holistic Learning Communication

#### **Intercultural Awareness**

- Making students proud and knowledgeable about their own culture(s)
- Making students aware of the cultural similarities and differences around them
- Promoting an understanding of how cultural, societal and historical influences from a variety of cultures have influenced what we know today
- Promoting a better understanding and respect for each other's cultures

#### **Holistic Learning**

- Linking what is learnt in the classroom to the world outside
- Developing students' abilities to transfer knowledge and skills from one subject group to another
- Avoiding the "compartmentalisation" of knowledge
- Encouraging a reflective approach to learning

#### **Communication**

- Developing language skills
- Developing information technology skills
- Encouraging students to use multiple forms of expression (visual and performing arts, ICT, language, written, oral, pictorial, symbolic)
- Developing effective presentation skills
- Developing different modes of thinking skills

## What are the Subject Groups of the MYP?

Language and Literature  
Individuals and Societies  
Mathematics  
Science  
Design  
Language Acquisition  
Arts  
Physical and Health Education

All subject groups are seen as equal in status and importance. Physical Education is seen as important as Science. The Arts are seen as important as Mathematics. This does not mean that each subject group has the same amount of time allocated to it. The MYP aims to give students a balanced curriculum, developing breadth as well as depth in knowledge and understanding.

### Language and Literature (Language A)

- English is the language of instruction for Greenfield Community School.
- Arabic is also taught as Language 'A' subjects to native speakers.
- Focus on content, organization and style of the language both in written and spoken form
- Students develop an appreciation of a range of literary genres (poetry, short story, novel, dramatic play, screen play etc.) and an appreciation of world literature (in translation as well as original language)

### Language Acquisition (Language B)

- English, Arabic, French or German
- Focus on speaking, writing, listening and reading comprehension

### Mathematics

- Focus on knowledge and understanding, application and reasoning, communication, reflection and evaluation.
- Framework for mathematics: number, algebra, geometry and trigonometry, statistics and probability, discrete mathematics

### Sciences

- The science programme is taught as an integrated course comprising physics, chemistry and biology
- Focus on knowledge and understanding, communication, scientific inquiry, processing data and attitudes in science
- Framework for science: procedural understanding, conceptual understanding, attitudes and beliefs and the interdependence of science and society

## **Individuals and Societies**

- The I&S or Humanities programme is taught as an integrated course comprising history and geography(in Dubai it is known as Social Studies)
- Students can follow this course in English or in Arabic.
- Focus on knowledge and understanding, application of concepts and skills, presentation and organisation of information

## **Design**

- Students will take on the role of designers and work with information, systems and different materials
- Students will learn to use the design cycle: investigate, plan, create, evaluate
- There is a strong focus on the process as well as the evaluation of the final product;
- Students will keep a process journal to record their learning through the four stages of the design cycle

## **Arts**

- This subject group combines Visual and Performing Arts, in our case: music.
- The Arts focus on knowledge and understanding, application of skills, reflection and evaluation and artistic awareness and personal engagement.
- In Visual Arts, students will work in both two and three dimension, using a variety of media
- In Performing Arts, students will acquire both musical and theatrical skills
- All students will keep a developmental workbook in which to keep notes on research, planning, critical evaluation and review
- There is a strong focus on the process as well as the evaluation of the final product or performance

## **Physical and Health Education**

- A range of physical education activities: invasion games, racket sports, gymnastics, dance, athletics, health related fitness
- Focus on knowledge and understanding, application of skills, movement and composition, performance/application, social skills, personal engagement
- Facilities include: Double sized gymnasium, Astro turf pitch, tennis courts, 25m swimming pool and play areas.

## **Personal Project**

- In Grade 10, MYP students consolidate their learning through an extensive piece of work known as the Personal Project. This involves the development, planning and execution of a project. Students maintain a process journal throughout the journey (Usually around 9 months). Students also write a 3500 word reflective piece as part of the project.

## **The Diploma Programme (DP) and The Career-Related Programme (CP)**

By the end of the MYP, students are well prepared for entering the Diploma Programme (IBDP).

This is considered a university preparatory programme of the highest world class standard and opens doors to institutes of higher education around the globe.

The IB Diploma programme builds on the foundation of the MYP and:

- provides an internationally accepted qualification for entry into higher education
- promotes international understanding
- educates the whole person, emphasising intellectual, personal, emotional and social growth
- develops inquiry and thinking skills and the capacity to reflect on and to evaluate actions critically

Students will study six subjects from six subject groups, concurrently over two years as well as the core elements of the programme. Theory of Knowledge (TOK), the Extended Essay and Creativity, Action and Service (CAS).

The six subject groups represent the major domains of learning across all subject disciplines of a curriculum. At least three and not more than four of the six subjects selected are taken at higher level (HL) the others at standard level (SL). HL courses represent 240 teaching hours and require a greater degree of study across a broader range of content in the subject. SL courses require

150 hours and provide breadth of study across the whole Diploma Programme.

## **The International Baccalaureate Career-related Programme (IBCP)**

The CP is a framework of international education that incorporates the values of the IB into a unique programme addressing the needs of students engaged in career-related education. The programme leads to further/higher education, apprenticeships or employment.

The CP provides a comprehensive educational framework that combines highly regarded and internationally recognized courses, from the IB Diploma Programme (DP), with a unique CP core and a BTEC Level 3 National Diploma course in either Business Studies or Art & Design.

The CP develops students to be:

- Academically strong
- Skilled in a practical field

- Critical and ethical thinkers
- Self-directed
- Collaborative
- Resilient and determined
- Confident and assured
- Caring and reflective
- Inquirers

CP students undertake 3 IB Diploma Programme (DP) subjects at Standard (SL) or Higher Level (HL), a 'core' consisting of four components of PPS (Personal & Professional Skills), Language Development, Service Learning and a Reflective Project. Students also complete a work placement programme to give valuable experience of the workplace. The BTEC Level 3 National course offers students an opportunity to specialise in a programme of study which is aligned with their intended career path. It is an internationally recognised course and has full KHDA approval & equivalency and is recognised as a university entry course.

For CP students, DP courses provide the theoretical underpinning and academic rigour of the programme; the career-related study further supports the programme's academic strength and provides practical, real-world approaches to learning; and the CP core helps them to develop skills and competencies required for lifelong learning.

## **The School Day**

- 7.50 am – 2.30 pm. Sunday to Thursday Primary school children (KG1 & KG2 finish at 2:15pm) line up outside the school at 7.45 am and are led in by their teachers. Secondary students go to their homerooms.
- Grade 11 and 12 school day ends at 3.30pm.

NB The school gates open at 7.25 am. We cannot take responsibility for the safety of children when there is no duty member of staff, and staff duties begin at 7.25 am. Please do not bring your children to school earlier than 7.25 am.

## **Aftercare**

There is no aftercare service at GCS. Families who have children in both the Primary and Secondary are advised to arrange their extra-curricular programmes and activities on the same day. The school cannot take responsibility for the safety of children who are not registered for an ECA programme and who have not been collected from school. In this instance, the parent may be called and requested to collect their child.

## **International Day**

The Greenfield Community Parents' (our school's PA) organise an international day annually. It is a celebration of the many cultures in our school. It usually happens in February.

## **Advisory Board**

The Advisory Board is a sounding board and channel of communication between the school and the parent and student community. Representatives of the parent, student, staff and school leadership sit on the Board. Mr. Boyd Edmonson is currently the Chair.

## **Admissions and Placement**

The school is co-educational and celebrates diversity. We welcome students regardless of their race, nationality, gender, religion or disability, provided the school can support the disability and the student can access the curriculum in a positive way. In all cases, the school retains the right to determine, at its sole discretion, whether or not to select a student for admission or to re-enrol a student for the following academic year.

Students are admitted to school as outlined by the Admissions Policy. Entry requirements into the IB Diploma and IB Career Programme are stringent. To qualify for the IBDP students must attain 40 points in their MYP subjects, and at least a "5" on their Personal Project. To qualify for the IBCP, students must achieve 27 points in their MYP subjects and at least a "3" on the Personal Project. External candidates are admitted on a case-by-case basis into to Grade 11.

For admission at the lower end of the school, upon successful completion of PS2, students currently in The Children's Garden Green Community will have priority placements into Grade 1 at GCS, provided an on-line application along with the required fees are received by the deadline and that GCS can meet the child's needs.

The school year runs from September through June and the calendar is published on our website and the school communicator. Students are expected to be at school every day of the school year. *Please consult the KHDA Home-School Contract for information regarding attendance and absences.*

### *Promotion in the PYP*

*The Primary Homeroom teachers, can in consultation with the Student Support Team, mutually agree for a student to be retained for academic or social/emotional/behavioural issues. This decision needs to be backed up in writing with a signed parental copy of the KHDA retention form.*

### Promotion in the MYP and DP/CP

In order for a student to be promoted to the next grade, they must achieve at least an IB level 3 in all subjects. Students who attain a level 2 will complete a summer work package and sit a promotional exam in August. Failure to submit this package, or to pass that exam, will result in the student repeating the grade.

School term fees must be paid on time in order to have students attend their regular class schedule. Unpaid fees will result in a series of student suspensions managed through the KHDA.

## **Student Support Services**

The wellbeing of our students is our first concern. Each student has a homeroom teacher and a grade level coordinator who takes care of their academic, social and emotional needs. The school has a full-time Counsellor, Child Protection Leads in both Primary and Secondary and SEN/ EAL teams on hand to support students.

When registering a child with Admissions, parents are required to disclose any learning needs a student may have and any medications a student is taking. At this point recommendations can be made whether a child needs extra help with their class work, short term support with learning or English as an Additional Language (EAL), or a more long term approach may be appropriate. All members of the learning support teams are qualified and experienced professionals whose aims are to create an optimal learning environment for the students. Failure on behalf of parents to disclose any vital information ( e.g psychologist / occupational therapy/ speech therapy/ behavioural reports ) provides the school with the right to remove the student without a notification period as per the KHDA Home-School contract.

Students requiring additional courses to those available through the school's educational programmes, are invited to inquire of the school for advice in the first instance as the school may be able to offer additional courses if required in the extra-curricular programme, or to direct the parent to an appropriate institution or teacher.



## **English as an Additional Language**

English is the working language of the school. Most of the curriculum is delivered through the medium of English with the exception of the courses designed to teach other languages. However, most students are expected to become fluent in English and show a high level of proficiency in Arabic. Students must have a high level of fluency in English by Grade 9 in order to access the curriculum in a positive way.

## **Special Educational Needs**

The school provides a caring and supportive environment in which each student is valued and it is the intention of the school that each student should profit from the educational programme and develop towards the realisation of her/his potential. Most students' needs can be met in the mainstream classroom but some students need extra support.

The school helps to identify those who may have intellectual, personal and social developmental needs and those requiring extra support may include:

- Those experiencing a specific difficulty such as mild dyslexia or dyscalculia.
- Those experiencing academic difficulties in a part of the curriculum requiring a short remediation programme.
- Those experiencing difficulties of a personal or social nature which may or may not affect learning

Our programmes allow for differentiation by ability and their needs are met by this process in class. Sometimes parents are referred to service providers to give additional support for a student. Students whose needs cannot be met in mainstream classes will be asked to seek an alternative school. There is a team of Special Needs professionals which includes specifically trained/experienced teachers, trained/experienced assistants and the school nurse.

## **Pastoral Care**

The individual well-being of each student and their academic and social development are of fundamental importance to the school. For this reason we recruit only the best experienced and well-qualified staff from our worldwide recruitment searches.

In the PYP, students spend much of the day with their grade/class teacher and s/he is the person primarily responsible for monitoring the students in the class. If there is a persistent issue then the Grade Level Coordinator is on hand to support and in the case of a more serious concern the Deputy Head of Primary

would intervene. MYP and DP/CP students have a designated homeroom teacher, along with Grade Level Coordinators. These teachers are responsible for daily registration and giving out updated information. Beyond that s/he is responsible for monitoring welfare and progress both inside and outside the classroom and ensuring any concerns are dealt with quickly and effectively, as well as recognising achievements and success. If there is a serious problem this will get escalated to the Deputy Head and parents will be advised of a meeting between teachers and the Deputy Head.

## **Home-School Communications**

### **Website and the School Communicator**

The Greenfield Community School website has a wealth of information including a weekly updated calendar. The Six-Delta Communicator is where you will find the school calendar and a great deal of school information. It can be downloaded as an app on your phone for free and 100% virus free. The school communicator can also be customized so you can select the information you want to see. This is the primary way the school will communicate with parents. It is important to have this application installed. [www.six-delta.com](http://www.six-delta.com)

The school's Facebook page is a great way to keep up to date with news and information.

The school calendar is published on the Communicator. Whilst we make every effort to keep it up to date it is subject to change.

### **Coffee Mornings**

The Principal and Heads of Primary and Secondary hold a parents coffee morning once a month. These are a forum for questions and answers and an opportunity to learn more about the school and the educational journey. There is usually a topic for the session and there may be a guest speaker such as the Head of the Arabic Department.

### **Information evenings**

Please make a point to attend the various information evenings, particularly the 'Back to School' nights. Important information is shared at these meetings (e.g. choosing the subjects for the IB Diploma).

## Aftercare

The school does not offer an aftercare service.

### Who do I talk to?

#### The Primary School – Teaching, Behaviour, Curriculum and Other Matters

Please follow the steps below to ensure we maintain consistency and equality throughout our Primary School.

<p><u>Pastoral / Behaviour Issue</u></p> <p>⇓</p> <p>Contact the <b>Class Teacher/Specialist</b></p> <p>⇓</p>	<p><u>Progress / Curriculum Issue</u></p> <p>⇓</p> <p>Contact the <b>Class Teacher/Specialist</b></p> <p>⇓</p>	<p><u>Other Issues</u></p> <p>⇓</p> <p>Library Contact the Librarian</p>
<p>If the matter remains unresolved contact the Deputy Head of Primary <b>Mr Jamie Plunkett</b></p> <p>⇓</p>	<p>If the matter remains unresolved contact the PYP Coordinator <b>Ms Jill Shadbolt</b></p> <p>⇓</p>	<p>Learning Support Issue</p> <p>⇓</p> <p>Contact the Special Educational Needs Coordinator <b>Ms Farin Padamsey</b></p>
<p>If the matter remains unresolved contact the Head of Primary <b>Mr Gary Mallon</b></p> <p>⇓</p>	<p>If the matter remains unresolved contact the Head of Primary <b>Mr Gary Mallon</b></p> <p>⇓</p>	<p>Medical</p> <p>⇓</p> <p>Nurse <b>Tricel Aspuria</b></p>

<p>If the matter remains unresolved contact the Principal <b>Mr Andy Wood</b></p>	<p>If the matter remains unresolved contact the Principal <b>Mr Andy Wood</b></p>	<p>Transportation Issues : Subia Khan Facilities /Security Issues. Jamie Plunkett General inquiries e.g timings, school info – Jennifer Gayod Admissions – Dina Hamdan Marketing / Publicity / Community – Claire Stanley</p>
<p><b>To contact any of the staff members above please contact the Primary School Secretary on <a href="mailto:Primary@gcschool.ae">Primary@gcschool.ae</a> or call 04 885 6600</b></p>		
<p><b>*General feedback nonspecific to your child – Contact Mrs Christinah Mavhiya, Primary School PA on <a href="mailto:cmavhiya@gcschool.ae">cmavhiya@gcschool.ae</a></b></p>		

## Parent Communication with the Secondary School

Please follow the steps below to ensure we maintain consistency and equality throughout our Secondary school.

<p><u>Pastoral/ behaviour Issue</u> Contact the Class Teacher/Specialist</p>	<p><u>Progress/ Curriculum Issue</u> Contact the class Teacher/Specialist</p>	<p><u>Other Issues</u> Library Contact the Librarian</p>
<p>If the matter remains unresolved Contact Grade Level Coordinator(GLC)</p>	<p>If the matter remains unresolved Contact Head Of Department(HOD)</p>	<p><u>Learning Support Issue</u> Contact the Special Educational Needs Coordinator <b>Ms Farin Padamsey</b> <a href="mailto:fpadamsey@gcschool.ae">fpadamsey@gcschool.ae</a></p>
<p>If the matter remains unresolved Contact the Deputy Head of Secondary <b>Ms Sinead Kehoe</b> (<a href="mailto:Skehoe@gcschool.ae">Skehoe@gcschool.ae</a>)</p>	<p>If the matter remains unresolved Contact the Deputy MYP Coordinator <b>Mr Chris Cooke</b> (<a href="mailto:ccooke@gcschool.ae">ccooke@gcschool.ae</a>)</p>	<p><u>Medical</u> Nurse (<a href="mailto:pypnurse@gcschool.ae">pypnurse@gcschool.ae</a>)</p>

<p>If The matter remains unresolved</p> <p>Contact the Head of Secondary <b>Mr Neil Bunting</b></p>	<p>If The matter remains unresolved</p> <p>Contact the Head of Secondary <b>Mr Neil Bunting</b> <a href="mailto:nbunting@gcschool.ae">nbunting@gcschool.ae</a></p>	<p>Transportation Issues: Sobia Khan Facilities/ Security Issues: General Inquiries eg Timings, School Info- Receptionist Admissions- Dina Hamdan(<a href="mailto:admissions@gcschool.ae">admissions@gcschool.ae</a>) Marketing/Publicity/Community- Claire Stanley</p> <p><a href="mailto:Community@gcschool.ae">Community@gcschool.ae</a></p>
<p>If the matter remains unresolved</p> <p>Contact the Principal <b>Mr Andy Wood</b></p>	<p>If the matter remains unresolved</p> <p>Contact the Principal <b>Mr Andy Wood</b> <a href="mailto:PrincipalsPA@gcschool.ae">(PrincipalsPA@gcschool.ae)</a></p>	

To contact any of the staff member above please contact the Secondary Reception on [secondary@gcschool.ae](mailto:secondary@gcschool.ae) or call 04 885 6600/201. General feedback non specific to your child- contact Ms Loghini PA Head of Secondary at [SecondaryPA@gcschool.ae](mailto:SecondaryPA@gcschool.ae)

## Meetings with teachers

Regular parent-student-teacher meetings are scheduled in the school calendar. If you desire an additional meeting with a teacher, please arrange an appointment by calling the school. Primary teachers are often available in their classrooms at the end of the school day for a few minutes conversation but prefer not to have interruptions at the start of the school day when they are preparing for the students.

## Absentees

**Authorised (Excused) Absence:** The following types of absences may be regarded as authorised when confirmed by a **signed letter** from Parents/Guardians or by way of **official documents**:

- Illness.
- Death of first or second degree relative.
- Scheduled doctor appointments.

- Official community task.
- Mandatory appearance before an official body.
- Essential urgent family travel for matters such as medical treatment or the death of a family member.

**Unauthorised (Unexcused) Absence:** Any absence where there has been no communication from a parent or any absence over two or more days where a doctor’s note has not been received.

**Expectations**

100% school attendance and punctuality is expected for all pupils on all days that the school is open. Our aim is to ensure that pupils arrive at school and to lessons on time. We strive for attendance that is consistently outstanding for all groups of pupils.

The local educational authority, the KHDA, rates the school’s attendance by means of percentages:

Outstanding	98% and above
Very good	96%-97.9%
Good	94 %-95.9%
Acceptable	92%-93.9%
Weak	90-91.9%
Very Weak	Less than 90%

**NOTE: The KHDA mandated parent-school contract, which is mandated in all private schools in Dubai, states:**

In case of repeated tardiness and absenteeism the following applies:

Offence	Frequency	Implications
<p><b>Tardiness – this refers to being late in coming to school at the start of the school day and to instances of being late to lessons within the school day</b></p>	<p>The first five(5) incidents of tardiness in a short period of time such as a month or an academic term</p>	<p>Written warning to student and notify parents. Tardiness will be noted in the students’ progress report.</p>
	<p>Up to an additional three(3) instances of tardiness in a short period of time, such as a month</p>	<p>Parents and student to be called to a meeting with the principal or a designated person by the principal. Parents and student to sign a written pledge not to repeat the offence. Tardiness to be noted in students’ progress report.</p>
	<p>Any additional incidents to the above</p>	<p>At the discretion of the school, decision might include one or more of the following:</p> <ul style="list-style-type: none"> <li>• Community hours at the school or beyond.</li> <li>• Detention during school break or after school hours.</li> <li>• Temporary suspension for up to three days where the student will receive a “zero” on any test administered during suspension days.</li> <li>• A written notice announcing refusal to re-enroll the student in the school for the following academic year.</li> </ul>
Offence	Frequency	Implications
	<p>The four(4) incidents of absenteeism in a short period of time such as a month or an academic term</p>	<p>Written warning to student and notify parents. Absent days will be noted in the students’ progress report.</p>

<p><b>Absenteeism – this refers to frequent or habitual absence from school or from lessons without a valid medical or family related excuse.</b></p>		
	<p>Up to an additional three(3) instances of absenteeism in a short period of time</p>	<p>Parents and student to be called to a meeting with the principal or a designated person by the principal. Parents and student to sign a written pledge not to repeat the offence. Absent days to be noted in students’ progress report.</p>
	<p>Any additional incidents to the above</p>	<p>At the discretion of the school, decision might include:</p> <ul style="list-style-type: none"> <li>• Community hours at the school or beyond.</li> <li>• Detention.</li> <li>• Temporary suspension for up to three days where the student will receive a “zero” on any test administered during suspension days.</li> <li>• A written notice announcing refusal to re-enroll the student in the school for the following academic year.</li> </ul>

**These decisions are endorsed by KHDA and consequences resulting from continued tardiness and absenteeism will be upheld by the Authority.**

### Procedures for Absences in the Primary School

#### Parents:

The Primary School will only consider authorising up to 5 days absence if the absence request form (see last page) is used and the reason fits within the KHDA mandated reasons for Authorised Absence. Any other time taken out of school will be considered unauthorised which could have implications as mentioned in the KHDA contract.



Depending on the reasons for absence, staff will endeavour to assist absentees in catching up with missed work without disrupting the learning of other class members. However, staff are not expected to alter their plans or create additional resources for students who are absent during lessons.

It is vitally important that parents notify their child's homeroom teacher at the earliest possible convenience so that we as a school are aware of a student's absence in attendance. This w

It is important to note that a doctor's certificate is required from the second day of medical absence from school which will need to be passed to the school nurse via the homeroom teacher.

### **School:**

Home Room Teachers have the responsibility for monitoring attendance within their class and implementing procedures to improve attendance where necessary. At the varying trigger points according to the KHDA the Primary School will contact parents and follow up as per this policy (please see above). Information about attendance is kept on Proactive and can be readily accessed.

- Parents of students who are absent twice in one week will receive an automated email.
- Homeroom teachers register students using Proactive at 7.45am. Register closes at 8.00 am
- Students arriving after 07:50 but before 08:00 will be dealt with by Home Room Teachers; however, persistent lateness will be dealt with as below.
- Late students (after 8.00am) must sign in at reception- late slips are given to students which must be presented to Home Room Teachers/ class teachers as proof of sign in.
- After 8:15am the primary receptionist will make a phone call to all parents of students who have an unauthorised absence on Proactive.
- Reception will update Proactive to reflect notifications from parents to inform that the student is ill or has an authorised absence. Proactive provides a daily report of absence.
- If parents fail to notify the school the absence will remain unauthorised.
- Certificates for 100% attendance are awarded on a termly basis.

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### **Procedures for Absences in the Secondary School**

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#### **Parents:**

We require parents to inform us of any impending absence or immediate absence by telephone and/or email to the Homeroom teacher and by completion of the Absence Request Form. A doctor's certificate is required from the second day of medical absence from school.

## School:

Grade Level Coordinators and Home Room Teachers have the responsibility for monitoring attendance within each grade and implementing procedures to improve attendance where necessary. At the varying trigger points GLC's will send out letters to parents informing the Home Room Teacher and/or Deputy Head Teacher as appropriate, so that the member of staff can follow up as per this policy. Information about attendance is kept on the Proactive and can be readily accessed by school staff.

The School will only consider authorising up to 5 days absence for additional holiday time per year. Any other time taken for holiday leave will be considered unauthorised.

Depending on the reasons for absence, staff will endeavour to assist absentees in catching up with missed work without disrupting the learning of other class members. However, staff are not expected to alter their plans or create additional resources for students who are absent during lessons.

- Homeroom teachers take the morning register at 7.50am. Register closes at 8.05am
- Students arriving after 07:50 but before 08:00 must report to Home Room Teachers; however, persistent lateness will be dealt with as below.
- Late students (after 8.00am) must sign in at reception- late slips are given to students which must be presented to Home Room Teachers/ class teachers as proof of sign in.
- At 9am reception will send an SMS/place a phone call to all parents of students who have an unauthorised absence on Proactive.
- Reception will update the register to reflect notifications from parents to inform that the student is ill or has an authorised absence. Proactive provides a daily report of absence.
- All pupils will be required to bring a note for the absence on paper. Homeroom Teachers will encourage pupils and parents to notify school on the first day of absence. If parents fail to notify the school the absence will remain unauthorised.
- If the pupil does not do so after a second reminder an email will be sent by the Home Room Teacher.
- Grade Level Coordinators will produce a fortnightly report on pupils, showing how many total days of absence have been taken so far this year.
- Certificates for 100% attendance are awarded on a termly basis together with recognition of improvement.
- Attendance is a regular agenda item for Grade Level meetings.

### Consequences of Persistent Absenteeism and Tardiness:

- Parents of poor attendees are contacted by Homeroom Teachers, and invited to discuss how the situation may be improved.
- after 5 days of absence in a term the student will receive a warning letter and the parents will be informed.
- after 8 days of absence parents will be contacted by Grade Level Coordinator and invited into school to discuss how best to improve attendance.
- More than 8 days absence will result in further sanctions including a conference with the Deputy Head of School to determine the following sanctions: Study Hall and/or suspension and/or refusal to admit the student to the following year.
- if further absence is taken, parents will be required to meet with Head of School.

### **Punctuality**

Punctuality is essential for the student's positive progress in school. Everybody in the community is expected to respect deadlines and start times. Late arrival is disruptive, time wasting and disrespectful. Excessive tardiness will require the parent to come into the school to meet with the Head of School to explain the situation and what solution might be given to correct the problem. All absences and tardiness will be kept track of and submitted to the KHDA.

- a) **Tardiness to school:** In the Primary School and student who comes after 8:00am is considered late. The student must report to reception where they will be issued with a late slip before proceeding to class. Parents of students who are late twice in one week will receive an automated email. Automated emails are also sent on a monthly basis for parents of students who have been late 8 days in a month. This will also be reported on in the School Reports. Your child's school reports are legal documents that you may need to submit to a new school if/when you leave Dubai or to university.
- b) **Tardiness to lessons:** In the Secondary School this will result in a Study Hall slip. Please read the Study Hall procedure guide to understand the sanctions.

### **Home Learning.**

Home Learning is regarded as an important part of the learning process and is required of all students, with an increase in the allotted time and greater challenges as students move through the school. However, the school also recognises the importance of rest and play/social/family activities for all students and so it is never time consuming enough to be an onerous task for any student. For the youngest children, it will always consist of reading with perhaps one other task. For older students, home learning will either be an extension of what has been learnt that day, practice of a particular skill or preparation for the following lesson. Home learning is seen as formative assessment where teachers will give feedback to the student but not necessarily a grade.

Home learning is given according to the ability of the student and according to the homework timetable. In the event of a student being unable to complete an assignment or cope in general, communication must be made from home to the class teacher or homeroom teacher.

This table shows the expected time students should spend on home learning:

Home Learning time allocation (Primary ):

Due to the structure and philosophy of the IB Curriculum, different work habits of our students, family life styles and individual developmental stages within Grade Levels the following time allocations have been decided upon.

The following table should be used as a general guideline:

**WEEK A – Homeroom Home Learning and Reading Intentions**

<b>KG1</b>	<b><u>No Home Learning</u> (shared reading time should be encouraged on a daily basis, approximately 10 Minutes in any language)</b>	
<b>KG2</b>		
	<b><u>Homeroom</u> <u>Per week</u></b>	<b><u>Reading</u> <u>Per day in week A (Reading in English)</u></b>
<b>Grade 1</b>	20 min.	5 min.
<b>Grade 2</b>	25 min.	10 min.
<b>Grade 3</b>	30 min.	15 min.
<b>Grade 4</b>	40 min.	20 min.
<b>Grade 5</b>	50 min.	25 min.

**WEEK B – Specialist Home Learning Schedule**

<b>KG1</b>	<b><u>No Home Learning</u> (shared reading time should be encouraged on a daily basis, approximately 10 Minutes in any language)</b>			
<b>KG2</b>				
	<b><u>MFL</u> <u>Per Week</u></b>	<b><u>Arabic/ Islamic A</u> <u>Per Week</u></b>	<b><u>Arabic/ Islamic B</u> <u>Per Week</u></b>	<b><u>Reading</u> <u>Per day in your Mother Tongue</u></b>

<b>Grade 1</b>	10 min.	10 min.	10 min.	5 min.
<b>Grade 2</b>	15 min.	15 min.	15 min.	10 min.
<b>Grade 3</b>	15 min.	15 min.	15 min.	15 min.
<b>Grade 4</b>	20 min.	20 min.	20 min.	20 min.
<b>Grade 5</b>	25 min.	25 min.	25 min.	25 min.

	<b>Secondary Home Learning.</b>	<b>2016-17</b>
<b>Grade</b>	<b>Daily time allocation per subject</b>	<b>Total time allocation per evening</b>
<b>Grade 3 through 6</b>	Reading (15 min minimum) plus 45 minutes for one/ two subjects	1 hour
<b>Grades 7 and 8</b>	30 minutes per subjects	Up to 1.5 Hours
<b>Grades 9 and 10</b>	45 minutes each s plus three subjects for a weekend Grade 10 students will also be required to work on their Personal Project at home throughout the year and there are commitments to the Community and Service work	Up to two hours daily and 3 at weekend

<b>Grades 11 and 12</b>	As necessary to complete their academic requirements	Up 3 hours daily including the weekend, sometimes more.

In addition to homework, older students will be expected to undertake a commitment to an extended community and, partake in sports and other leisure activities, and find opportunities for practising and reinforcing their additional language skills.

We encourage parents to take an active interest in their child's homework. Younger children love to share their reading with an adult. However, we do not expect parents to teach the homework material, since homework is intended to reinforce the learning already undertaken in the classroom and to promote a sense of responsibility for independent practice. If a parent has significantly contributed to a homework project, we ask that they indicate this on the homework.

## **Stop and Drop**

Please be vigilant as you drive through the stop and drop: small children have very little road sense and can do the most unpredictable of things. They dash out from the wrong side of cars, chase soccer balls and run to see their friends. It only takes a moment's impatience to cause a tragic accident. Have 360 degree vision.

## **Ramadan**

The holy month this year will start in May.

The following regulations and arrangements will apply:

- The timing of the school day for students will be 8.30 am – 1.30 pm. Gates will open at 8.00 am.
- There will be an adjusted timetable.
- Parents must notify the homeroom teacher by email or written note if their child(ren) is/are fasting. Should you wish your child to be exempted from PE, please mention this in specifically. The parents of any secondary Muslim student for whatever reason is not fasting please email the homeroom teacher.
- There must be no eating or drinking in the public areas of the school;
- The school canteen will serve a limited menu. The canteens will be available for students to eat and drink in.
- Water coolers will be moved to designated rooms and the school clinics.
- Designated classrooms will be made available for Muslim students to sit and rest quietly during breaks;

## Student Assessment

Assessment is an important and integral part of learning. Each student is evaluated through a series of observations and tasks. By finding out what they have learnt, professional decisions can be taken to determine the next steps for the student, to produce the best learning and thus bring the most progress and benefit to the student. Expected outcomes of learning are explicit for every student and they are assessed against these expectations.

Assessment takes many forms; lesson-by-lesson informal assessments, class work, homework, fieldwork, projects, individual and group work, research, presentations (oral, aural, computer, visual, performance etc.) quizzes and tests of skills, knowledge and understanding. Grades are given for internal tracking purposes and Parents are informed if students are finding it hard to meet their learning targets. Arabic grades and assessments are given in line with Ministry of Education's requirements. Standardised tests are also given to enable the school to see how our students have progressed against a wider sample. The international benchmarked tests ISA and PISA may be used to inform teachers. Students are assessed according to how they are working towards meeting learning objectives. It is important to note that students are not ranked, nor are they compared to each other's abilities.

The school expects students to be able to self-evaluate their work and be able to critically evaluate the work of other students in their class. Students will keep their work in a portfolio which will be reviewed regularly during the school year, allowing students to recognise areas of strength and weakness in their learning and thereby set learning targets for the next semester.



## **Reporting to Parents**

At the start of the year there is a Back To School Event, at which the teachers will outline the classroom routines, curriculum and expectations for the year ahead. Curriculum presentations and workshops will be offered to parents during the year and we do urge parents to attend the ones relevant to their child. Teachers may send home an informal report from time-to-time. This might be in the form of a letter or certificate of commendation for something special achieved or a letter indicating that there is a concern about, for example, homework, academic performance or behaviour, in the form of the Academic/Behaviour Report in the Secondary. These comments may be in the home-school communication book.

## **External Examinations**

There are no external examinations to be taken before the end of the Diploma Programme, except those required by the Ministry of Education (such as the IBT Examinations (Grade 3-10), CAT4 tests (Grade 4,6,8 & 10), TIMMS and PIRLS tests (in Grades 4 and 8).

## **Extra-curricular Activities (ECAs)**

A wide variety of extra-curricular activities, including activities such as sports, music, languages, dance, art, Model United Nations, chess and debating are available for students of all ages. These activities are organised by the school and students are encouraged to take full advantage of the activities.

In the PYP a variety of ECA's are offered on a voluntary basis each afternoon after school.

33 | Page Parents will be advised of the activities available and how to enroll. Activities usually start or recommence two weeks after the start of each term. Please note that some activities may incur extra charges, particularly where specialist staff needs to be employed.

## **An Educational Partnership**

Greenfield Community School encourages parents to become involved in the life and development of the school. The school invites comments and dialogue and encourages parents to communicate their thoughts, concerns and suggestions. We are always aware that, as a learning institution, there is always a place for reflecting upon our practice and making improvements.

## **Parental Involvement**

Parents may be involved in the life of the school in a variety of ways, for example: When they receive their child's report, parents are invited to come with their child to discuss this with the teacher(s) at arranged times. Other meetings may be made through an appointment.

When an information meeting is held, parents are invited to attend to participate in a presentation about school visits, the educational programme, parent education or a host of other topics. As members of the school community, parents may express their views and opinions through occasional surveys, are invited to assist with outings, help with school events, attend special assemblies to celebrate student work and achievements and join in with the kinds of important occasions that help to seal the partnership between parents, teachers and students.

Greenfield Community School has an active parent association, the **Greenfield Community Parents**. The objective is to promote cooperation and support between parents and staff of the school in matters pertaining to the well-being of the school. For example; welcoming new parents, supporting fund-raising events, promoting school spirit and supporting a holistic view of education.

The **School Advisory Board** acts a sounding board for the Principal and a channel of communication between the parents body and the school.

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Parents are discouraged from visiting classrooms, unless specifically invited, as this can be very distracting for the class. There are many opportunities, such as class assemblies, when parents are welcome. Parents may volunteer to assist the teacher in the classrooms. We invite you to serve as a class representatives (CR). A CR will help support the class in many different ways and becomes a very important link between other parents especially those that are new to the community.

## **The Teachers**

Our staff members are dedicated professionals whose careers are focused on developing each child's potential. Please take time to get to know your child's teachers. All teachers have a right to be treated fairly and politely by all members of the school community; that is colleagues, parents and students. They treat all the information about their students or families with the utmost discretion and confidentiality. Teachers have a right to privacy and should not be disturbed in their homes and life outside school, except in cases of absolute emergency. In an instance where you need to speak with a member of staff other than the class teacher(s), both parents and students should request appointment with the Heads of Schools through their secretaries.

## **Student Behaviour**

Through a process based on respect, students are instilled to take ownership of their behaviour. There is a well-established framework of expectations, so that students know where they stand with regard to consideration for others, good manners and their many responsibilities to themselves, other students, staff and their parents.

There are separate behaviour management policies for the Primary and Secondary schools.

## **Student Rights and Responsibilities**

### **Preamble**

35 | Page This statement of Student Rights and Responsibilities describes but does not limit the rights and responsibilities of students. The goals of this statement are to reinforce the basic premise of this free society that neither rights nor responsibilities can exist one without the other. It is fully understood that anything contained within the rights and responsibilities is subject to local laws, and school regulations.

1. Each student has the right to an orderly and disciplined environment and the responsibility to be co-operative and attentive and not disrupt lessons or distract fellow students. Students should exercise self-discipline and be committed to academic progress for all.

2. Each student has the right to be treated fairly and the responsibility to treat others fairly as well.
  
3. Each student has the right to be treated with respect by other members of the school community, regardless of personal, cultural, racial and religious differences and has the responsibility to treat other students with respect, regardless of these differences.
  
4. Each student has the right to have school activities and lessons commence punctually and the responsibility to be punctual themselves.
  
5. Each student has the right to voice his or her opinions in a polite and respectful manner and the responsibility to allow others to have a voice and speak freely without negative criticism.
  
6. Each student has the right to benefit from the reputation of the school and the variety of facilities it offers and the responsibility to uphold the reputation of the school while in school uniform and to respect the facilities offered.
  
7. Each student has the right to enjoy the support of the school in his or her participation in cultural, sporting and academic matters and the responsibility to be supportive of school events and participate to his or her best ability.
  
8. Each student has the right to be secure in person and property and the responsibility to respect the privacy and property of others.
  
- 36 | Page 9. Each student has the right to work in a healthy and litter free environment and the responsibility to keep it that way. Everyone must practise personal responsibility.
  
10. Each student has the right to have his or her work marked and returned within a reasonable period and the responsibility to hand in work on time and completed thoroughly.

# GCS Behaviour Code

## Student Dress and Grooming

### General

The GCS Uniform is the most visible statement of association with our school and as such must be worn with pride at all times. Students should always consider themselves as ambassadors of their school whether on campus or off campus.

School uniform is compulsory for all students. Students must purchase their uniform from Zak's Uniform Store and no alterations to the shape/style of uniform are permitted.

The school encourages students to wear sun-protective clothing, including, but not limited to, hats for outdoor use during school day.

The school operates a **No Hat, No Play** policy.

In addition, the following standards shall apply to all regular school activities:

- Students are expected to dress in a manner that is neat and appropriate for school or work.
- No baggy pants; pants should be size appropriate and worn at the waist.
- No torn clothing.
- No hats/head covers, scarves, head rags except those required for religious reasons and sun protection. Acceptable school hats are the baseball and cricket style hats available from the uniform supplier.
- Clothing, jewelry and personal items (backpacks, gym bags, water bottles, etc.) shall be free of writing or pictures, except school printed ones. Other items or insignia that are crude, vulgar, profane or sexually suggestive, or that bear drug, alcohol or tobacco company advertising, promotions and likeness, or that advocate racial, ethnic or religious prejudice are strictly prohibited.
- All shirts and blouses must completely cover the stomach, chest and bare back. No bare midriffs.
- Shorts, skorts and skirts must be size appropriate (arm extended at side, short or skirt bottom reaches, finger tips): tight fitting shorts and short shorts are prohibited.
- Only the student's name, written in plain letters, is permitted on bags or other personal items.

- School shoes are to be all black and low heeled. Trainers for PE should be predominantly white.
- No sunglasses may be worn inside school buildings or classrooms.
- Any jewelry, body art, piercing or extreme hairstyle/colour deemed by the school to be dangerous or a distraction to the learning environment is not acceptable. Watches and a single stud earring in each ear are acceptable.
- Hair should be neat and tidy. Students with long hair are to have it tied back and out of their face when appropriate. Extreme hairstyles are not allowed – when in doubt err on the side of caution.
- Makeup may only be worn by girls in grades 11 and 12 and must be discreet.
- Boys are required to be shaven. Beards and/or moustaches may only be worn if they are a tenet of the student’s faith or culture and a letter of request from the parent has been approved by the Head of Secondary.

## **Behaviour management in the Primary School**

Behaviour in the Primary School focuses on the positive and we proactively look to seek out examples of “Catching the children being good “and consequently recognise such achievements.

We strongly believe that *praise* is the most powerful form of influencing children’s behaviour and that all pupils have the opportunity to make positive choices about their behaviour and influence outcomes. We work towards standards of behaviour (green) that are based on the *IB Learner Profile* and *Attitudes*: open-mindedness, tolerance, caring, cooperation, respect and empathy to name but a few.

If instances of negative behaviour (yellow or red) do occur then they are dealt with swiftly and appropriately .Whilst the school aims for a consistent approach in delivering consequences the intention, context and severity of the incident will be taken into account when delivering further consequences.

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*Essential Agreements* are on display in communal areas around the school and in the classrooms. The *Essential Agreements* are regularly referred to in assemblies and throughout the school day. They support the pupil understanding of ‘green behaviour’ expectations. When children are following the *Essential Agreements* and behaving in an appropriate way, we say that they are showing ‘green behaviour’. Our expectation is that everyone in the school community aims to show this behaviour at all times.

All forms of behaviour are recorded, monitored and analysed through our online *Proactive* system.

**Actions**

**Aggressive Behaviour** e.gs: Kicking, biting, scratching and threatening behaviour.

**Destructive Behaviour** e.gs: Destruction of property and/or the environment.

**Non-Compliant Behaviour** e.gs: consistent refusal to abide by Essential Agreements.

**Bullying/Racism:** Evidence of sustained emotional or physical abuse towards fellow student(s). *Including Cyberbullying.*

**Tantrums:** Screaming, throwing items etc.

**Prolonged low level disruptive behaviour** (x 3 occurrences of the e.gs below in a day)

**Low Level Disruption. E.gs but not limited to:**

- Consistently calling out.
- Teasing & Name calling classmates
- Incorrect School uniform /PE kit.
- Passing Notes / Drawing in books.
- Unnecessary verbal or non-verbal noises e.g. whistling.
- Making inappropriate gestures.
- Consistent late arrival to class.
- Unauthorised /misuse of Mobile phone/electronic devices.
- Being disrespectful to any adult.

- Not only following, but “going beyond” the Classroom and Whole School Essential Agreements on a frequent basis.
- Displaying a marked and consistent improvement in terms of a behaviour trait or general effort.
- Producing a truly outstanding piece of classwork, homework or project work.



**Consequences**

- Direct referral to Mr. Plunkett or Mr Mallon. Child to bring part-completed *Serious Incident Report Form with them.* If necessary, child should be accompanied by the teacher or T.A where deemed appropriate.
- Parents to be informed by telephone or email by Mr. Plunkett.
- Possible outcomes could include Parent Meetings with Deputy / Head / Principal / School Counsellor.

Examples, but not limited to:

- One to one discussions with the pupil(s) by Homeroom Teacher.
- Communication with parents from Homeroom teacher via Home-School notebook, email or phone call.
- Removal from Class and spend time with Grade level Co-ordinator.
- Supervised exclusion from a % of break/lunchtime.

- Direct referral to Mr.Mallon or Mr Plunkett with outstanding piece of work or other evidence.
- Communication with parents via Home-School notebook, email or phone call.
- Noted contribution towards possible nomination for the weekly IB Learner Profile Trophy and Certificate.

## **Levels of Disciplinary Action in the Secondary School**

### **1) Warning:**

For the first and /or second incident of inappropriate behaviour of a minor nature a verbal warning may be issued. It is important that these incidents be documented and that follow-up action be taken should the same problem reoccur.

Documentation relating to the behaviour of a particular student will remain on file in the main office for the calendar year. Students with more serious offences may have documentation retained in their files at the discretion of the Head of Secondary School.

### **2) Detention:**

Subject Teachers may require that students remain in detention during the morning or lunch break. Failure to serve the detention will result in the detention being repeated.

Detention takes priority over other activities.

Students should be working silently during detention. Students will remain until dismissed by a teacher.

### **3) Deputy's Detentions (Afterschool Detention):**

These detentions may be assigned for major violations of the code, uniform infringements and for accumulated minor violations. These detentions are held after school. In cases where a student is assigned a DD the Deputy Head of Secondary School will contact the parent. Failure to serve a Deputy's detention will result in a suspension.

### **4) Conference:**

The Deputy or Head of Secondary School will confer with the student and may contact parents by phone. In addition, a meeting may be required with a teacher, pupil, parent, administrator and other appropriate persons.

### **5) In-School Suspension:**

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Students placed on In-School Suspension will report to reception for attendance and then report directly to the designated office. Students placed on In-School Suspension will not leave the assigned location without administrative permission. Students will spend the day doing assigned schoolwork and bring a bag of lunch from home to eat in the room. A student on suspension will not be allowed to participate in any school functions, activities or sports during the period of suspension.

### **6.) Out-of School Suspension:**

For serious disciplinary violations the penalty will include an "Out-of- School Suspension". The Principal or Head of School may suspend a student for up to three days.



The student will be given notice of the reasons for the suspension, an explanation of the evidence, and an opportunity to explain his or her side of the story. When students are suspended they must depart the campus immediately and be under parent's supervision during the period of the suspension.

Conditions:

During the suspension the students are expected to keep up with all academic work as assigned by the teacher. They must return to school with all assignments as complete as possible. Failure to turn in the work for the day of return will be recorded as incomplete work.

Any assessment tasks, written or oral, that are missed must be made up at the teacher's convenience within three school days of the student's return to school. It is the responsibility of the parents and the student to see that all academic obligations are fulfilled promptly.

Students who are suspended from school may not participate in any school-sponsored activity and are not permitted on school grounds during the period of suspension.

The student and parent(s) will return to school at the end of the suspension and meet with the Principal to discuss the conditions under which he or she will be allowed to return and remain at Greenfield Community School.

## **7) Exclusion**

The Principal may recommend that a student be permanently removed from a particular class.

## **8) Expulsion:**

A student can be expelled from Greenfield Community School permanently. This requires KHDA ratification.

## **9) Financial Reimbursement:**

A student may be required, to reimburse individuals or Greenfield Community School for damage to or destruction of property.

## SUMMARY OF LEVELS OF DISCIPLINARY ACTION

1. Warning
2. Detention
3. Deputy's Detention
4. Conference
5. In-School suspension
6. Out-of-School Suspension
7. Exclusion
8. Expulsion
9. Financial Reimbursement

### Consequences (Secondary School Students MYP/DP/CP)

Violation	Definition/Description	Optional Consequence (depending on severity of action)
1. Physical abuse	Physical assault of a staff member or another student on school grounds.	2, 3, 4, 5, 6, 7, 8
2. Verbal abuse	Intimidation or insult of staff member or student; language that demeans one's color, race or sex.	1, 2, 3, 4, 5, 6, 7,
3. Cheating	Using someone else's work and passing it off as one's own, copying from forbidden notes, materials, or other student's papers during a test, talking during a test.	1, 2, 3, 4, 5, 6, plus any further consequences as per IB guidelines.
4. Plagiarism	Use of close imitation of the language, thoughts and work of someone else and presenting them as one's own work.	1,2,3,4,5,6,8 plus any further consequences as per IB guidelines.
5. Disturbance or Disruption	Any behaviour, which disturbs or interrupts the normal teaching- learning process. This includes playground behaviour.	1, 2, 3, 4, 5, 6, 7
6. Inappropriate Dress	See school uniform policy.	1, 2, 3, 4, 5

7. Bullying	Intimidating or threatening another person.	1, 2, 3, 4, 5, 6, 7
8. Fighting	Exchange of blows between students.	1, 2, 3, 4, 5, 6, 7,
9. Failure to serve detention	Failure to serve doubles the number of detentions on the first offense. Penalty listed at right is for second offense.	3, 5.
10. Forgery	The signing of a note for parent or staff member, which excuse a student's absence from school or class.	1, 2, 4, 5
11. Gum chewing	No gum chewing on campus	1, 2, 3
12. Weapons	Unauthorized storing, possessing, or carrying firearms, knives, or any other implement which could be used in a lethal way are not allowed.	1, 2, 3, 5, 7, 8 (confiscation and possible police referral)
13. Insubordination	Refusal to obey a reasonable and lawful order, to identify oneself, to move, or to report to designated area by any school staff member.	1, 2, 3, 4, 5, 6.
14. Leaving school grounds	Departure from school grounds without permission during school hours.	2, 3, 5.
15. Profanity / Obscenity	Written or oral language or drawing that offends the senses or the standards of morality of the school or community.	1, 2, 3, 4, 5, 6

16. Endangering the safety of others	Student behaviour which violates safety regulations and which may cause or does cause injury to others or to themselves.	3, 4, 5, 6, 7.
17. Tardiness	Arriving in class after the prescribed time.	1, 2, 3, 4,
18. Theft	Taking another person's property or school property while on school grounds.	3, 4, 5, 6, 7. (police referral)
19. Vandalism	Destroying or damaging property.	3, 4, 6, 7.
20. Alcohol	Students must not use, be under the influence of, or in possession of intoxicating beverages while on school grounds or attending school functions.	5, 6, 7.
21. Drugs	The possession, use and/or abuse, or distribution of illegal drugs or related paraphernalia.	7 (police referral)
22. Gambling	Betting money or other benefits on a game, contests, or other events.	4, 6, 7,
23. Public display of affection	Public displays of affection are not tolerated.	1, 2, 3, 4.
24. Possession tobacco	Possession of tobacco in any form while on school grounds	2, 3, 4, 6.
25. Smoking	Smoking of tobacco in any form on school property, in school uniform or while representing GCS at an event and includes on school bus.	3, 4, 5, 6

26. Truancy	Illegal absence from school.	3, 4, 6.
27. Skipping class	Absent from class w/out permission.	2, 3, 4
28. Unacceptable use of IT	Violate the acceptable use policy	1,2,3,4,5,6,7.

## Mobile phones

Personal electronic devices have become an almost ubiquitous appendage of modern life. Greenfield Community School understands the importance of mobile phones for communication and to ensure the safety of students who travel to and from the school. However, students and parents should understand that in a school environment, use of mobile phones demonstrates disrespect, lack of courtesy and is distracting. Students should be mentally present during lessons. All mobile phones must remain turned off and out of sight during lessons unless the teacher has specifically instructed that they may be used.

If a student has a mobile phone out during lessons, the teacher will confiscate the item and turn it over to the Deputy Head of Secondary School. The item will be kept until parents are able to collect or one week – whichever comes first. NO SIM cards may be removed.

## Parent Dress Guidelines

Please be sensitive to and respectful of the culture and dress norms of our host country, the UAE. Conservative dress is appreciated.

## **Fire and Lockdown Drill.**

If you are on campus when the fire alarm sounds (a long continuous ring) please follow the crowds in an orderly fashion and assemble with the staff on the side of the sports pitch.

If the lockdown is sounded (smooth classical music played through the speaker system) please make your way to the nearest classroom.

## **Child Protection**

Our policy applies to everyone working in the school. There five main elements to our policy which are to:

- ensure we practice safe recruitment in checking the suitability of staff to work with children
- raise awareness of child protection issues and equip children with the skills needed to keep them safe
- implement procedures for identifying and reporting cases, or suspected cases, of abuse
- support students who have been abused in accordance with his/her agreed child protection plan.
- establish a safe environment in which children can learn and develop.

We recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
- ensure children know that there are adults in the school whom they can approach if they are worried
- include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from abuse, in keeping with the acceptable local culture and sensitivities.

Our Child Protection leads are Gary Mallon (Primary) and Anthea Addison ( Secondary )

## **Bullying**

At Greenfield Community School, we strive to ensure a safe environment for all members of the school community and to promote healthy relationships. Bullying - physical, verbal or indirect acts committed against someone or a group of people in a position of less power; a child or children

intending to cause harm to another child or group of children; these behaviours repeated over time are not tolerated, in any form, and all members of the community are expected to enforce the policy. Students are encouraged to approach a supervising adult to intervene in the case of bullying.

Cyber bullying is when a child, preteen or teen is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child, preteen or teen using the Internet, interactive and digital technologies or mobile phones. (Definition taken from [www.stopcyberbullying.org](http://www.stopcyberbullying.org) 2007)

GCS students are expected to act with respect and concern for others both inside and outside school hours. GCS treats any form of bullying as a serious offence. In addition to incidences at school, cyber bullying may also occur off-campus or outside of school time. **If the cyber bullying action is intended to have an effect on a student or it adversely affects the safety and wellbeing of a student while in school, GCS will discipline students involved.** GCS students who commit cyber bullying will be subject to the consequences for bullying in the GCS Student Behaviour Code.

## **Fighting and Harassment**

GCS supports students in managing their anger and in resolving their conflicts in a timely and constructive manner. The school prohibits any form of fighting or harassment.

## **Stealing**

Students are expected to take steps to protect their personal property. We encourage students to leave valuables at home. Any student caught stealing will face serious consequences, as determined by the Principal. GCS has the right to search rooms, lockers, bags, etc., if there is reason to do so.

## **Academic Integrity and Honesty**

Integrity and honesty are critical to creating an environment of academic excellence and authentic learning. Students are encouraged to use outside sources, as appropriate, and are expected to seek extra help where needed. However, they must accept the responsibility for creating and submitting their own, original work. A student who is in doubt about any aspect of the principles and practices of academic honesty should consult his/her teacher or the librarian. Teachers are strongly encouraged to require submission of research notes, graphic organizers, and drafts in order to support students in avoiding plagiarism. It is the responsibility of GCS teaching staff to make sure students are educated about what defines plagiarism and strategies to avoid it.

## **Plagiarism**

Definition: presentation of someone else's ideas words or phrases as if they were one's own. Plagiarism is wrong in both creative and academic writing. Often in essays, and always in research papers, you are asked to support your ideas with evidence from others, but you must make it very clear which of your words or ideas were originally written by someone else. In the first instance of plagiarism, students may be given the opportunity to redo the assignment depending on the

student's intentions. The student may be required to work with the Librarian, teacher or learning support team on interventions to make sure plagiarism is avoided in future.

### **Cheating:**

Definition: giving or receiving unauthorized assistance on assessments and assignments. Students caught cheating on class assignments or tests will receive a zero on the assignment and will be required to re-do the assignment/ new test on detention time, in addition to consequences implemented from the behavior code. Procedures for cheating during exams are different and will be explained in the Exam Rules and Regulations.



## **Lost Uniforms and PE Uniforms**

Both the PYP and Secondary building have bins where lost items are collected. The school can only keep these items for 14 days. After this period both the Ministry of Health and the KHDA deem these items to be unsafe in a school environment. The school will either dispose of these items or will sell them in the monthly second-hand sales.

## **Personal property**

Students at times may wish to bring personal technology devices such as music players, and other PDA's to school. These devices can only use in class after permission has been given by the teacher and must be shut off when the teacher requests.

## **Mobile phones at school**

Whilst we understand that many students feel the need to have a mobile phone at school these devices **must** be switched off during school hours, unless instructed to use them as a learning tool. Parents should not send or receive text messages to their children during school hours. If you need to contact your child or if they need to contact you, this should be done through the school receptionist. The school takes no responsibility for mobile phones, or any other personal devices; students bring them at their own risk. Inappropriate use of mobile devices may result in confiscation. For a first offence students will have their phones handed back at the end of the day. For second offences student's parents will be requested to collect the phone from the school. A third offence would mean that students are banned from bringing their mobiles to school at all.

## **Careers and University Entrance**

A Guidance Counsellor is available to help Secondary students from Grade 10 identify careers and courses that are suitable for their aptitudes and abilities. Students requiring special courses such as TOEFL or SATS are asked to communicate their needs with the Guidance Counsellor as soon as possible so that arrangements may be made.

## **Libraries**

There are 2 Libraries in the school, one in each building. They contain resources appropriate for the students learning in the building and at home on-line learning with a range of web based applications. Computer and Internet facilities are provided, and a wide range of books, magazines, DVDs and periodicals allow students to research school work as well as serving them for leisure reading. The qualified teacher-librarians and assistants are available to help students with their work in the library. Additionally, the librarians have an on-going programme of instruction in the effective use of libraries, how to access information, how to support student learning etc. The wide range of books reflects the diverse interests and cultures of our school community and assists in our aim for international and intercultural awareness.

Book donations are always welcome; please pass donations to the librarian who will assess their suitability for the age range or place them for staff reference.

## **Information Communication and Technology**

Carts of laptops and desktops are available for use in teaching areas and the library. Computers are connected by wireless and by cabling. Students also have access to cameras, webcams, scanners and basic movie-making facilities. Students should have a USB key (memory stick) to save their work.

Wireless laptops from home may be used but access to storage on the school server is limited due to security issues. All students must abide by the ICT User Agreement that is located at the back of the document and on the School Communicator. Parents should discuss the implications of this agreement with their children.

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Whilst all care will be taken, the school takes no responsibility for any damage caused to laptops or any other portable computing device brought to school.

## **Transport**

The school bus service is operated by Arab Falcon Bus Rental LLC who are contracted by Taaleem, parents and students must adhere to the following:

**Registration Timeframe:** Falcon closes registration two weeks prior to the start of school year. They require at least 15 days to complete the registration and assignment process, so it is recommended that you do this as early as possible in order to avoid delays.

If your student was registered for transportation on orientation or start of school, your bus assignment will be process within that timeframe.

**Pickup and Drop-off Schedule:** All parents are reminded that the bus schedule is set and must be rigidly adhered to. Parents are not entitled to phone the bus drivers or change the routes. In the mornings, bus drivers will wait **one minute** for students who are not waiting at their stops. We are aware that this may cause some problems, but **we will not** have students arriving late for class because one or two cannot arrive early to the bus stop.

The pick-up and delivery times of each bus should be consistent within approximately ten (10) minutes, although buses may be later if rain, fog, sandstorms, breakdowns or traffic jams occur. Children under the age of 8 should have a parent or guardian with them and witness the child getting on the bus. There should always be a parent or guardian to pick the child up at the drop off location.

**Bus Pickup and Drop-off locations** will **not** be changed. Locations have been determined for the safety of your children.

Student must be at their Bus Stop 5-10 minutes prior to bus pickup time. It is important to note that most of the busses fill-up quickly, therefore, only students who are registered and have paid their school fees in full will be permitted to board.

## 51 | P a **Parents/Guardian Liability**

Parent/Guardians are required to reimburse the Arab Falcon for any damage to a school bus committed by the student. Parents/Guardians will be notified by the school if their student has been involved in behaviour leading to damage of a school bus.

### **Change of Address/Telephone**

If there is a move or a change in their serviced address during the school year, notify the school at least 15 school days in advance to ensure continuous transportation service.

## **Student Responsibilities During Transportation**

Each student riding a bus is expected to obey these student conduct rules:

- Enter and leave the bus in an orderly manner in single file. No physical playing or rough conduct is allowed at any time.
- Secure the seat belt before the bus moves and only undo it at the final stop (school or home). Remain properly seated at all times and keep head and other parts of the body inside the bus and out of the aisle.
- Avoid loud conversation or singing.
- Use of Ipads is prohibited for both Primary and Secondary students.
- Do not play musical instruments inside the bus.
- Ask the driver's permission before opening any windows.
- Follow any additional directions given by the bus driver or School Assistant.
- Eating, drinking, chewing gum (and smoking by adults) is not allowed on the bus.
- Respect the rights of others inside and outside the bus are the same as inside the school.

### **Bus Stop and Seating**

Students will be assigned to a specific route and stop. Students may board and leave their bus only at the assigned stop and may be assigned to a specific seat on the bus by the nanny.

### **Bus Stop Conduct**

Many bus stops are designated at school sites or corners in residential areas. Students should be respectful of others' property. The bus stop is NOT a playground. Students should not play, push, shove or throw objects while waiting for the bus.

### **Travel Time**

Parents/guardians should be prepared for changes in buses, routes, stops and times of pick-up throughout the school year that result from adding or dropping students in the programme. Overall travel time will vary from route to route depending on school and student home locations.

### **Street Crossings**

Please instruct your children NOT TO CROSS the street diagonally or behind the bus. Parents/guardians picking up and/or dropping off students at the bus stop should park safely away from the stop but on the same side of the street as the bus stop, to avoid the possibility of a student being hit by traffic whilst crossing the street.

### **Personal Articles**

Students are not permitted to bring on the bus any articles that the driver or nanny considers to be dangerous or that may cause injury. Plastic bags should not be used to carry personal belongings. Lunches must be packed in appropriate containers.

### **Lost Items**

Parents/guardians or students can telephone the school about lost items. Neither the bus driver nor the school will be responsible for personal belongings left on the bus. Lost items are retained or safeguarded by the school for a limited time.

## **Unacceptable Behaviour**

When a student's misconduct is of a nature that does not jeopardise the safety or welfare of other students or interfere with the operation of a bus, counselling may be appropriate. Suspension is considered when a student's behaviour could jeopardise other passengers or the safe operation of the bus, when repeated counselling fails to correct behaviour, or when a student damages a bus. Parents/guardians will be notified of disciplinary action taken by the School Principal, but in most instances the student/parents will have to find other means of transportation to and from school.

## **Responsibilities for Parents and Students**

### **Personal Hygiene**

Students should be toileted just before boarding the bus. The ride to school may take quite a while and drivers are not permitted to stop.

### **Communicable Diseases**

A student who has a communicable disease will not be eligible for transportation until the school receives certification from a medical doctor that proper precautions have been instituted to prevent the disease from spreading to other bus riders.

## **Security**

The school is sensitive to the importance of security for the well-being and safety of all students and staff. The site is fenced and, as well as a 24 hour guard, has CCTV for monitoring the perimeter. During the school day, the only point of entry is through the Main Gate, where visitors must register and receive a visitor's badge. All school staff and volunteers have to have background checks before they are employed. There is a policy for emergency situations that may arise. Students are required to be familiar with fire and evacuation procedures and these are practised regularly.

## **Student Planners and homework diaries**

All the Secondary School students' work can be found on 'Managebac'. Each student and parent will be given a login to the school's Managebac account.

53 | Page The Primary School will be introducing Managebac in September 2016. Homework diaries may still be used initially during this transitional period.

## **Medical Clinics**

To ensure the well-being of students, the school provides a full-time Nurse and a part-time Doctor. The Nurse is responsible for giving first aid and caring for sick children. They maintain the accident forms and deal with any emergencies requiring medical help. In the event of your child's sudden illness or accident, every effort will be made to contact you or the emergency contact on your child's record. Please ensure all information is updated regularly as the school nurses together with senior management may have to take a decision to send a child to the nearest available clinic with a member

of staff in an ambulance. Please refer to the Medical Information Booklet that you are required to fill in with Admissions.

There are two clinics for consultations and health care. If a student needs bed rest or to be observed for a short period, there is a room for this. However, if his/her condition warrants different treatment parents are contacted and, if necessary, a transfer to hospital is arranged. If in the event that parents can't be contacted then the school nurses together with senior management may under certain emergency circumstances take the decision to call an ambulance and send a member of staff with the child to the nearest available clinic / hospital. Upon joining the school, all students are required by the Department of Health and Medical Services to have a medical check-up. Routine medical checks are also given to students upon school entry.

## **Medical Records**

GCS Medical Information Pack can be found at the back of this document. It must be completed and returned to the school nurse when students begin school. All emergency contact details must be updated whenever there are any changes. A medical file is kept on each student and this includes vaccination records. This information is mandatory.

## **Medicine**

When a child is on medication for an illness, it is often better to keep her/him at home until s/he feels better. If the doctor recommends a return to school but with prescribed medicine, this must be given to the Nurse labelled with the student's name and with clear written instructions or the prescription for administering the medicine. Students should only have medicines with them (such as an asthma inhaler) with which they are familiar and confident to use. All other medicines should be handed in to the Nurse. Epi-pens, insulin and other medicines should be stored in the fridge in the infirmary and be clearly labelled with the student's name and dosage.

## **Doctors or dental appointments**

In the instance that you require to withdraw your son/daughter during school hours for dental or medical appointments please ensure that you send a message (in advance) to your child's homeroom teacher stating the date and time of the appointment, sign out from the Secondary reception and hand the exit pass to security. This is essential as we can register your child accordingly. In addition, upon your son/daughters return to school provide evidence of your appointment, this can be in the form of a clinic receipt, stamp, prescription copy or simple a screenshot of your appointments confirmation text. A formal medical certificate is not necessary in this case.

## Sun Protection - Playground Policy

Sun protection is very important in the UAE. Parents of younger children are requested to apply sunscreen on their child before leaving home. Please ensure that all students have sunscreen and hats for the day.

During the summer, if necessary, children will play in doors at break time. A heat index of 40 degrees is our 'indoor play' temperature.

Primary and Lower Secondary Children need to wear a hat outdoor at all times:

“NO HAT, NO PLAY”

Drinking plenty of water is important and water is freely available to students throughout the school. Please ensure your child has his/her water bottle that they can refill at any time of the day because we are in the process of saving plastic cups and making ours an environment friendly school.

## Special Diets

The school canteen provides healthy options and there is always a vegetarian alternative available for students who may not be able to eat the meat or fish on offer.

Please note: out of respect of this country and its beliefs we do not serve any pork products. Students are not allowed to bring any pork products for any meal or snack.

## Allergies

It is important for you and your child to be aware of the increase in food allergies, the school does not allow nuts of any type in school and there is a '**No nut policy**' in place. In particular, it is important to educate the students not to share packed lunches where foods to which others may be allergic may be offered.

## Accidents During School Time

55 | Page Serious accidents in school are very rare. However, minor accidents do occur and are promptly dealt with by the staff. A blow to the head is referred to the Nurse (bumps when two heads collide happen occasionally during soccer games in breaktime). If she is concerned about any accident, she will contact the parents. If a student has to be taken to hospital, an ambulance is called and every effort is made to contact the parents or the emergency contact name.

## Illness During School Time

If a child feels unwell at school s/he is sent to the clinic. A mild medicine may be given (please make sure you sign the agreement/non-agreement form for over the counter medicines) and after the student has recovered, s/he usually goes back to class. In the event of a more serious illness, parents are contacted and asked to pick up their child. Older students may go home alone in a taxi or with a driver only if the Nurse has spoken with the parents and both parties are in agreement.

Secondary students must have a teacher's permission and note to visit the school nurse. Students who wish to visit the nurse during break times, must obtain permission from the teacher of their upcoming class first unless they have been injured and need immediate attention. Teachers should complete a nurse's pass, or compose a written note to send with the child. If a written note is not sent, the child will be sent back to class to obtain one.

## **Return To School After Illness**

Please ensure that your child is really able to cope with school before allowing her/him to return. If a course of medicine is prescribed please follow the guidelines in "Medicines in School". A doctor's note will be required if your child misses more than 3 consecutive days from school.

## **Contagious Diseases**

Students who are unwell with infectious diseases should not be in school. These diseases may include: Chickenpox, Diphtheria, Rubella, Hepatitis, Impetigo, Measles, Meningitis, Strep throat, Mumps, Pneumonia, Poliomyelitis, Scarlet Fever, Tuberculosis, Whooping Cough, and Influenza.

This list is not exhaustive and may include others as advised by the School Nurse. Please inform the school immediately if your child has a serious contagious disease.

Head Lice contamination is not a disease. However, children suffering from Head Lice should be kept at home and treated immediately. They may return to school when there is no evidence of live lice. The Nurse must be informed.

After a serious illness, a doctor should confirm in writing that the child is fit to return to school.

## **Substance Abuse**

Greenfield Community School is a smoke-free and drug-free zone. In Dubai, tobacco and alcohol purchase and consumption is strictly controlled. No tobacco or alcohol is permitted on the school premises for use by students or adults at any time. The use of any narcotics or illegal substances is against the law of the UAE and is strictly prohibited by GCS. Substance abuse of any kind will not be tolerated and the student will be expelled from school.

The school reserves the right to search student bags, cubbies and lockers, without prior notice, and to request random substance tests.

The use of drugs, tobacco or alcohol on school premises by any student will be grounds for immediate and permanent dismissal.



## Health Education

Through our curriculum programmes we encourage students to develop a healthy respect for themselves and others. Hygiene is a health priority and we aim to encourage this during class time as well. We ask parents to do the same at home.

## Safety and Security Procedures

In order to ensure a secure learning environment the school offers:

- Supervision of play areas at break and lunchtimes
- Regular practice of emergency procedures including fire drills
- High expectations of student behaviour and self-discipline
- External CCTV monitors
- Staff to supervise arrival and departure times
- Trained bus drivers and bus supervision by a trained adult

## Visitors to School

In the interests of security, all visitors are required to report to security and then reception. The visitor is given a visitor badge. Those with out the official parents' school ID badge will be requested to leave a picture ID ( Emirates ID card ) for example. All visitors are escorted to either Primary or Secondary Reception by a member of the security team. Visitors are restricted to the areas in which they have a meeting. Strangers will be challenged by staff and/or the police may be called.

In Secondary School, we discourage child visitors to the school as it disrupts the learning for other student. We review any requests on a case-by-case basis. The school reserves the right to refuse admittance to any child that is not a student of the school. Any visiting past pupils of GCS should contact the Head of School or Deputy Head to arrange a meeting time.

## Parental Absence

57 | Page If parents are due to be away from home, the school must be informed in writing in the interests of student safety and security. The name of the adult assuming responsibility for the child's welfare must be given to the school, along with all the contact details. This policy is inclusive of all students no matter the age.

## Students Leaving the Site During the School Day

Greenfield Community School is a closed campus. This means students may not leave campus for any reason without the prior approval of a parent or guardian. Occasionally a parent may wish to take their child out for a medical appointment; again the school must receive the request in advance in writing. Students going home because they are sick will receive a special pass from the school nurse.

Parents who arrive to pick-up their child(ren) must wait in reception. The student will be located by a

staff member and brought to the reception. Parents are not allowed to go looking for their child(ren) at any time. Parents dropping off forgotten/left items from home must have the item clearly identified with the student's name and homeroom teacher attached to the item. The item will be delivered at the first opportunity; however, lost items are not the responsibility of the school.

## **Food**

Food is available at school and any concerns about the school catering should be addressed to the Parent Relations Officer. The philosophy of the school is to teach healthy eating habits and therefore the availability of such things as fried foods and fizzy drinks are unavailable. Salads and fresh fruit are available in the cafeteria every day. Fruit juices, ice tea, milk and water are the principal drinks permitted in the canteen. As part of our understanding about how children learn best, students are encouraged to drink plenty of water both during and outside lesson times. In lesson time, a bottle of water may be kept on a student's desk and drunk from freely, outside lesson time water dispensers are available. Healthy snacks are also encouraged. Again, pork, pork products and nuts are strictly forbidden on the campus. Healthy lunch box ideas can be found on the website and the School Communicator.

At no time may a student order food to be delivered from off campus during school hours. After school activities supervised by a teacher or staff member is acceptable only if permission has been given. Both the Primary and Secondary building have bins where lost containers are collected. The school can only keep these items for 14 days. After this period both the Ministry of Health and the KHDA deem these items to be unsafe in a school environment. The school will either dispose of these items or will sell them in the monthly second-hand sales.

## **Facilities and Cleaning**

58 | Page The facilities are managed by our Facilities Manager. The school teaches students respect for their environment and seeks support from the parents in reinforcing this message. Students spend a large amount of their waking hours and no one wants to spend their time in a dirty or damaged environment. The expectation is that all members of the school community will be proud of their facilities and happy to maintain its high standards. The CCTV at Greenfield Community School will be used to identify any individual who damages the school.

As well as a cleaning company which cleans after school hours and during vacations, there are full-time members of staff on the premises all day to keep a check on lavatories, clean up spills and keep the premises safe and healthy for the students. Students are requested to respect the cleaning staff by clearing up their own mess and keeping their classrooms clear of rubbish and clutter. They are also responsible for keeping their cubbies and lockers in a clean and tidy condition.

## **Courtesy**

Good manners are welcome in every culture and at GCS we respect one another. Students, parents and staff are expected to greet each other “Salaam ‘Alaykom”, “Good Afternoon”, “Bonjour”, “Guten Tag”, “How are you?” etc. People walk on the right in corridors and on the stairs. Doors are held open for others and students are expected to allow adults to go through doorways first. Movement between lessons is done quietly, with regard to other students who may still be in class.

New students are appointed buddies as they arrive to start school. The buddies are responsible for orientating the new students e.g. showing them where the lavatories are located, procedures for break times and the canteen. They also help students to quickly make the transition into their new school life.

Students are addressed by their first name by staff and address staff as Mr./Ms./Mrs./Dr./M/Mme etc, and then their surname. Some teachers prefer to be called by their first name, e.g. Ms. Fatima, Mr. John or Mme Françoise.

Parents, please show the security and cleaning staff the same respect that you would show anyone else. They serve our school with pride and take care of our children's safety and clean school environment.

## **Student Council and Student Leadership Team**

### **Primary School**

Students are encouraged to determine their own high standards by discussion through academic programmes and through other opportunities in school, such as representation on the Student Council. All students in Grade 3 and above are eligible to stand for election to the Student Council. The elected representatives, three from Grade 3 & Grade 4 plus five senior students from Grade 5 are allowed to hold meetings in class time at the convenience of the teacher(s). Recommendations from the meetings are presented at the Student Council meetings which are held once a week.

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### **Secondary School**

In Secondary School, the Student Leadership team consists of Headboy and Headgirl with six prefects (Pastoral, Academic and Activities). These positions are from January of Grade 11 through to December of Grade 12. The Leadership team works with School Leadership and staff to manage school events and assist in decision making activities. The Student Leadership team are also ambassadors for the school and attend school events and represent the student body in meetings.

The Student Council is comprised of one student representative in each Homeroom. The two most senior Student Council members are the leaders of the Student Council and they chair the meetings for

the Student Council. Student Council meetings occur once a month with the Head and Deputy Head of Secondary.

## **Community and Service**

As part of our programmes, community and service are very important features. From the Kindergarten, our students are made aware of the value of having a caring, community and service oriented society and are educated to be aware of the needs of different communities and develop plans for supporting those needs. Organisations are invited to create partnerships with our school to educate our students and to help them to move forward with their projects. It is expected that students will have sustained relationships with some organisations in order to have profound insights into their culture and communities and to be able to offer effective service.

## **Celebrating Diversity**

Celebrating Diversity is making the most of what an International Education at the Greenfield Community School has to offer, creatively and culturally, to appreciate diverse cultures and to challenge prejudice and discrimination in innovative ways. Our students, staff and parents are expected to join forces to help understand and celebrate diversity.

Some ways in which this can be achieved is by:

- Model United Nations participation and debates
- Supporting International Day
- Spotlighting ways in which different groups enrich community life
- Improving public awareness of the impacts of prejudice
- Encouraging positive changes in people's perceptions and practices

## **Bring Your Own Device (BYOD) Includes all Mobile Devices**

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BYOD, while not school property, also fall under the Acceptable Use Policy whilst on school property or whilst on school related activities. However, the school is not responsible for the repairs or any damage resulting from their use on school property or during school related activities. Improper use of BYOD will lead to immediate confiscation and permanent denied access to the school Wi-Fi network. The devices will only be returned to the parents or legal guardians of the student owning the device. The school is not responsible for damage, loss or theft of any personal device brought to school.

## Social Media

Due to the wealth of new social media tools available to students, student products and documents have the potential to reach audiences far beyond the classroom. This translates into a greater level of responsibility and accountability for everyone. Below are guidelines GCS students should adhere to when using Web 2.0 tools in the classroom.

1. Be aware of what you post online. Social media venues including Facebook, YouTube, wikis, blogs, photo and video sharing sites are very public. What you contribute leaves a digital footprint for all to see. Do not post anything you wouldn't want friends, enemies, parents, teachers, or a future employer to see.
2. Follow the school's code of conduct when writing online. It is acceptable to disagree with someone else's opinions, however, do it in a respectful way. Make sure that criticism is constructive and not hurtful. What is inappropriate in the classroom is inappropriate online. The school can, and will, discipline students for on-line behavior that is detrimental to their on-line reputation, or the reputation of the school. Students who bully, harass, ostracize or otherwise hurt the feelings or reputation of other on-line, **even if the events occurred from home or outside of school hours**, are subject to discipline from the school.
3. Be safe online. Never give out personal information, including, but not limited to, last names, phone numbers, addresses, exact birthdates, and pictures. Do not share your password with anyone besides your teachers and parents.
4. Linking to other websites to support your thoughts and ideas is recommended. However, be sure to read the entire article prior to linking to ensure that all information is appropriate for a school setting.
5. Do not use other people's intellectual property without their permission. **It is a violation of copyright law to copy and paste other's thoughts.** When paraphrasing another's idea(s) be sure to cite your source with the URL. It is good practice to hyperlink to your sources.
6. Be aware that pictures may also be protected under copyright laws. Verify you have permission to use the image or it is under Creative Commons attribution.
7. How you represent yourself online is an extension of your personal image. Do not misrepresent yourself by using someone else's identity.
8. Blog and wiki posts should be well written. Follow writing conventions including proper grammar, capitalization, and punctuation. If you edit someone else's work be sure it is in the spirit of improving the writing.

9. If you run across inappropriate material that makes you feel uncomfortable, or is not respectful, tell your teacher right away.

10. Students who do not abide by these terms and conditions may lose their opportunity to take part in the project and/or access to future use of online tools.

## **Taking Care of School Mobile Devices**

GCS may provide users with mobile devices to promote learning both inside and outside of the classroom. Users should abide by the same acceptable use policies when using school devices off the school network as on the school network.

Users are expected to treat these devices with extreme care and caution; these are expensive devices that the school is entrusting to your care. Users should report any loss, damage, or malfunction to IT staff immediately. Users may be financially accountable for any damage resulting from negligence or misuse. School mobile devices that are broken or fail to work properly at the time they are in the custody of the students or staff must be taken promptly to the IT technician for an evaluation of the equipment.

### **GENERAL PRECAUTIONS**

- School mobile devices are school property and all users will follow this policy and the GCS acceptable use policy for technology.
- Only use a clean, soft cloth to clean the screen, no cleansers of any type.
- Cords and cables must be inserted carefully into the mobile device to prevent damage.
- School mobile devices must remain free of any writing, drawing, stickers, or labels.
- School mobile devices must never be left in an unlocked locker, unlocked car/minibus outdoors or in a car/minibus parked in the sun or any unsupervised area.
- For personal devices, parents must ensure their child's mobile device comes to school fully charged and loaded with Apps requested by the school.
- Mobile devices must only be charged once they reach a battery life below 10% except for the nightly recharge.
- Mobile devices must not be allowed to have an empty battery.
- Mobile devices should never be left where they may be accidentally sat on/stood on e.g. chair, floor, near play area.

- Students below grade 2 should never to take the Mobile devices outside the classroom.
- Do not leave the mobile device in an open carry bag so as to prevent it from falling out.

### **Carrying Mobile Devices**

The protective cases provided with mobile devices have sufficient padding to protect the mobile device from normal treatment and provide a suitable means for carrying the device within the school. The guidelines below should be followed:

- School mobile devices must always remain within the protective case when carried.
- Only one mobile device should be carried at any one time.
- Class sets of mobile devices must be carried in the mobile device trolley.

### **Screen Care**

The mobile device screens can be damaged if subjected to rough treatment. The screens are particularly sensitive to damage from excessive pressure on the screen.

- Do not lean on the top of the mobile device when it is closed.
- Do not place anything near the mobile device that could put pressure on the screen.
- Do not place anything in the carrying case that will press against the cover.
- Clean the screen with a soft, dry cloth or anti-static cloth.
- Do not “bump” the mobile device against lockers, walls, car doors, floors, etc as it will eventually break the screen.

### **Using Mobile and BYOD Devices at School**

Mobile devices and BYOD devices are intended for use at school each day or when requested by the teacher. In addition to teacher expectation for Mobile device and BYOD use, school messages, announcements, calendars and schedules may be accessed using the mobile device and BYOD. The mobile device or BYOD cannot be used unless a teacher has given permission for its use.

### **Screensavers/Background photos/Apps**

The screensaver or background photo may not be changed for any reason on any school mobile devices. Any changes to the display of the school mobile device will be deemed a violation of this policy. Passwords are not to be used on school mobile devices. Inappropriate material or photos are not to be stored on school or BYOD. BYOD containing material considered inappropriate by the school will be confiscated and returned only to a responsible adult. The device may not be brought to school

until the offending material/Apps are removed.

## **Sound, Music, Games, or Programs**

- Sound must be muted at all times unless permission is obtained from the teacher for instructional purposes.
- Music is allowed on the mobile device and can be used at the discretion of the teacher.
- Internet Games are not allowed on the school mobile devices. If game apps are installed on school mobile devices, it will be by GCS staff only.
- All software/Apps must be school provided (school mobile devices only).
- All Apps on BYOD are the financial responsibility of the student's family. School required Apps must be installed at home.

## **Printing**

Printing will not be immediately available for students with school mobile devices or BYOD

## **Saving to the Mobile Device/Home Directory**

Students may save work to the home directory on the mobile device - **but** it will not be backed up in case of re-imaging. It is recommended students use their school Microsoft Office 365 account to save their work in the cloud. Please note that the school reserves the right to access these accounts. BYOD owners must not store personal information on the school acquired third party storage area to avoid any privacy issue violation.

It is the student's responsibility to ensure that work is not lost due to mechanical failure or accidental deletion. Mobile device malfunctions are not an acceptable excuse for not submitting work.

## **Network Connectivity**

GCS makes no guarantee that their network will be up and running 100% of the time. In the rare case that the network is down, the school will not be responsible for lost or missing data.



## **Originally Installed Software**

The software/Apps originally installed by GCS must remain on the school Mobile device in usable condition and be easily accessible at all times. From time to time the school may add software applications for use in a particular course. The licenses for this software require that the software be deleted from mobile devices at the completion of the course. Periodic checks of school mobile devices will be made to ensure that students have not removed required apps.

Parents assume the responsibility for all software stored on BYOD devices. The school will not install any App or software onto BYOD devices.

## **Additional Software**

Students are not allowed to load extra software/Apps on the school mobile devices. GCS will synchronise the school mobile devices so that they contain the necessary apps for school work. BYOD will have their software installed at home at the family's expense.

## **Inspection**

Students may be selected at random to provide their device for inspection including BYOD to ensure that there are not any violations to this policy. Students are required to unlock their devices to allow staff to inspect the device.

## **Procedure for re-loading software**

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If technical difficulties occur and illegal software or non GCS installed apps are discovered, the school mobile device will be restored from backup. The school does not accept responsibility for the loss of any software or documents deleted due to a re-format and re-image.

## **Software Upgrades**

Upgrade versions of licensed software/apps are available from time to time. Mobile devices may be removed from circulation for periodic updates and synching. All BYOD devices are expected to update software at home and not during the school day.

## **Acceptable Use**

The use of GCS technology resources is a privilege, not a right. The privilege of using the technology resources provided by the Greenfield Community School is not transferable or extendible by students to people or groups outside the school. This policy is provided to make all users aware of the responsibilities associated with efficient, ethical, and lawful use of technology resources. If a person violates any of the User Terms and Conditions named in this policy, privileges will be terminated, access to the school's technology resources will be denied, BYOD devices will be denied access to the school's network and Wi-Fi facilities and the appropriate disciplinary action shall be applied. The Greenfield Community School Behaviour Management Policy and Procedures shall be applied to student infractions.

Violations may result in disciplinary action up to and including suspension/ expulsion for students.

When applicable, law enforcement agencies may be involved after KHDA consultation

## **Parent/Guardian Responsibilities**

Parents have a responsibility to talk to their children about values and the standards that their children should follow regarding the use of the Internet as they would in relation to the use of all media information sources such as television, telephones, movies, radio and social media.

Parents may opt out of allowing their child to use the school mobile devices or BYOD. To opt out parents must sign a form indicating this and acknowledging that their child is still responsible for meeting the course requirements (*which may take longer*).

#### School Responsibilities Are to:

- Provide Internet and Email access to its students.
- Provide Internet Blocking of inappropriate materials where possible.
- Provide data storage areas. These will be treated similar to school lockers. GCS reserves the right to review, monitor, and restrict information stored on or transmitted via GCS owned equipment and BYOD devices and to investigate inappropriate use of resources.
- Provide staff guidance to aid students in doing research and help assure student compliance of the acceptable use policy.

#### Students Are Responsible For:

- Using computers/mobile devices in a responsible and ethical manner.
- Obeying general school rules concerning behaviour and communication that apply to Technology equipment use.
- Using all technology resources in an appropriate manner so as to not damage school equipment. This “damage” includes, but is not limited to, the loss of data resulting from delays, non-deliveries or service interruptions caused by the students own negligence, errors or omissions. Use of any information obtained via GCS’s designated Internet System is at your own risk. GCS specifically denies any responsibility for the accuracy or quality of information obtained through its services.
- Helping GCS protect our computer system/device by contacting an administrator about any security problems they may encounter.
- Monitoring all activity on their account(s).
- Students should always turn off and secure the mobile device and BYOD devices after they are done working to protect their work and information.

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If a student should receive an email containing inappropriate or abusive language or if the subject matter is questionable, he/she is asked to print a copy and turn it in to the office.

- Returning the school mobile device to the class monitors at the end of each period/s or day.
- Ensuring all BYOD devices are fully charged at the start of the school day.
- Their BYOD device is brought to school each day unless otherwise informed.
- Ensure their BYOD device has the Apps/software installed as requested by the school and maintain software upgrades.

## **Student Activities Strictly Prohibited:**

- Illegal installation or transmission of copyrighted materials
- Any action that violates existing school policy or public law
- Sending, accessing, uploading, downloading, or distributing offensive, profane, threatening, pornographic, obscene, religious or sexually explicit materials
- Use of chat rooms, sites selling term papers, book reports and other forms of student work
- Internet/Computer Games
- Use of outside data disks or external attachments without prior approval from the administration
- Changing of school mobile device settings (exceptions include personal settings such as font size, brightness, etc)
- Downloading apps at school unless supervised by the teacher and parental consent.
- Spamming-Sending mass or inappropriate emails
- Gaining access to other student's accounts, files, and/or data
- Use of the school's internet/E-mail accounts for financial or commercial gain or for any illegal activity
- Use of anonymous and/or false communications such as MSN Messenger, Yahoo Messenger
- Students are not allowed to give out personal information, for any reason, over the Internet. This includes, but is not limited to, setting up internet accounts including those necessary for chat rooms, EBay, email, etc.
- Participation in credit card fraud, electronic forgery or other forms of illegal behaviour.
- Vandalism (any malicious attempt to harm or destroy hardware, software or data, including, but not limited to, the uploading or creation of computer viruses or computer programs that can infiltrate computer systems and/or damage software components) of school equipment will not be allowed
- Transmission or accessing materials that are obscene, offensive, threatening or otherwise intended to harass or demean recipients. Bypassing the GFW web filter through a web proxy

## **Mobile Device and BYOD Care**

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- Students will be held responsible for maintaining the individual Mobile devices and keeping them in good working order whilst in their possession.
- BYOD Mobile devices batteries must be charged and ready for school each day.
- Mobile devices that malfunction or are damaged must be reported to the IT Technician. The school will be responsible for repairing only school owned Mobile devices that malfunction. Mobile devices that have been damaged from student misuse, neglect or are accidentally damaged will be repaired with cost being borne by the student. Students will be responsible for the entire cost of repairs to Mobile devices that are damaged intentionally.

#### Mobile Device Damage:

- Students Are Responsible For Any and All Damage.
- Mobile devices that are stolen must be reported immediately to the Office and the Police Department.

#### Legal Propriety

- Comply with trademark and copyright laws and all license agreements. Ignorance of the law is not immunity.
- Plagiarism is a violation of the GCS Behaviour Management Policy. Give credit to all sources used, whether quoted or summarized. This includes all forms of media on the Internet, such as graphics, movies, music, and text.
- Use or possession of hacking software is strictly prohibited and violators will be subject to consequence as stipulated in the GCS Parent Handbook. Violation of applicable law will result in criminal prosecution or disciplinary action by the school.

#### Protecting & Storing of the Mobile and BYOD Devices

Mobile devices and BYOD will be labelled in the manner specified by the school. Mobile devices can be identified and located in the following ways:

- Record of serial number
- GCS Identification label
- Registered with "find my Mobile device"

All school Mobile devices shall be stored in the Mobile device trolley and locked. All BYOD devices must be clearly labelled with the owners name and grade/class. All BYOD devices must be taken home each night.

## **Mobile Devices Left in Unsupervised Areas**

Under no circumstances should Mobile devices be left in unsupervised areas. Unsupervised areas include the school grounds and campus, the dining hall, computer lab, locker rooms, library, unlocked classrooms, dressing rooms and hallways. Any Mobile device or BYOD device left in these areas is in danger of being stolen. If a Mobile device or BYOD device is found in an unsupervised area, it will be taken to the IT technician's room. If a student has borrowed the Mobile device and it is found unsupervised, the student will have their borrowing privileges revoked for the remainder of the academic year. If a staff member leaves a Mobile device or BYOD device unsupervised they will immediately receive a warning letter. Any BYOD device found unsupervised will be confiscated and parents contacted.

## **Cost of Repairs**

Students will be held responsible for **all** damage to any Mobile device that is borrowed including, but not limited to: broken screens, cracked plastic pieces, inoperability, etc. Should the cost to repair exceed the cost of purchasing a new device, the student will pay for full replacement value. Lost items such as sleeves and cables will be charged the actual replacement cost.

## **GCS Internet, Network, Technology Equipment, Mobile Device and BYOD Student Use Pledge**

1. I will only use the GCS facilities, equipment and Internet when these are officially available for my use.
2. I will only access my account and make sure no one else has access to my account. I understand that I am responsible for all actions that take place on my user account.
3. I will not download, transfer, write, draw or view any unsuitable graphic, text or other inappropriate material and it is my responsibility to immediately inform the teacher should I accidentally access anything inappropriate.
4. I will not download, transfer, install or use any applications, utilities, games, music, video files or other files or software not approved by GCS.
5. I will only go to sites on the acceptable website list unless otherwise directed by my teacher.
6. YouTube, gaming sites, and social networking sites are expressly forbidden unless the teacher is there to oversee what I am doing.
7. I will not partake in any type of cyber-bullying and I will report any cyber-bullying to a staff member.

8. I will treat the GCS computers, systems and the school network with respect and care.
9. If I know of someone misusing anything, I will report this to a member of staff anonymously.
10. I will only access the local server or wider network that is readily available to me.
11. If I use any material from the Internet in my own work, I will clearly state the source.
12. I will reduce printing waste by not printing drafts but only final copies and utilising recycled paper where appropriate and I will use colour printing only for special tasks with permission from the teacher.
13. I will only use e-mail, chat or messaging facilities during lessons if allowed to do so by the teacher.
14. I will only use the schools network for transmission and reception of material that would be considered acceptable by the school
15. I will keep my personal details to myself when using the internet.
16. I will only use my school e-mail address to receive communications from others in the school or if I am receiving information concerning a school project.
17. I will not eat or drink whilst using the ICT facilities and equipment.
18. I will not interfere with the work of others.
19. I will not attempt by any means to circumvent the restrictions placed upon the machine or the network I am connected to.
20. I understand that trying to bypass the blocking put in place by the Telecommunications Regulation Authority (TRA) is against the law of the UAE and will not attempt to do so.
21. I will never attempt to “jailbreak” the school Mobile device or attempt any repairs.
22. I will not place decorations (such as stickers, markers, etc.) on the school Mobile devices. I will not deface the serial number Mobile device sticker on any Mobile device.
23. I understand the school Mobile device remains the property of the Greenfield Community School.

#### **The Following Applies for BYOD Devices**

24. I will take good care of my BYOD device.
25. I will never leave the BYOD device unattended.
26. I will never loan out my BYOD device to other individuals.

27. I will keep food and beverages away from the BYOD device since they may cause damage to the device.
28. I will use the BYOD device in ways that are appropriate, meeting GCS expectations and for educational purposes only.
29. I understand that my BYOD device is subject to inspection at any time without notice.
30. I will not share my internet connection by any means available to me.
31. I will ensure that anti-virus and anti-malware software is installed on my BYOD and is kept updated regularly and frequently.
32. I understand that my personal device is my responsibility and GCS is not responsible for any breakages, lost, theft or any damage caused by malware on the network
33. I will follow the policies outlined in the Greenfield Community School Acceptable Use Policy.
34. I will only use my BYOD when given permission to do so.
35. I will not use my BYOD when transitioning from one class to another, on the school bus or in the school reception.



## **GCS Internet, Network, Technology Equipment and BYOD Agreement Form**

Please sign below to confirm that you have read and will abide by the acceptable use policy and that you are aware of the consequences of failure to do so.

I agree to the stipulations set forth in the GCS Internet, Network, Technology Equipment and BYOD Acceptable Use Policy.

Student Name (Please Print):

\_\_\_\_\_

Grade & Homeroom: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_ / \_\_ / \_\_

Parent or Guardian

As a parent or guardian of this student, I have discussed the standards with my child and understand that misuse of the school's Network, Internet access, Technology Equipment and BYOD scheme will result in termination of all Internet and Technology privileges for my child and possibly lead to exclusion from the school.

Parent/Guardian Name (Please Print):

\_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_ / \_\_ / \_\_

N.B. Greenfield Community School's responsibilities for the provisions and privileges stated in the acceptable use policy will not be fulfilled if the above agreement is not signed.

## GCS BYOD Agreement

We the parents of \_\_\_\_\_ agree to supply for our child a BYOD device for the duration of the academic year 2016-17. I hereby also agree to:

1. Ensure the BYOD device is fully charged at the beginning of each day.
2. Pay for and install any Apps/Software required by the school (maximum amount 100 AED per year).
3. Ensure the BYOD device is in good working order.
4. Take full responsibility for any loss or damage of the BYOD device whilst at school or during school related activities.
5. Repair the BYOD device in a timely manner should the device be damaged.
6. Replace the BYOD device should it be lost or stolen.
7. Ensure that any App loaded onto the BYOD device or videos, movies or any other content is not in violation of the GCS Mobile device Acceptable Use Policy.
8. Read and agree to the GCS Acceptable Use Policy.
9. Permit the school to take possession of the BYOD device should the GCS Acceptable Use Policy be violated. I agree that an adult member of my family must collect the BYOD device from school should a violation occur.
10. Permit the school at any time to view the content of the BYOD device to ensure the

GCS Acceptable Use Policy has not been violated.

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11. Ensure my child's BYOD device is clearly identifiable and comes to school in a protective cover.

Parent/Guardian Name (Please Print):

\_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

N.B. BYOD may not be used by individual students until this form is signed by one parent/guardian of the student.

Appendix Two – Signature Page

Appendix Three – Behaviour Management Chart

We all know what good behaviour is in order to create a positive learning environment. On those rare occasions when this does not happen the following actions will take place:

You will be given an initial warning which may also serve as a warning to the whole class for a particular incident.



Comply = End of incident



Failure to comply and/or repeated occurrence of the above incident(s).

Actions may include:

- Your Home Room Teacher being informed
- The incident being logged on the school concern system
- Detentions—break/lunch/after school
- You possibly being put on subject report for a maximum of 2 weeks.
- A mobile phone related incident will mean the removal of your phone until the end of the school day

Appendix Three – Behaviour Management Chart

Actions may include:

- The Head of Department AND your Grade Level Coordinator being told
- You moving to another class for your lesson and this being for approx. a week

- Your parents being contacted by the head of department

- A reintegration meeting taking place with your teacher and the Head of Department or Grade Level Coordinator to resolve any issues and reintegrate you back into your usual classroom.

Any further issues will go straight to your Grade Level Coordinator and it is likely that the following will happen:

- You will be placed in isolation
- Your parents will be contacted

- You may be given a whole school detention

- You risk possible exclusion

Still no change in your behaviour as a result of a subject report or other interventions.

Continuation of unacceptable behaviour, failure to comply and repeat offenders

## Appendix Four – Use of Outside Tutors in School

Parents may be asked to provide qualified tutors to shadow and work with their child at school and provide support as directed by the Learning Support Specialists. Tutors can be used in a variety of ways in school from providing support on a one-to-one basis, to developing resources and assisting teachers in student evaluation.

### Recruitment and Payment of Tutors

- All Tutors must be approved by the school and are paid directly by the parents.
- The payment of tutors is solely the responsibility of the parents and the parents pay the tutors directly.
- The school should also be comfortable with the skills and ability of the Tutor to meet the needs of the child and may recommend a suitable shadow to the parents or veto their choice.
- All teachers make an effort to involve tutors in planning activities.
- Tutors must play a central role in providing detailed feedback to teachers on student progress and helping them to develop individual education plans. Hence documentation of progress will be required by all tutors on a monthly basis.
- Tutors are a valuable partner for teachers in developing and implementing behavioural strategies.

Tutors are deployed in a variety of ways supporting their one child, including:

- Being class based and/or curriculum specific
- Being assigned to work with their individual child with specific special needs including behaviour
- Being assigned to small groups containing the child they support but involving her/him in a group activity

78 | Page • Developing curriculum resources specifically to use with their child

- Accompanying them to the lavatory, library, lunch, break etc.

### The partnership between teachers and the tutors

There is a partnership between teachers and tutors fostering mutual support and confidence. This is especially the case when tutors are class-based and in a long term situation. There are many examples of positive working relationships, consisting of good teamwork, respect and gratitude for the tutor's work and support.

Essential elements to building a good relationship are:

- Clear expectations from the teacher which enable a sense of mutual responsibility to be fostered
- The teacher's desire to be proactive in building the working relationship.
- Tutors' involvement in planning and delivering lesson

GCS involves tutors in planning activities in a variety of ways, such as:

- Providing tutors with access to the planning documents for each class they are working in, as well as to meetings for developing course overviews, schemes of work and long term planning. Many tutors attend these meetings on a voluntary basis
- Providing tutors with information about materials needed to adapt work for their students, such as visually impaired students, students' with ADHD or students who require physical support
- Setting aside time to allow teachers to share planning with tutors.
- The involvement of tutors in feedback, assessment and record keeping.

Tutors provide teachers with valuable insights into students and their learning activities, as well as giving students feedback directly. This often takes place as:

- Verbal feedback at the beginning or at the end of the lesson;
- Verbal feedback at break or lunch time;

Feedback would typically link to whether and how the learning objective was achieved by the student, also what the next step in the learning process for the students should be. Often there would be a short evaluation from the tutor on the effectiveness of the teaching and learning, and how this may be modified, improved or supported for future use.

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However, tutors do not make decisions relating to curriculum requirements or assessment procedures for the students; neither do they make direct reports to parents without the teacher's consent.

### Behavioural Strategies

Teachers often work closely with tutors to develop behavioural strategies. This would in most cases involve devising approaches that encourage positive behaviour and agreeing on sanctions as required by GCS's behavioural policy. The tutor also supports students with specific behavioural needs who might have to spend time out of the classroom, but consulting closely with the teacher on how this time should be managed.