



**DASMAN** داسمان  
مدرسة دولية - International School

**Elementary Division**  
**Grades 1-5**  
**Student- Parent Handbook**  
**2018-2019**



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## **MISSION STATEMENT**

DBS offers a variety of educational programs to equip our students with 21<sup>st</sup> century skills, knowledge and values required to become global citizens.

## **VISION STATEMENT:**

DBS aims for authentic learning and character development in a safe, positive and nurturing learning environment.

## **STRATEGIC VALUES**

**INSPIRE      ENGAGE      EMPOWER      MOTIVATE**

We at Dasman embrace the UN Declaration of Human Rights and The Convention of Rights of the Child.

## **ELEMENTARY GUIDING PRINCIPLE**

Cultivate a love of learning with a solid foundation of skills, knowledge and values.

## **OUR MONTHLY VALUES**

<b>September</b>	Time Management
<b>October</b>	Responsibility
<b>November</b>	Forgiveness
<b>December</b>	Cooperation & Team Work
<b>January</b>	Positive & Initiative
<b>February</b>	Nationalism & Loyalty
<b>March</b>	Family
<b>April</b>	Respect
<b>May</b>	Honesty & Truthfulness
<b>June</b>	Reinforcing all values taught during the school year

## DBS DEFINITION OF LEARNING

Dasman Bilingual School defines learning as a process to engage, inspire and empower learners to acquire skills, knowledge, values and competencies demonstrated through inquiry-based practices, reflection and social interaction that can be applied to everyday life.

## ACCREDITATION

Dasman Bilingual School proudly offers its students the global accreditation required for their future academic achievements. As members of the Council of International Schools (CIS) and New England Association of Schools and Colleges (NEASC). Dasman Bilingual School has endorsed its fundamental commitment to providing students with the knowledge, skills, values and competencies to pursue their lives as global citizens.

## WHAT IS BILINGUAL EDUCATION

Bilingual Education involves teaching academic content in two languages, in a native and secondary language with varying amounts of each language used in accordance with the program model. In today's global community this has become a necessity, as students are now the true ambassadors for their culture and home countries. It is therefore imminent that our children remain connected to their native language, religion and traditions.

## ABOUT US

Dasman Bilingual School, formerly known as Dasman Model School opened its doors to 400 students in 1996 with a vision of bringing together the better of two worlds in order to create students who are equipped to deal with the rise of a global society. Over time, the school grew steadily and rapidly to now include seven buildings and close to 3000 students. Dasman is home to one of the largest private school campuses in Kuwait and we are proudly the ONLY school that

promotes inclusiveness and integration between our mainstream and special needs students, creating an awareness much needed in today's world.

## ADMISSION OF STUDENTS

Dasman Bilingual School adheres to the guidelines and procedures as stipulated by the Ministry of Private Education. The Ministry regulations can be accessed on the school website.

Dasman Bilingual School accepts students who can benefit from the school's bilingual curriculum, provided there is available space and the student meets the admissions requirements.

An ESL program is available for students who are working slightly below their grade level, but who have the potential to catch up within two years.

Students will be accepted and placed in grades and classes based on the information interpreted from the entrance exam and official school transcripts.

Application Form	<ul style="list-style-type: none"> <li>• Receive completed application form (Registrar)</li> <li>• Behavior report, medical report, psychological report, report card from the previous school, and assessment from their Previous teacher – behavior and academics</li> </ul>
Application Approval	<ul style="list-style-type: none"> <li>• Once the student's application has been submitted to the school, it will be sent to the administrator for approval</li> </ul>
Screening/ Interviewing of Student	<ul style="list-style-type: none"> <li>• The applicant will meet with both the English and Arabic Principals and the counselor.</li> <li>• During the process, the student will be asked a variety of questions</li> </ul>
Testing	<ul style="list-style-type: none"> <li>• If the Student passes the Screening/Interview part, they will be contacted by the Registrar's office about setting up an admissions test date.</li> </ul>
Admissions Test	<ul style="list-style-type: none"> <li>• The Student will be tested by a teacher of the grade level they are applying for in both English and math.</li> <li>• The teacher will conduct another small interview with the student (can be the same questions as during the screening/interview part, to see if the student's answers are consistent</li> </ul>
Recommendation of Placement	<ul style="list-style-type: none"> <li>• Based on the screening/interview and the testing the student will be approved or denied by the English and Arabic Principals</li> </ul>
Final Approval	<ul style="list-style-type: none"> <li>• If the student is approved by both the English and Arabic Principals, then the application will be sent to the Superintendent for a final approval</li> </ul>

## ELEMENTARY DIVISION

The Elementary Division at Dasman Bilingual School is dedicated to creating strong global citizens prepared for the rigors of a strong education and a future beyond school walls. As such, we focus not only on academics but in instilling 21<sup>st</sup> century skills as well as a strong moral and ethical awareness of the world around them. Our division provides specialized instruction by implementing a home room teacher system taught by trained and qualified teachers in their field of expertise.

The elementary division is focusing on integrating technology in curriculum design and instruction. Access to educational programs such as our Learning Support Unit, Resource Inclusion as well as integrating educational software to facilitate learning, is at the core of our instruction. The elementary division team sets the bar for future success in our students' academic career. We partner closely with parents and other divisions in order to make sure that they are successful in all their endeavors. We are proud of our division and welcome you to Dasman Bilingual school.

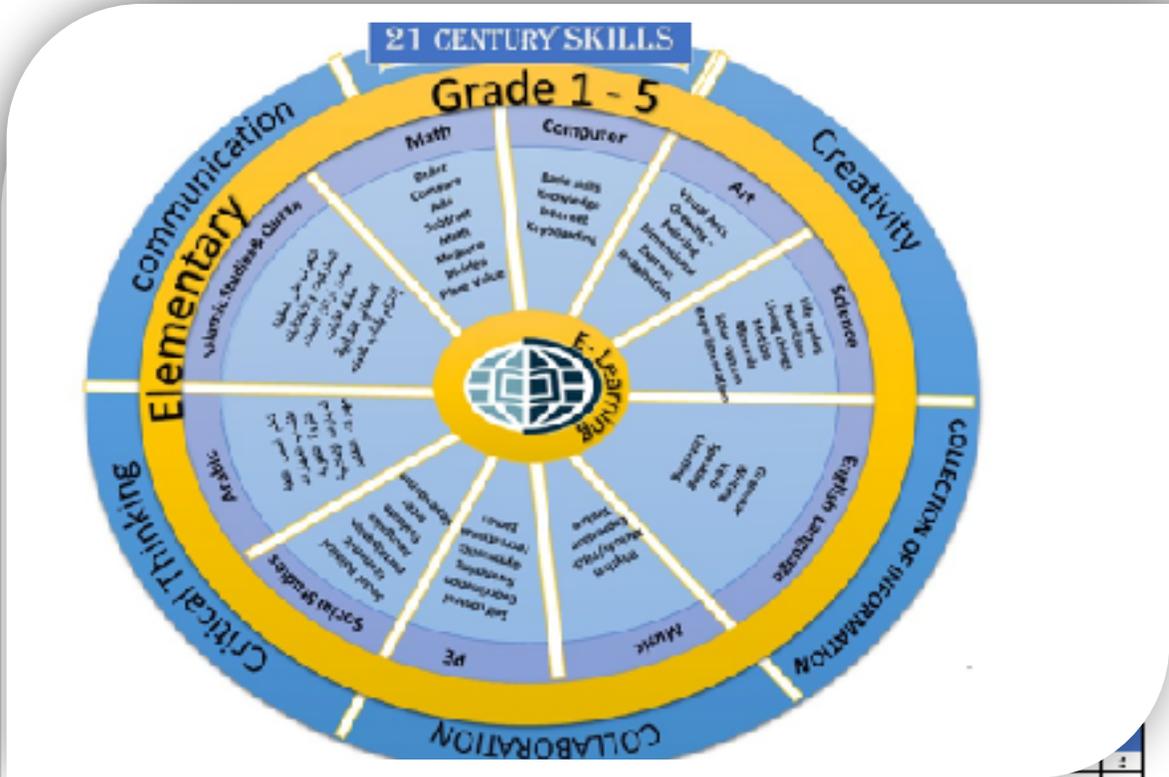
## SCHOOL CALENDAR 2018-2019

21<sup>ST</sup>



CENTURY  
EXPECTATIONS

ACADEMIC				SOCIAL	CIVIC
COMMUNICATION	CRITICAL THINKING	COLLABORATION	COLLECTION OF INFORMATION	GLOBAL CITIZENSHIP	
					
Listen actively	Ask clarifying questions	Work independently and collaboratively	Access and organize information	Show respect	Display global awareness
Articulate thoughts and ideas through non-verbal means	Evaluate evidence	Contribute ideas and stimulate creativity	Evaluate and cite sources accurately	Embrace diversity	Value and respect school and community property
Use multiple forms of media	Justify arguments	Assume shared responsibility	Stimulate intellectual curiosity	Maintain values and develop self-esteem	Be an informed and involved citizen
Read, analyze and comprehend a wide range of materials	Draw conclusions	Assist others in their roles	Use information and technology ethically and responsibly	Show consideration and tolerance	Exercise rights and responsibilities of a citizen
Read critically for understanding	Identify, analyze and solve problems	Keep an open mind	Employ media literacy skills to research	Utilize technology responsibly	Take personal responsibility for actions
Write for a variety of purposes in a variety of genres	Transfer problem-solving skills	Apply strategies in conventional and unconventional ways	Utilize real-world digital technology effectively	Exhibit responsible, respectful and appropriate behavior	Respect diversity in culture, gender and ethnicity
Communicate clearly through speaking	Reflect on learning	Take a variety of roles		Set personal and career-oriented goals	Participate in community service initiatives
Exhibit creativity and innovation	Reason effectively	Respect different viewpoints		Abide by school rules and regulations	Be an advocate for positive change
Design presentations	Acquire and apply skills and knowledge			Make informed decisions	
<b>ACADEMICS</b>					



January 2020 (New Calendar) (18 Days)							February 2020 (17 Days)						
1	2	3	4	5	6	7	8	9	10	11	12	13	
14	15	16	17	18	19	20	21	22	23	24	25	26	
27	28	29	30	31									

March 2020 (22 Days)							April 2020 (30 Days)						
1	2	3	4	5	6	7	8	9	10	11	12		
13	14	15	16	17	18	19	20	21	22	23	24		
25	26	27	28	29	30	31							

May 2020 (31 Days)							June 2020 (30 Days)						
1	2	3	4	5	6	7	8	9	10	11	12		
13	14	15	16	17	18	19	20	21	22	23	24		
25	26	27	28	29	30	31							

July 2020 (31 Days)						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**Disclaimer:** Please note that holidays are subject to change by the Ministry.  
 \*Add to calendar in South Area (Middle Office).  
 \*The calendar is based on the Ministry of Education, PAF Ministry.  
 \*Some days may be changed. It might be.

### Elementary Course Descriptions

## GRADE "1"

### Language Arts

Students will be able to:

- Speak simple sentences in English by using daily routines
- Learn and understand letter/sound relationships using phonics

- Use phonics to improve reading ability
- Practice reading in class; as well as at home to foster a love for reading within each child
- Reading skills and strategies will be taught and used
- Correctly form upper and lower-case letters
- 6+1 Writing traits will be introduced

## Mathematics

Students will be able:

- Count, compare and order numbers from 1 to 20
- Count to 100 using number patterns
- Add and subtract numbers to 20
- Learn addition and subtraction facts up to 12
- Tell the time to the hour and half past
- Read and understand the calendar
- Identify 2 dimensional and 3 dimensional shapes and their properties
- Identify fractions (1/2, 1/3, 1/4) and their properties

## Science

Students will be able to:

- Distinguish between living and non-living things
- Understand that animals and plants change, get food and have needs that must be met to stay alive
- Learn about the sun, the moon and the stars, and also four seasons and weather words
- Learn about natural resources and the caring of the Earth
- Understand that the 5 senses help humans and animals to detect changes in the environment
- Classify non-living materials by their properties
- Begin to understand that Scientific knowledge comes from observation and experimentation
- Begin to understand that Scientists use special tools for their work

### مادة اللغة العربية :-

- تعلم أسس اللغة العربية من حروف ومقاطع وأصوات .
- اكتساب مهارات اللغة العربية المتوافقة ومنهج الكفايات .
- اكتساب وتعزيز مهارات الحوار و المناقشة و التفاعل الشفهي الفكري بالفصحى الميسرة .
- بناء الثروة اللغوية والمهارات الإملائية وفق المنهج و الأهداف المحددة .
- اكتساب مهارات التفكير و حل المشكلات وفق نموذج كورت

### مادة التربية الإسلامية:

- التعرف على بعض الجوانب الأساسية في العقيدة الإسلامية.
- الاهتمام بالجوانب السلوكية والأخلاقية.
- التعرف على مبادئ وأركان الإسلام.

### مادة القرآن الكريم:-

- حفظ الآيات المقررة حفظاً.
- التعرف على المعنى الإجمالي للنص القرآني.
- الاهتمام بغرس محبة كتاب الله – تعالى - و الالتزام آداب تلاوته

## GRADE “2”

### Language Arts

Students will be able to:

- Focus on sentence structure
- Learn to use the following punctuation marks correctly in a sentence: capital letters, periods/full stops, and question marks
- Recognize and classify common and proper nouns, as well as simple adjectives
- Use the present continuous tense, future tenses
- Reading skills and strategies will be taught and used
- Continue to read on a daily basis
- Write simple sentences in story form
- 6+1 Writing Traits will be reinforced

## Mathematics

The student will be able to:

- Understand the meaning of place value up to 1,000
- Practice two –digit addition and subtraction, with and without regrouping
- Learn to tell the time to the nearest hour, half –hour and quarter-hour
- Recognize simple shapes and common fractions
- Begin three-digit addition and subtraction
- Begin measurement.
- Memorizing addition and subtraction facts

## Science

The student will be able to:

- Describe characteristics of different habitats for plants and animals
- Understand how the Earth movement around the sun creates the seasons, day and night
- Understand that magnets create forces that move objects without touching them
- Learn the properties for the three states of matter (solid, liquid and gas), heat, light, and sound
- Experimenting how the properties of materials can be changed by freezing, heating, mixing.
- Continue to understand that scientific knowledge comes from observation and experimentation
- Continue to understand that scientists use special tools for their work

### مادة اللغة العربية

- تعلم أساسيات اللغة العربية من حروف ومقاطع وأصوات
- اكتساب مهارات اللغة العربية المتوافقة و منهج الكفايات .
- اتقان مهارات الحوار و المناقشة و التفاعل الشفهي الفكري بالفصحى الميسرة .
- بناء الثروة اللغوية والمهارات الإملانية وفق المنهج و الأهداف المحددة.
- اكتساب فنون اللغة العربية من الاستماع و التحدث و القراءة و الكتابة .
- اكتساب مهارات التفكير وحل المشكلات وفق نموذج كورت .

### مادة التربية الإسلامية:-

- شرح بعض الجوانب الأساسية في العقيدة الإسلامية.
- تمييز السلوكيات والأخلاق الإسلامية الصحيحة عن غير الصحيحة.
- توضيح أهمية مبادئ وأركان الإسلام في حياتنا.

### مادة القرآن الكريم:-

- حفظ الآيات المقررة حفظًا.
- التعرف على المعنى الإجمالي للنص القرآني.
- الاهتمام بغرس محبة كتاب الله -تعالى- والتزام آداب تلاوته.

## GRADE “3”

### Language Arts

- To work on basic punctuation and sentence structure
- Learn to use adjectives, verbs, nouns and pronouns
- Use both regular past tense verbs (-ed) and irregular past tense verbs
- Use of the apostrophe will be introduced
- Paragraph formation will be introduced
- Reading skills and strategies will be taught and used
- 6+1 Writing traits to be reinforced

### Mathematics

- Introduce two-dimensional plane shapes and three-dimensional figures and their properties
- Continue to practice addition and subtraction of three-digit number
- Discover the link between repeated addition and multiplication
- Learn multiplication facts from 1 to 10 and be able to do simple one-digit multiplication
- learn to divide by two, three, and four
- Emphasis will also be placed on mathematical problem –solving
- Learn by heart multiplication table (0,1,2,3,4,5,6,7,8,9)

### Science

- Name the body structures of animals and explain their function in walking, flying, swimming, etc.
- Understand the transfer of energy in ecosystems between plants and animals that create food chains and food webs
- Learn the life cycles of some animals and plants
- Know that changes in the environment affect the organisms living in it, and that some animals are extinct
- Begins to classify animals into categories
- Learn the differences and characteristics of minerals, rocks and soils
- Understand that land gets shaped by slow and fast changes
- Expand understanding that Scientific knowledge comes from observation and experimentation
- Expand understanding that Scientists use special tools for their work
- Begin to understand that scientists usually work in teams.

### مادة اللغة العربية

- اكتساب مهارات اللغة العربية المتوافقة ومنهج الكفايات .
- إتقان مهارات الحوار و المناقشة و التفاعل الشفهي الفكري بالفصحى الميسرة .
- بناء الثروة اللغوية والمهارات الإملائية وفق المنهج و الأهداف المحددة.
- إتقان فنون اللغة العربية من الاستماع و التحدث و القراءة و الكتابة .
- اكتساب مهارات التفكير وحل المشكلات وفق نموذج كورت.

### مادة التربية الإسلامية:

- التعبير عن تعلقه بالجوانب الأساسية في العقيدة الإسلامية.

- ممارسة سلوكيات وأخلاقيات متنوعة في حياته اليومية.
- ممارسة مسؤولياته المحددة داخل المجموعة.

#### مادة القرآن الكريم:-

- حفظ الآيات المقررة حفظاً.
- التعرف على المعنى الإجمالي للنص القرآني.
- الاهتمام بغرس محبة كتاب الله -تعالى- والتزام آداب تلاوته.

## GRADE “4”

### Language Arts

- Differentiate between the subject and predicate in a sentence.
- Learn about subject and possessive pronouns
- Review verb tenses and study linking/helping verbs
- Be independent readers and writers
- 6+1 Writing traits to be reinforced

### Mathematics

- Understand place value and be able to work with numbers up to 10,000
- Add, subtract, estimate and round using 4-digit numbers
- Multiply using two-digit numbers and divide by one-digit numbers
- Introduce division by two-digit numbers.
- Multiply using 10,000 recognizing patterns
- Know the multiplication table 0 -12
- Use and interpret simple graphs and plot coordinates on a grid
- Learn how to add and subtract fractions with like and unlike denominators
- Explore the use of decimals
- Problem solving will be emphasized with each topic.

### Science

- Name the basic human body systems and explain their function
- Understand essential concepts about nutrition and diet
- Know that organisms use their senses to react to their environment
- Learn the water cycle and how the factors that cause weather
- Learn basic concepts about heat, light, sound and electricity
- Understand the forces caused by magnetism and electricity
- Expand their understanding of the three states of matter
- Expand understanding that Scientific knowledge comes from observation and experimentation
- Expand understanding that Scientists use special tools for their work, and that they usually work in teams

#### مادة اللغة العربية :-

- يضم الكتاب موضوعات ذات صلة وثيقة بحياة المتعلم وفق منهج الأهداف .
- يهدف إلى الانطلاق في تعلم اللغة العربية مع النسق اللغوي المتمثل في القصص والحوارات.
- التكامل اللغوي بين فنون اللغة ( قراءة وكتابة وتحدثنا واستماعا) ، واكتساب مهارات الاستماع والتحدث .
- زيادة الحصيلة اللغوية مع المفردات ، واكتساب مهارات التهجى ، والضبط للجملتين الاسمية والفعلية .
- اكتساب الطلاقة والتلقائية في التحدث والتدريب على التعبير اللغوي والإنشائي .

### مادة التربية الإسلامية:-

- إدراك أهمية العقيدة الإسلامية في حياتنا.
- الالتزام بممارسة السلوكيات والأخلاق الإسلامية في حياته اليومية.
- الاهتمام بالعبادات والمناسبات الدينية والوطنية.

### مادة القرآن الكريم:-

- حفظ الآيات المقررة حفظاً.
- التعرف على المعنى الإجمالي للنص القرآني.
- الاهتمام بغرس محبة كتاب الله -تعالى-، والتزام آداب تلاوته.

### مادة الاجتماعيات:-

- تنمية الاتجاه نحو الانتماء والاعتزاز بالوطن.
- تقدير الجهود التي بذلها الأجداد في ارساء دعائم حياة مستقرة كريمة.
- التعرف على الجهات الأصلية والفرعية.

## GRADE “5”

### Language Arts

- Learn to use compound sentences and conjunctions
- Learn how to use quotation marks correctly
- Classify pronouns, use the definite and indefinite article and comparative adjectives
- Be able to infer and deduce from clues given in a passage
- Continue to refine their creative writing skills
- Read and write independently
- 6+1 Writing traits to be reinforced

### Mathematics

- Work with numbers of 5 digits
- Order, compare and estimate whole numbers
- Add and subtract decimals up to 100<sup>th</sup>
- Recite all multiplication tables from 2 to 10.
- Review 2D and 3D shapes and their properties
- Study metric, measurement: perimeter, area and volume
- Practice long division

### Science

- Refine their ability to classify living things
- Examine the interactions between living things and their environment
- Explore the properties of matter, motion, sound and light
- Understand the characteristics of gravity
- Locate the Earth’s place in the Universe and the Solar System
- Describe the characteristics of the planets in the Solar System, the Moon, and the Sun
- Understand that the Earth surface is constantly changed by slow and fast processes.
- Learn to describe the characteristics of common rocks and minerals
- Understand that Scientific knowledge comes from careful and controlled observation and experimentation
- Understand that Scientists use special tools for their work, and that they usually work in teams
- Learn by heart all of the multiplication table

#### مادة اللغة العربية :-

- يضم الكتاب موضوعات ذات صلة وثيقة بحياة المتعلم وفق منهج الأهداف .
- يهدف إلى الانطلاق في تعلم اللغة العربية مع النسق اللغوي المتمثل في القصص والحوارات.
- التكامل اللغوي بين فنون اللغة ( قراءة وكتابة وتحدثًا واستماعًا) ، واكتساب مهارات الاستماع والتحدث
- زيادة الحصيلة اللغوية مع المفردات ، والتدريب على السياق اللغوي للكلمة .
- اكتساب الطلاقة والتلقائية في التحدث والتدريب على فنون التعبير الإنشائي

#### مادة التربية الإسلامية:-

- شرح الأركان التي تقوم عليها العقيدة الإسلامية حسب قدراته الشخصية.
- الاعتراز بتطبيق السلوكيات والأخلاقيات في حياته اليومية.
- تطبيق العبادات اليومية وفق الشريعة الإسلامية.

#### مادة القرآن الكريم:-

- حفظ الآيات المقررة حفظًا.
- التعرف على المعنى الإجمالي للنص القرآني.
- الاهتمام بغرس محبة كتاب الله -تعالى- والتزام آداب تلاوته.

#### مادة الاجتماعيات :-

- دراسة تضاريس دولة الكويت مع تعيينها على الخريطة .
- التعرف على الحياة النباتية والحيوانية لدولة الكويت .
- معرفة الأحداث والتواريخ والشخصيات المهمة في تاريخ الكويت .

#### **COURSE TITLE:**

#### **Grades 1-5 Elementary Visual Arts**

**LENGTH OF COURSE:** Full Year

**COURSE DESCRIPTION:** The Visual Arts course for Elementary (grades 1-5) is designed to introduce and develop basic technical art skills and visual concepts. It focuses on developing drawing and painting skills, allowing the students to experiment with various media like pastels, markers, color pencils, watercolors and tempera. Additionally, the course will introduce the use of 3-dimensional media and craft activities such as papier-mâché, clay, and collage. This course is also an opportunity for students to express and develop their imagination, to practice self-control, self and peer critique and reflection.

#### **COURSE TITLE:**

#### **Grades 1-5 Physical Education**

**LENGTH OF COURSE:** Full Year

**Course Description:** The Physical Education program provides the opportunity for the student to develop a good coordination and motor skills and develop a variety of basic and advanced movement forms. There will be opportunities provided for the development of self-control, self-direction and sportsmanship. The following topics are included in the course: coordination and motor skills, swimming, gymnastics and ball skills such as bench ball, mini soccer, catch ball, dodge ball, mini handball, cooperation and recreational games.

#### **COURSE TITLE:**

#### **Grades 1-5 Music**

**LENGTH OF COURSE:** Full Year

**Course Description:** The 1-5 music curriculum is designed to provide joyful experiences for the children, while helping them to develop skills and intellectual processes that will not only provide for success in the music classroom but will also carry over into other academic and nonacademic areas. The 1-5 music curriculum provides for creativity and spontaneity as well as structure. The study of the elements of elementary general music - rhythm, melody/pitch, expression, timbre - and the process of learning music skills allow for creative expression in a wide variety of styles. General Music students learn basic performance skills. They also learn about musical structure. Chorus students meet in small sections about 2 times each week.

Chorus students continue to improve on performance skills. They also learn the importance of teamwork in preparation for concerts. Students learn a variety of national songs as well as others from around the world. Students build on their music literacy skills and learn the basics of musical performance, creation, analysis and application, as well as music's historical, cultural and social contexts. Students also learn the importance of self-discipline while working in a large group setting.

**COURSE TITLE:** **Grades 1-5 Computer**  
**LENGTH OF COURSE:** Full Year

**Course Description:** The main purpose of the course is to introduce students to computers basic skills and knowledge using educational software and internet and integrate that knowledge and skills with other classroom subjects. Using the proper keyboarding techniques, simple internet research, educational games, computer hardware parts and simple software use are some of the examples of what will take place in class during the school year.

**COURSE TITLE:** **Grades 3-5 Social Studies**

**LENGTH OF COURSE:** Full Year

The social studies curriculum provides the opportunity for each student to acquire knowledge and develop skills necessary for social, political and economic participation in a diverse, interdependent and changing world. The Social Studies courses allow students to recognize and evaluate a wide range of human achievement and aspirations within the world. A study of social studies promotes understanding of social, economic, political, scientific and technological issues, as well as the interdependence of individuals, groups and nations. Students learn to appreciate a variety of aesthetic, creative and imaginative forms and learn to express themselves through a variety of media: discussion, writing, information technology, pictures, diagrams and research skills.

## ESL AND AFL

- English as a Second Language (ESL), a program of English language support, are for students who have difficulties with the English language.
- A similar program, Arabic as a Foreign Language (AFL) is provided for students who have difficulties with Arabic.

## LEARNING SUPPORT UNIT POLICY

### LEARNING SUPPORT: UNIT MISSION STATEMENT

The Learning Support Unit helps each student to successfully achieve their potential by nurturing self-worth and building on their specific learning style. In partnership with each child's family and the school's community, we seek to provide each student with the skills and self-awareness to deal successfully and effectively with his/ her learning difficulties.

### LEARNING SUPPORT: UNIT DESCRIPTION

The learning Support Unit is designed to meet the needs of students with learning difficulties. Students are accepted into the LSU program upon Higher Council/ parental/teacher's request and

Child Study Review Team's recommendation. Initial admission to the LSU program is based on tests conducted by the school psychologist, screening, assessment and classroom observation. The students in the Learning Support Unit have a wide range of learning difficulties that challenge their abilities in a mainstream education program. The problems identified will include dyslexia, differences in expressive and receptive speech language ability, and processing and memory differences. The pace of instruction is significantly slower, and teachers use strategies to encourage students to focus on their strengths and use their different modalities (auditory, visual, kinesthetic) to enable them to maximize their learning. Every student in the LSU department has an individual education plan (IEP) outlining learning goals and the modifications and support needed to help them experience success academically. Each class utilizes assistants in the classroom to help students meet their goals.

### **LEARNING SUPPORT UNIT: ADMISSION REQUIREMENTS**

1. Full scale(s) of IQ above 90 points.
2. Students should be bilingual.
3. A diagnosed learning difficulty. A diagnosed learning difficulty from an accredited Child Evaluation Center with complete diagnosis and strategies. A diagnosis of ADD or ADHD is not sufficient to enter the LSU program.
4. Students should not perform below grade level as they are following the same curriculum as mainstream students.

The Dasman Bilingual School Child Study Team will determine the placement of students and transfer of students within the program. Members of the Child Study Team include the Academic Director, Principal, Psychologist, Learning Support Unit Coordinator and Teachers. In order for students to enter the LSU program, the above role players will approve the transfer. Once a decision has been taken the Child Study Team will meet with parents and inform them of the outcome. Parents are obliged to have their children tested at an approved external evaluation center once in every two years.

### **TRIAL PERIOD FOR LSU PROGRAM**

All students who enter the LSU program as a new student or as a newly transferred must successfully complete a trial period of between 20-30 school days. Success is determined by the following criteria:

1. Students do not receive discipline reports for misbehavior, tardiness, or disrespectful behavior toward peers or school staff.
2. Students can complete work provided by the teacher in the LSU program and display positive behavior and interactions with peers and teachers.

3. Students must have full attendance for the first 30 days of the trial period. Absences during the first 30 days may result in loss of placement (determined by Dasman Bilingual School).

After the 20 days trial period, the Child Study Team will meet again to review the student’s placement. Based upon this review a final decision will be made. Once a decision has been taken the Child Study Team will meet with parents and inform them of the outcome.

Students who transfer from SEN to LSU and LSU to Mainstream will be observed and assessed annually to determine Academic, Social and Psychological development.

## RESOURCE INCLUSION PROGRAM

### RESOURCE INCLUSION POLICY

Any student diagnosed with a specific Learning Difficulty, will be offered additional support in the Resource Inclusion Program. Admission to the RI program is based on receipt of a diagnosis from an appropriate health authority. A diagnosed learning difficulty from an accredited child evaluation center with complete diagnosis and strategies is required. Students will be accepted into the RI program only until **30<sup>th</sup> October**. Staff are appropriately qualified and experienced to deal with such learning problems. Students would receive support in the regular class room. Resource Inclusion services will be provided in the four core subjects of English, Math, Science and Arabic. The support offered is **no more than 40 %** of the total coursework time.

The chart below shows the **maximum** number of periods allowed per subject:

Division	English	Math	Science	Arabic
<b>Elementary</b>	4	3	1	3
<b>Middle School</b>	3	3	2	2
<b>High School</b>	2	2	2	2

Resource Inclusion teachers will be local hire. The role of Resource Inclusion teacher is to meet the needs of the individual student as and to meet regularly with mainstream teachers to keep abreast of the topics covered in the class. This is achieved through the writing of a Mainstream Support Plan (MSP). A MSP is a plan that outlines the areas of need of the child and how these may be addressed within the main stream setting. Parents, Resource Inclusion teacher, and other concerned staff contribute to the MSP.

**For your student, this mean:**

- In class support only
- Being equipped with tools for taking tests, understanding concepts and completing projects so that he/she can strive to complete these tasks independently.
- RI teacher will be present in class during formal tests.
- Accommodations and modifications where applicable

Depending on the needs of the students it could include:

- Use of ICT and appropriate manipulative.
- Additional instructional- response time.
- Modified tests and exams. (With accommodations if required)
- Rephrasing of questions (verbal and written)
- Reduction in the number of questions
- Additional exercise to support learning.
- Study Guides – no modifications.
- Exams to be taken in a separate venue.

Withdrawal from RI will be based upon the following requirements:

- Written parental request
- Reports from mainstream and RI teachers
- Copy of current grades
- Child study team meeting

Withdrawal from the RI program is only permitted at the end of the school year.

Students who receive RI support and are still unable to meet the minimum requirements of the mainstream, will be tested by the school psychologist (with parent consent)/ to determine whether the student should be transferred to LSU.

Students, who are sponsored by the Public Authority for the Disabled (PAD), who transfer from LSU to mainstream, will receive a maximum of SIX (6) free RI lessons distributed across the core subjects as per student needs. This is a complimentary service provided by the school. If these students require further support, parents need to pay for the additional services. These students will only be transferred officially to the mainstream class at the beginning of the new academic year- Registration and Finance then notified.

Withdrawals during the year is not permitted. Parents are liable for the fees for the entire year. Fees are non-refundable.

## **TEXT BOOK AND RESOURCE SUPPLIES**

Parents must purchase textbooks and notebooks for students (excluding government funded programs: SEN, Vocational, and LSU). Textbooks can be used for reviewing the previous lesson, picture walking, project-based learning, “Turn & Talk”, homework, classwork, extension/ enrichment work, etc.

## RECOMMENDED SCHOOL SUPPLY LIST

School supplies, such as a paper and pencil, must be provided by individual students as needed and as requested by teachers. A list of required school supplies will be sent home in the first week of school and will be on the school web site.

## HOMework

Homework is a necessary part of our educational program. It is a part of the overall student evaluation. Homework schedules will be issued at the beginning of the school year. Sundays and Tuesdays are 'English homework days', and Mondays and Wednesdays are 'Arabic homework days'.

Homework will be written in a student diary. Parents are required to sign their child's diary on a daily basis. Students will be responsible for writing down their assignments and completing the work for the following day.

Students should spend no more than the amount specified per evening on English homework.

- Grades 1 & 2 20 minutes
- Grade 3 30 minutes
- Grade 4 40 minutes
- Grade 5 50 minutes – 1 hour

No homework will be issued on weekends and holidays.

## ACADEMIC REPORTS

The school year is divided into two semesters and four quarters. Report cards go out at the end of each quarter. In Elementary, each quarter is graded separately, and a final grade is given in June of the four quarters combined.

Parent conferences are held twice a year in order to allow direct contact between parents and teachers to discuss academic matters or disciplinary problems as they arise.

The grading system is as follows:

A+	97% and above
A	93-96%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%

C+	77-79%
C	73-76%
C-	70-72%
D+	65-69%
D	60-64%
D-	55-59%
F	Below 55%

<b>Specialist Grades:</b>
<b>E-</b> Excellent (100-85);
<b>S-</b> Satisfactory (84-70);
<b>N-</b> Needs Improvement (69-55);
<b>U-</b> Unsatisfactory (54 and below)

## ASSESSMENT POLICY

Assessment should be continuous using many different ways: observation, class assignment, essay, individual project, oral presentation, and tests (short answer, multiple-choice). In Elementary, each term is graded separately, and a final grade is given in June of the two semesters combined.

A study guide with pages that will cover the tested material and worksheets related to the test topics, along with extra practice will be handed out one week prior to the test. Worksheets related

to the test will be corrected in class but will not be graded and will be found in student notebooks to review in preparation for tests.

**On the monthly test schedule, there is an assigned date for each test in English subjects. There will be no retests unless the student has a doctor's excuse.**

**ELEMENTARY DIVISION ASSESSMENT PROCEDURES**

FREQUENCY	ASSESSMENT ACTION
<b>Daily</b>	<b>TEACHER OBSERVATION</b> <b>JOURNAL WRITING</b> <b>TEACHER MARK WORK ALONGSIDE PUPIL</b> <b>SELF-ASSESSMENT (RUBRICS)</b> <b>PEER ASSESSMENT (RUBRICS)</b> <b>CLASS PARTICIPATION</b> <b>MENTAL TESTS</b> <b>ORAL ASSESSMENTS</b> <b>SOCIAL SKILLS</b> <b>BEHAVIOR MODIFICATION</b>
<b>Weekly</b>	<b>ANECDOTAL RECORDS</b> <b>HOMEWORK</b> <b>QUIZZES</b> <b>STUDENTS WORK FOR PORTFOLIOS</b> <b>READING/RE-TELLING SKILLS</b> <b>WRITING SKILLS</b>
<b>QUARTERLY/END OF UNIT</b>	<b>PORTFOLIOS</b> <b>QUARTERLY TEST</b> <b>PROJECTS</b> <b>PERFORMANCE TASKS</b> <b>ARTISTIC RESPONSES</b> <b>TECHNOLOGICAL SKILLS</b> <b>RESEARCH SKILLS</b> <b>GENERAL KNOWLEDGE</b> <b>LABORATORY WORK</b> <b>CONFERENCES</b> <b>SKILLS CHECKLIST</b>
<b>YEARLY</b>	<b>EXTERNAL STANDARDIZED TEST</b> <b>FORMAL WRITING ASSESSMENT</b> <b>FORMAL READING ASSESSMENT</b> <b>FORMAL MATH ASSESSMENT</b>

## SUBJECT GRADE WEIGHTING

### Language Arts

Criteria	Weighting	Max. Mark	Minimum Number of Grades
Classwork (Grammar)	10%	20	1 per week
Classwork (comprehension)	10%	10	1 per week
Homework	5%	10	1 per week
Quizzes Vocabulary development Reading comprehension	10%	10	1 per week
Tests	15%	30	1 per quarter
Projects /Research/Presentations Show and tell	15%	30	1 per quarter
Behavior	5%	10	1 per week
Reading Fluency	5%	20	1 per week
Oral work	5%	20	1 per week
Student based Activity/ Reflection	5%	20	1 per week
Writing Assessment (1 skill per quarter)	10%	30	1 per quarter
Participation/Attendance (Tardy & Early Release)	5%	10	Daily

### Math

Criteria	Weighting	Max. Mark	Minimum Number of Grades
Classwork (problem solving)	10%	20	1 per week
Homework	5%	100 (Pearson)	1 per week
Tests	20%	30	1 per week
Mental math	10%	15	1 per week
Quizzes	10%	100 (Pearson)	1 per week

Projects/Research/Presentations Building models	25%	30	1 per week
Student based activity /reflection	10%	20	1 per week
Behavior	5%	10	Daily
Participation / Attendance (Tardy & Early Release)	5%	10	Daily

## Science

Criteria	Weighting	Max. Mark	Minimum Number of Grades
Classwork	10%	20	1 per week
Homework	10%	10	1 per week
Tests	20%	30	1 per quarter
Quizzes	10%	10	1 per week
Lab work	10%	10	1 per week
Student based Activity /Reflection	10%	10	1 per week
Projects/Research/Presentations Building models	20%	30	1 per quarter
Behavior	5%	10	Daily
Participation / Attendance (Tardy & Early Release)	5%	10	Daily

## Physical Education

Criteria	Weighting	Max. Mark	Minimum Number of Grades
Uniform	5%	10	Daily
Skills	35%	10	Daily
Effort	20%	10	Daily
Participation	20%	10	Daily
Behavior / Attendance (Tardy & Early Release)	20%	10	Daily

## Music

Criteria	Weighting	Max. Mark	Minimum number of grades
Classwork	40 %	100	1 per week
Participation	10 %	100	Daily
Behavior/ Attendance (Tardy & Early Release)	10 %	100	Daily
Skills	30 %	100	1 per week
Effort	10 %	100	Daily

## Art

Criteria	Weighting	Max. Mark	Minimum number of grades
Skills	50%	50	1 per week
Participation/ Behavior/ Attendance (Tardy & Early Release)	20%	20	1 per week
Research/Planning	30%	30	1 per week

## IT

Criteria	Weighting	Max. Mark	Minimum number of grades
Skills	20%	5	1 per week
Classwork	40%	10	1 per week
Projects	20%	20	1 per quarter
Tests	10%	10	1 per quarter
Behavior/ Participation/ Attendance (Tardy & Early Release)	10%	10	Daily

## AFTER SCHOOL CLUBS

1. Held on Monday, Tuesday, Wednesday, and Thursday for students in Grade 1-5. Some clubs may have size limits set by the club teacher.
2. Time: 2:30pm – 3:30pm
3. Club will run for 8 sessions. An exact schedule will be given to club participants by the teacher.
4. Fees for a club will vary depending on the club.
  - a. Fees must be paid in advance to the cashier. Students may not attend without payment.
  - b. Fees are non-refundable even if a student misses sessions, drop the club, or dropped from the club.
5. Students must have a receipt from the cashier to be permitted to attend the club. No exceptions.
6. Clubs end at 3:30pm. Students must be picked up by 3:45pm. Students will be allowed 1 late pick-up, after that they might be dropped from the club. We are unable to provide bus service for after club activities.
7. SIBLINGS OR FRIENDS not in the club MAY NOT ATTEND. Little brothers, sisters, cousins, etc. must be picked up and are not to roam the campus.
8. Students must obey the rules of the club and actively participate in the activities. Students who disrupt will be dropped from the club or not allowed to join the next cycle.
9. Students who are in the club must remain with their teacher. There will be no roaming of the campus or doing other activities during club time.
10. Students must come prepared for the club. Students will not be allowed to miss their regular classes to search for, call for, or otherwise try to locate or procure the materials they left at home, in the car, at a friend's house, etc. The school is not responsible for items that are left after clubs.
11. Students will be picked up by the club teacher from the auditorium.
12. Study clubs are grade level clubs that focus on homework, preparation for tests and concepts being taught that semester.
13. Clubs vary from year to year according to the strength and interest of the staff. Football, music, swimming and art are usually offered each quarter. Other activities could include ESL clubs, piano, dance and etc.

## ASSEMBLIES /SPORTS EVENTS

During assemblies all students are expected to be courteous to performers and speakers. Applause is the correct and courteous way to show approval of a program or a speaker. Yelling and

whistling are not in good taste and will be dealt with accordingly. Appropriate behavior is expected of all students at sports events.

Parents are welcome to attend their child's assemblies. **Please do NOT take another child out of their classroom as this is unfair to the rest of the students and they miss out on important class work.**

## LIBRARY / MEDIA CENTER

The Dasman Library Media Center includes books, magazines, pamphlets, Computers, CD-ROMs and A/V materials for academic and recreational purposes. Students are expected to behave in a manner conducive to maintaining a positive learning environment. There will be no eating, drinking, loud talking or disruptive behavior within the media center.

Classes will visit the Library once every other week with their English teacher. During that time, they will be able to check out books. Students are responsible for any books they check out and must be returned on the due date. If a student loses a book, he/she must inform the librarian and will be required to pay for the lost book.

### **Library Expectations – Leisure Reading Program**

Visits to the library are a privilege, not a right.

It is not a must to bring classes to the library. Often teachers come during their spare periods and select books for their classes.

Students should behave in a quiet manner and be respectful of others in the library.

The library is not a playground. There should be no running, chasing, playing hide and seek or climbing of shelves. These are safety issues.

Story Time is for the entire class. Students should sit on the carpet quietly until the story is finished.

Students do NOT need the entire period to locate a book. They should be given 10 minutes to locate a book and sit down and read quietly or take the books to the classroom.

### **Students should be aware of the following:**

1. Only one book may be checked out.
2. Before another book can be checked out, the book that the student borrowed previously must be returned.
3. Once a book is checked out it may NOT be exchanged for another book until their next library period.
4. Students should use shelf markers when looking for books.
5. Students do NOT need a card to check out a book.
6. Students with lost or damaged books will need to pay for the replacement, otherwise their report cards will be held until the fine is settled.

## LOST AND FOUND:

Lost and Found items are taken to the ‘lost and found’ area in the Dasman 1 area. The school is not responsible for articles that are lost. Students must make sure that all of their belongings have their names on them and are kept in their lockers.

Unmarked items not claimed **within a reasonable period of time will be donated to a charitable organization**. We recommend that all clothing, books and P.E. uniforms have labels with names and classes to identify ownership.

Students should only bring money and other items necessary to meet daily needs and never leave money or valuables unattended at any time. Electronic devices, toys, stickers, and cards are against school regulations and should be left at home. Students may **NOT** bring mobiles or electronic devices to school. **The school is NOT responsible if these items are brought to school and are lost or stolen**

## COMMUNICATION

Teachers must use the Portals to inform parents and students of tests, quizzes and homework schedules as well as test/exam study guides. If a parent has a concern, then he/she should address the concern with the teacher involved. If the issue remains unresolved, then the Principal should be informed, and a conference will be held with the teacher and parent. If the parent is still not satisfied, then the Superintendent will be informed, and all concerned parties will meet, with supporting documentation.

## BACK TO SCHOOL NIGHT

All divisions will host a Back to School night during the first few weeks of school. Teachers will prepare a handout for parents that include: time for appointments, curriculum synopsis, grading, reporting and a brief introduction. This is not the time to inquire about your students’ performance. Please make an appointment with the teacher if you have concerns about your child.

## CONFERENCES

The purpose of conferences is to give information to both students and parents about progress being made in the classroom.

### Teacher-Parent Conference

These are formal and designed to give the parent(s) information about the student’s progress and needs. The grades and weighting are given to give parents an idea of students’ academic strengths and weaknesses.

### Student-led Conference

These are formal conferences during which students are involved in discussing their work and their progress with their parents. The students, with the support and guidance of their teachers, select the work to be discussed and/or presented. The format of these conferences depends on the age of the student, and all of the participants are helped to understand the format and their role prior to the conference. The value of student-led conferences is that the student reflects on and

consolidates their progress and share the responsibility of informing their parents. The student portfolio plays a central role in these conferences.

## NEWSLETTERS / WEBSITE / PORTAL PLUS

A newsletter for each grade will be given out monthly. This will include information about your students' homework, spelling words for the following week, topics that will be covered, as well as information about any coming events. Newsletters and test calendars are also posted on the school website that needs to be downloaded: [www.dbs.edu.kw](http://www.dbs.edu.kw). Please note that the free Adobe Acrobat software needs to be installed to view the newsletters. Please visit our school website regularly as it is updated on a consistent basis.

Teachers and Administration Use Portal plus to communicate with parents in addition to using homework diaries and regular communication systems. Again, it is important to make sure that parents give registration and teachers their updated email information so that these messages can be sent out.

## SOCIAL MEDIA

Instagram, Facebook and Class Dojo are used by many Dasman teachers. If the teacher chooses, they will create a closed group only accessible to the parents in the class. In order to create a social media group, the teacher must receive permission from the school principal.

## WHATSAPP

Teachers are not allowed to create, distribute class lists or join WhatsApp groups. Please use Portal Plus and email to contact your child's teacher. You may also make appointments to meet to discuss your child.

## TELEPHONE

Only in emergencies will a student be allowed to use the phone in the Division Secretary's Office. This should be arranged during the student's break time. Students are NOT to bring mobile phones to school.

or stolen. Unmarked items not claimed **within a reasonable period of time will be donated to a charitable organization.** We recommend that all clothing, books and P.E. uniforms have labels with names and classes to identify ownership.

Students should only bring money and other items necessary to meet daily needs and never leave money or valuables unattended at any time. Electronic devices, toys, stickers, and cards are against school regulations and should be left at home. Students may **NOT** bring mobiles or electronic devices to school. **The school is NOT responsible if these items are brought to school and are lost or stolen.**

## PICK UP AND DROP OFF

Classroom instruction begins at 7:35. Please be on time to school. Parents bringing students after 8:00am will not be allowed to enter the classrooms or hallways.

After 8:00 am, PK-5 students should be brought to the reception area of Dasman 1 where they may be escorted to their classroom by one of our school nannies.

Middle and High School students must have a parent escort them to the reception area and sign them in. Once signed in, the student will walk to class unattended by their parent or a nanny. **If the parent does not escort the student from the security gate to the Middle or High School reception area and sign them in, the student will not be allowed to enter the school campus.**

If any parent needs to see a teacher or other staff member, they should make an appointment or send an email. When visiting the school, parents will wait in the reception area or **in a meeting room** of Dasman 1 or Dasman 3. The staff member who the parent has a meeting with will be contacted by the receptionist to meet parents.

Parents requesting an early release must request an Early Release Form from the division secretary. The school nannies will give the early release form to the teacher to sign which confirms that it is the right student. Once the teacher signs the Early Release Form, the student will be released to the nanny and brought to the waiting parent. The signed Early Release form must be given to the security guard upon exiting the school campus. Without the signed Early Release Form, the student will not be permitted to leave campus. Early Release ends at 12:30 for PK-KG2 and at 1:30 for grades 1-12. Parents wishing to pick up their student after the early release time must wait until dismissal time unless there is a documented emergency.

For dismissal, PK-KG2 students are dismissed at 1:00. At 12:55, parents or nannies may go to the classroom to pick up their students only. Please be reminded that it is not allowed for parents or nannies to go to grades 1-12 classrooms to pick up a student until 1:55 for a 2:00 dismissal.

Special deliveries, such as forgotten iPads or forgotten school lunches for students, should be left at the reception area. The school nannies will deliver items to the teacher of the classroom, parents are not allowed to go inside the classroom for deliveries.

If a parent sends a designee to pick up their child, the parent must send a note or call the reception area in advance.

## EARLY RELEASE

Parents who wish to collect their children from school before the end of the school day **MUST** request an Early Release form from the division secretary. This will only be given in exceptional circumstances. Students are only permitted to leave early for a valid reason:

- Medical appointment
- Adverse weather conditions
- A sibling has been permitted to leave before the end of the day
- After a Concert or Graduation
- Family emergency

Other reasons are not acceptable. Staff must not allow students to leave without a signed note from the Principal or division Secretary. A record is kept by each division Secretary. Early release slips must be signed by either the Principal or Division Secretary.

## SIBLINGS

The sisters and brothers of Dasman students are not allowed to be released from class to attend birthdays, assemblies or any other special event.

## PETS

Pets are not allowed on school campus unless there is a class or school sanctioned activity. Please leave pets at home.

## BIRTHDAY

We do not have birthday parties at school. However, parents may acknowledge their child's birthday by sending cupcakes to share with whole class. Cupcakes are to be shared during the second break time **only**. Only cupcakes can be brought in. Please do not bring in cakes, balloons, clowns or other party accessories. Only cupcakes and a juice box are allowed. Parents must seek advance permission from the teacher to have cupcakes in the class. The teacher must inform the principal. Siblings in other grade levels or classes are not permitted to attend classroom celebrations. Students are not permitted to visit other classes to share food or drinks.

## FLAG

The school is required by law to hold a Flag Ceremony, which starts at 7:20am-7:30am. Students stand with their homeroom teacher during this brief ceremony. During the flag ceremony the students listen to a recitation from the *Holy Qur'an*, pledge allegiance to Kuwait, and sing the national anthem. This is followed by the Division Principal previewing the day/week ahead.

Grades 1: There is no Flag Ceremony for Grade 1.

Grade 2: Flag Ceremony is on Sunday at 7:20am

Grades 3 and 4: Flag ceremony is held at 7:20 a.m., on Sundays and Tuesdays in the D1 auditorium.

Grade 5: Flag ceremony is held at 7:20a.m., on Mondays and Wednesdays in the D1 auditorium.

## TOILET AND WATER BREAKS

To ensure the safety of our students, they must wear **Hallway Passes** provided by their teacher when leaving the classroom to visit the bathroom, to drink water, or for any other reason.

## PRAYER ROOM

There are separate prayer rooms for boys and girls. The Arabic division is responsible for the encouragement and management of prayer break.

## LUNCH /CANTEEN

A time is set aside each day for the students to eat their lunches. Lunch time is considered part of the educational process where students learn how to eat properly with good manners and courtesy. It is recommended that all students bring a healthy lunch from home. Lunch/snack is eaten in the homeroom classroom under the supervision of the homeroom teacher. Each student is responsible for the cleaning-up of his/her area. We suggest a lunch made of fruit, a sandwich, raw vegetables, milk, yogurt, juice, or water. When temperatures rise, please ensure your child has an adequate amount of water to drink during the day.

- Parents are encouraged to provide a balanced packed lunch, each day, for their children.
- Candy and soda are not allowed to be sent as part of a student's lunch or snack.
- Elementary students may not use the MS/HS canteen during or after school.
- Students are not allowed to take lunch to siblings in other divisions, nor are students from other divisions (e.g. Middle School, High School, etc.) allowed to bring food to Elementary division students.
- Milk, water or juice are preferred lunch beverages.
- Please put your child's name inside the lunch box or mark the paper bag so a lost lunch or lunch box can be returned to the owner.

## RECESS

There are two recess periods. 8:55 – 9:30 and 9:30- 10:10. Students are not allowed to bring food or eat on the field. They may only eat on the bleachers.

## BUS PROCEDURES

Parents should discuss these bus conduct and safety rules with their children. To ensure the safety of those who ride the bus, observance of certain rules is necessary. Respect for other is expected on the buses at all times. Your child should understand that riding a school bus is a privilege and unruly conduct on the bus is a risk to the safe operation of the bus.

### **Bus Safety Rules**

- Arrive at the bus stop 10 minutes before pick-up time. Buses leave on time to ensure every student arrives to school in a timely manner.
- When the bus arrives, stand well back from the curb or stopping point and wait until the bus comes to a full stop.
- Find a seat and sit down.
- Do not put your head or arms out of the windows when on the bus.
- Do not eat or drink on the bus.
- Students are expected to be courteous and obedient to the driver.
- No object is to be thrown into, out of, or inside the bus.
- Students must not use obscene language, gestures or gang signs.
- Fighting, yelling or loud talking is not permitted.

- Harassment or intimidation of others is not permitted.
- Willful destruction or defacing of school bus or private property surrounding school bus stops is prohibited.
- An assigned teacher will pick up bus students. Students should stay with this teacher until placed on the bus. If the student's bus is not there, the student should sit on the bench at the side of the school.

## EMERGENCY PROCEDURES

In the event of evacuation of the school, the priority is to ensure students and staff leave the building quickly, quietly and safety. Teachers stay with the class they took out to the field and bring them back in to the school. Messages will be sent to parents as SMS. Parents need to update their mobile phone and contact information when registering.

1. The evacuation signal is the continuous ringing of the school bell for a minimum of 60 seconds.
2. A plan must be established by the classroom teacher for students who have physical challenges to assure they are removed from the building in a timely manner. Those plans must be submitted to the appropriate Division Principal for approval. Be sure to include the person responsible for carrying out the plan.
3. Teachers must close the door of the classroom, and if time allows, switch off the lights, and A/C's. They must carry their class list, green and red card (to indicate if a student is missing).
4. The evacuation assembly point is the main playing field between Dasman 1 and Dasman 2.
5. Students are expected to walk in a straight quietly line to and from the field.
6. Fire drills will be timed.
7. All teachers must remain with the class they bring to the field.
8. All teachers in D1, D5 and LSU classes must bring their class list that shows the telephone numbers.
9. Fire Escape Maps are found on the classroom door.

## SCHOOL NURSE:

The school nurse is on duty the entire school day. Grade 1-3 students report to the Dasman 1 clinic and Grade 4-5 students report to the Dasman 4 clinic. If a student needs to go to the nurse during the day he/she should ask the teacher for a pass to report to the nurse, the nurse will decide what action should be taken. Students are not to leave the school campus without the nurse's permission. All sick students must be collected from the nurses' office. The nurse does not give excuses for P.E.

Students who are given a medical order by a physician to stay home and rest because of sickness or injury must NOT attend school. Students with nits and hair lice are **NOT** permitted to attend school and will require clearance from the nurse for re-entry. The student will be sent home by the Principal for his or her own health and the safety of others if they attend school.

Medicine must be given to the nurse by an adult, not sent to school with a student, or given to the teacher.

## ATTENDANCE

### **Student Attendance and Permissions:**

Student attendance to school is of paramount importance for them to reap the maximum benefits of Dasman's academic, social and sporting programs. We appeal to all parents to cooperate with the school to ensure that your child gets the quality and quantity of our various programs. **Parents are advised to make all medical and social appointments after school hours.** Permissions to leave school early will only be granted at the discretion of the school management and medical personnel.

Effective immediately, all ministry regulations will be applied.

1. If students are absent for more than 15 days, they will be expelled and would have to repeat the year.
2. Students in school for less than 5 hours in the day will be deemed absent for the day. This includes skipping classes.
3. No permissions for leave will be granted on a Thursday.

Attendance is taken each day at 7:45 a.m. Students arriving after this time will be marked late. Any work that is missed due to the student being late to school will be marked as 'zero'. The only exception to this rule is when a student has an excused absence. The only exceptions are if a child is ill or needs medical treatment that cannot be scheduled at another time, death in the family, when observing a religious day or holiday, and the other reasons enumerated below. Dasman Bilingual School recognizes two types of absences: excused and unexcused.

### **Excused Absences consist of:**

1. Personal illness of the student and when attendance in school would endanger the health of the student or the health of others.
2. Serious illness or death in the immediate family of the student that would reasonably necessitate absence from school.
3. Quarantine either by the health department or by the family's physician.
4. Special or recognized religious holidays observed by the faith of the student.
5. Medical/dental appointments with verifications; however, such non-emergency appointments are encouraged during non-school hours when possible.
6. Absences caused by order of the government.
7. Weather or other environmental conditions preventing a student from getting to school or rendering school attendance hazardous to the health or safety of the student. Typically, school will be closed for all students in such instances.

### **Unexcused Absences:**

Anything other than these is considered an **UNEXCUSED** absence. Absences, for which the parent does not call the school or send a written note, will be considered unexcused. Students will receive a zero on all class work completed during an unexcused absence.

### **Makeup Work for Excused Absences**

Students have three days after returning from an excused absence to make-up work, tests, and other missing activities. If the student has been out of school for three or more days, teachers may provide additional time to make-up missing assignments at their own discretion. Work not made up in accordance with the timelines in this policy will receive zero credit.

**Note: All absences immediately preceding or following a vacation period are considered unexcused. Consideration for approval must be obtained from the Principal one week before vacation.**

In case of all illness over two days, or contagious disease, please notify the school nurse. In the event of severe cases of certain health issues (H1N1, Lice, etc.), children will ***not be permitted into the class*** unless they have a medical clearance from a hospital, as per Ministry rules and regulations. This clearance is to be submitted to the Nurse who will then admit the child to the class.

Any student who is absent for more than 30 days per year without a valid medical reason or justifiable reason; will not be promoted to the next grade.

## **TARDIES**

Class time is essential to increasing students' knowledge and proficiency, students who repeatedly come late or leave early may experience a decline in student achievement. If a student arrives later than 7:35, they are considered tardy. Being on campus or in the building does not count as arriving on-time for class. Students must be in class by grade by 7.35 am. **5 unexcused tardies or early releases during one quarter will accumulate and be considered 1 full days' absence. Any graded classwork missed due to an unexcused absence, tardy, or early release will earn a zero.**

- **Excused Tardy:** Includes events that are physically out of your control such as: an accident, road closed due to an accident, power outage, etc.
- **Unexcused Tardy:** Includes over-sleeping, heavy traffic, rainy weather, sand storm, errand for parents, etc.

### **Late Slips**

Students arriving after 7.45 a.m., will be issued with a late pass. Students will not be admitted to class without a signed pass.

After being late 5 times, a warning letter will be sent home. The school will follow Ministry Guidelines if a student is late 15 times or more.

## **STUDENT TIMETABLE**

Timetables are handed out at the beginning of each school year. **Any changes to the timetable MUST be approved by the Superintendent.** Teachers are not permitted to arrange changes, as this affects the master timetable which the Superintendent uses. Failure to abide by this regulation may result in disciplinary action against the teacher.

## SCHOOL HOURS

In the interest of safety, students should not be dropped off at school before 7:00am. Also, students should be collected from school no later than 2:30pm. Staff members are not on duty to supervise students after this time. The school is not responsible for students before or after the designated school hours.

From time to time, Dasman will have Early Release days. Parents will be advised of the school schedule for those days in advance.

## SANDSTORMS

The following should be observed during sandstorms:

- i) As soon as a sandstorm develops, the nurses will alert teachers with asthmatic students and send them home as soon as possible.
- ii) Other students should not be allowed out of class to go to the nurse unless it is a major emergency.
- iii) Parents will be allowed to take their child home without a signed release slip while the storm lasts. Teachers are responsible for releasing students to the appropriate family member/ guardian

## CODE OF CONDUCT

Dasman Bilingual School students are expected to follow the designated school rules and work on the core values. Every individual on campus has the mandate to assimilate these positive character traits into everything we do so that we are always striving to become inquiring, knowledgeable, and caring global citizens. To ensure this, the course of study is international in scope and inter-related, meaning we design units so they are cross curricular.

Each student is expected to respect the individual and reflect upon how to change the world for the better starting with themselves. Collectively, we rely upon each person's respectful contribution to foster an environment of learning so that when a graduate from Dasman fully enters the international community, they are ready.

## CHAMPS

The overall goal of the CHAMPs classroom management system is to develop an instructional structure in which students are responsible, motivated, and highly engaged in the specific task at hand. Teachers use the CHAMPs acronym to define detailed behavioral expectations for EACH instructional approach. Here is the CHAMPs acronym along with questions teachers may ask for developing each structured activity.

**Conversation:** Can students converse during this activity? About what? With whom? For how long?

**Help:** How do students get your attention for help? How do students get questions answered? What should they do while they wait for you?

**Activity:** What is the expected end product of this activity? What is the task or objective?

**Movement:** For what reasons can students get out of their seats during this activity? Do they need permission to do so?

**Participation:** What behavior shows that students are participating or not participating?

**Success:** There are no questions for this one. When CHAMPs expectations are met, students will be successful.

## INCENTIVES

Students can earn rewards for good study habits, academic achievement and good behavior. As stated in the school philosophy, Dasman promotes student excellence by encouragement and use of incentives. The awarding of certificates for good behavior and academic improvement during flag ceremony is an example of this approach.

## END OF THE YEAR AWARDS

In each class, per grade level, the top 5 students are awarded a medal and a certificate for overall performance. All grades in all subjects will be used as a measure to determine the top performers. Further tie-breakers will be the MAP test scores, attendance, punctuality and participation. Students with an overall score of 95% will receive a certificate of achievement only.

Students may receive certificates for attendance, behavior, good citizenship and most improved. These certificates will be presented in the homeroom at the end of the school year.

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## SCHOOL UNIFORM

The following is the Elementary School Uniform code at Dasman Bilingual School.

### SUMMER UNIFORM

GIRLS	BOYS
Blue Dasman Bilingual School shirt with tie.	Blue Dasman Bilingual School shirt with tie.
Dark blue skirt.	Dark blue shorts.
Blue socks Leggings are not allowed at school Sensible, <b>all black shoes</b> (no boots, high heels, sandals, or crocs style shoes)	Blue socks. Sensible, <b>all black shoes</b> (no boots, football shoes, sandals, or “Crocs” style shoes)



### WINTER UNIFORM

GIRLS	BOYS
Long sleeved blue shirt with tie	Long sleeved blue shirt with tie
Dark Blue skirt	Blue pants.
Blue socks. Sensible, <b>all black shoes</b> (no boots, high heels, sandals, or crock style shoes)	Blue socks. Sensible, <b>all black shoes</b> (no boots, football shoes, sandals, or “Crocs” style shoes)

Dasman Bilingual School PE uniforms are required when participating in PE class. Athletic shoes should be of the quality required by the PE Department. Students are allowed to wear colorful runners on PE *days only*. Football shoes are strictly forbidden.

On very cold days, students may wear coats over their Dasman Bilingual School cardigans and fleece jackets, but they must remove them inside the classes. On “dress-down” or “free-dress”

occasions, modesty and attentiveness to the cultural sensitivities of Kuwait are required. Jeans are only permitted on dress down days.

Girls with long hair must tie it back. No jewelry is permitted. Watches are permitted for students in grade 3-5. Boys should keep their hair cut short and neat.

## TOYS, ELECTRONICS, WHEELED TRANSPORTATION

Please keep all toys, electronics and wheeled transportation at home. They are not allowed at school unless the teacher and principal have given special permission.

## DISCIPLINE

It is the policy of Dasman Bilingual School to provide a healthy and safe environment, to protect the rights of others, to enhance learning and to teach the skills of responsibility and human relationships. Physical aggression or contact of any kind is not allowed in school and will be dealt with severely. Students who engage in any type of physical aggression will be automatically given a warning letter and parents will be contacted.

It is very important that home and school work together to ensure good in-school behavior. Parents will be notified if the student is experiencing behaviors that lead to trouble. Equally, parents will be notified of the student's excellent behavior. The school would appreciate being informed of changes in the home life of the student that would influence a child's behavior.

The aim of the Dasman Bilingual School discipline system for Elementary is to support students with their learning. Our goal is to guide students' learning through developing responsibility and self-discipline. Using the monthly core values, we encourage students to develop strong moral character when dealing with others and themselves. We believe that the best way to develop self-discipline is for students to have good relationships with their fellow students, teachers and have support from home.

From time to time, students may display behavior that detracts from their own learning or the learning of others. A behavior log will be maintained, detailing student's challenging behavior. A discipline procedure is in place with five possible steps

- Step 1 – VERBAL WARNING – one-to-one talk with students
- Step 2 – CONSEQUENCE (subject to level of misbehavior) – timeout, detention or green slip
- Step 3 – PHONE CALL HOME
- Step 4 – PARENT-TEACHER CONFERENCE, sometimes including the child
- Step 5 – WARNING LETTER

All **green slips** must be signed by parents and returned to school. After the third warning letter, a student will not be invited back the following academic year. Students with recurring behavior issues, will be placed on a behavior modification plan by the counselor.

If a lunch detention is assigned, an administrator will collect the students for detention. Students will bring their lunch to eat and complete written work for the remainder of the break time. Students will be escorted back to their class after break time. Staff members are authorized to

Speak with parents or legal guardians ONLY. Other family members or concerned parties will not be given information regarding students and are asked to respect confidentiality.

## BEHAVIOR CHART A – D

### LEVEL A BEHAVIORS

- Violation of classroom rules
- Lying
- In unauthorized area or no pass
- Disrespectful to fellow students
- Inappropriate items (cell phone, iPod, MP3 player)
- Tardy to class
- Failure to keep hands & feet to self

### LEVEL A CONSEQUENCES

- Verbal warning/Discussion with student
- Time-out/ cool down
- Loss of classroom privileges/incentives
- Parent contacted by telephone from teacher
- Sit to a grade level classroom
- Loss of house points
- Partial loss of lunch/recess

### LEVEL B BEHAVIORS

- Repeated violations of Type A Behaviors
- Frequent tardies
- Chronic disruption of class
- Unacceptable language to students
- Continually unprepared for class
- Rough Play
- Failure to serve lunch detention

### LEVEL B CONSEQUENCES

- Record on behavior log
- Parent contact by telephone from teacher
- Disciplinary Referral and lunch detention
- Loss of classroom privileges/incentives
- Teacher/Parent conference
- Lunch detention with teacher

### LEVEL C BEHAVIORS

- Repeated violations of Type B Behaviors
- Stealing/Possession of stolen property
- Fighting
- Possession of a dangerous item (sharp objects, etc.)

- Damage to school or private property
- Profanity, obscene language or gestures to staff
- Disrespect or defiance to authority
- Offensive conduct

#### **LEVEL C CONSEQUENCES**

- Disciplinary referral by administrator
- Parent conference required by administrator
- Parent notification by administrator
- Restriction from privileges by administrator
- Possible behavior contract by administrator
- Restriction of activities/privileges/field trips
- Possible referral to the Counselor

#### **LEVEL D BEHAVIORS**

- Repeated violations of Type C Behaviors
- Possession of a sharp objects
- Chronic defiance not modified by previous behavior plan
- Assault upon any student or school employee
- Cause or threaten to cause bodily injury to another

#### **LEVEL D CONSEQUENCES**

- Parent notification by Administrator
- Restriction of activities/privileges/field trips
- Warning Letter

#### **DETENTION**

Detention is held daily during lunch break for infractions of the rules. Teachers, staff, and administrators may assign detention for misbehavior or infractions. Detentions may be assigned immediately by a teacher for severe or flagrant misdemeanors.

# A SIMPLIFIED VERSION OF THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD.



- Article 1** Everyone under 18 years of age has all the rights in this Convention.
- Article 2** The Convention applies to everyone whatever their race, religion, ethnicity, whatever they think, or what type of family they come from.
- Article 3** All organizations concerned with children should work towards what is best for each child.
- Article 4** Governments should make these rights available to children.
- Article 5** Governments should respect the rights and responsibilities of families to guide their children as they grow up, they want to exercise their rights properly.
- Article 6** Children have the right to live a full life. Governments should ensure that children survive and develop healthily.
- Article 7** Children have the right to a legally registered name and nationality. Children also have the right to know their parents and, as far as possible, to be cared for by them.
- Article 8** Governments should respect a child's right to a name, a nationality and family life.
- Article 9** Children should not be separated from their parents unless it is for their own good. For example, if a parent is missing or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this right harms the child.
- Article 10** Families who live in different countries should be allowed to have children move between so that parents and children can stay in contact, or get back together as a family.
- Article 11** Those who steal children or arrange for children being taken out of their own country illegally.
- Article 12** Children have the right to express their views on decisions that affect them and to have their opinions taken into account.
- Article 13** Children have the right to get and to share information, as long as the information is not damaging to them or others.
- Article 14** Children have the right to think and believe what they want and to practice their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide children on these matters.
- Article 15** Children have the right to meet with other children and young people and to join groups and organizations, as long as this does not stop other people from enjoying their rights.

- Article 16** Children have the right to privacy. The law should protect them from attacks against their way of life, their good name, their family and their home.
- Article 17** Children have the right to be able to get information from the media. Mass media such as television, radio and newspapers should provide information that children can understand and should not promote materials that could harm children.
- Article 18** Both parents share responsibility for bringing up their children and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.
- Article 19** Governments should ensure that children are properly cared for and protect them from violence, abuse or neglect by their parents, or anyone else who looks after them.
- Article 20** Children who cannot be looked after by their own family must be looked after properly by people who respect their religion, culture and language.
- Article 21** When children are adopted the best concern must be held in mind for them. The same law should apply whether children are adopted in the country of their birth or if they are taken to live in another country.
- Article 22** Children who come into a country as refugees should have the same rights as children who are born in that country.
- Article 23** Children who have any kind of disability should receive special care and to permit them to reach their full potential for life.
- Article 24** Children have the right to good quality health care, clean water, nutritious food and a clean environment so that they will grow healthy. Richer countries should help poorer countries achieve this.
- Article 25** Children who are looked after by their local authority rather than their parents should have their situation reviewed regularly.
- Article 26** The Government should provide extra money for the children of families in need.
- Article 27** Children have the right to a standard of living that is good enough to meet their physical and mental needs. This government should help families who cannot afford to provide this.
- Article 28** Children have the right to an education. The principles which should respect children's human dignity. Primary education should be free. Wealthier countries should help poorer countries achieve this.

- Article 29** Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, their culture and other cultures.
- Article 30** Children have the right to learn and know their language and culture of their families, whether or not those are shared by the majority of the people in the country where they live, as long as this does not harm others.
- Article 31** Children have the right to relax, play and to join in leisure and pastime activities.
- Article 32** Governments should protect children from work that is dangerous or that might harm their health or education.
- Article 33** Those countries should promote ways of protecting children from dangerous drugs.
- Article 34** Governments should protect children from sex of them.
- Article 35** Governments should make sure that children are not abducted or sold.
- Article 36** Children should be kept out of pornography, which could harm their moral growth.
- Article 37** Children who break the law should not be treated too badly. They should not be put in a prison with adults and should be able to keep in contact with their family.
- Article 38** Governments should not allow children under 15 to join the army. Children in war zones should receive special protection.
- Article 39** Children who have been neglected or abused should receive special help to restore their well-being.
- Article 40** Children who are accused of breaking the law should be treated legally. Prison sentences for children should only be used for the most serious offences.
- Article 41** If a law of a particular country provides children better than the articles of the Convention, then those laws should provide the Convention.
- Article 42** Governments should make the Convention known to all parents and children.

The Convention on the Rights of the Child has 54 articles in all. Articles 12-41 are about how adults and governments should work together to make sure that all children get all their rights. Go to [www.unicef.org/crc](http://www.unicef.org/crc) to read all the articles.



unicef 

## **Universal Declaration of Human Rights**

### ***Preamble***

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, therefore,

The General Assembly,

Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by

teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

### **Article 1**

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

### **Article 2**

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

### **Article 3**

Everyone has the right to life, liberty and security of person.

**Article 4**

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

**Article 5**

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

**Article 6**

Everyone has the right to recognition everywhere as a person before the law.

**Article 7**

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

**Article 8**

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

**Article 9**

No one shall be subjected to arbitrary arrest, detention or exile.

**Article 10**

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

**Article 11**

1. Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.
2. No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier  
  1. Penalty be imposed than the one that was applicable at the time the penal offence was committed.

**Article 12**

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

**Article 13**

1. Everyone has the right to freedom of movement and residence within the borders of each State.
2. Everyone has the right to leave any country, including his own, and to return to his country.

**Article 14**

1. Everyone has the right to seek and to enjoy in other countries asylum from persecution.

2. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

#### **Article 15**

1. Everyone has the right to a nationality.
2. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

#### **Article 16**

1. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
2. Marriage shall be entered into only with the free and full consent of the intending spouses.
3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

#### **Article 17**

1. Everyone has the right to own property alone as well as in association with others.
2. No one shall be arbitrarily deprived of his property.

#### **Article 18**

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

#### **Article 19**

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

#### **Article 20**

1. **Everyone has the right to freedom of peaceful assembly and association.**
2. **No one may be compelled to belong to an association.**

#### **Article 21**

1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
2. Everyone has the right to equal access to public service in his country.
3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

#### **Article 22**

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

#### **Article 23**

1. Everyone has the right to work, to free choice of employment, to just and favorable conditions of work and to protection against unemployment.

2. Everyone, without any discrimination, has the right to equal pay for equal work.
3. Everyone who works has the right to just and favorable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
4. Everyone has the right to form and to join trade unions for the protection of his interests.

#### **Article 24**

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

#### **Article 25**

1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing, and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

#### **Article 26**

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
3. Parents have a prior right to choose the kind of education that shall be given to their children.

#### **Article 27**

1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

#### **Article 28**

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

#### **Article 29**

1. Everyone has duties to the community in which alone the free and full development of his personality is possible.
1. 2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.
2. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

**Article 30**

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

**CHILD PROTECTION POLICY**

Dasman Bilingual School adheres to the following articles as stipulated by **The Public Administration for Private Education**

**Article 1:**

The child is each (male /female) who is under 18 years of age.

**Article 2:**

The abuse against the child or bad treatment includes all forms of physical or emotional abuse or both, the sexual abuse, neglect or commercial abuse which leads to actual or potential harm to the child's health, his growth and dignity.

**Article 3:**

In each Health area, and according to a decision by the under Secretary of Health, a Team for Child's protection shall be formed (SCAN Team).

The team of Child's protection consists of:

1. Pediatric Specialist Doctor (2)
2. Internal Medicine Doctor (2)
3. Nurse in the Pediatric section (2)
4. Social Specialist (2)
5. Psychiatric therapist (2)
6. Representative from the Juveniles Protection department – MOI.
7. If necessary, a specialized Doctor (Obstetrics, Psychic Doctor, Orthopedics Doctor).

**Article 4:**

All doctors in hospitals, Medical Care Centers, in case they suspect of a child abuse case (Bodily or psychological) should report the case using the reporting Form (enclosed) or call the Child's Protection Team (SCAN Team).

**Article 5:**

When a child's abuse case is detected, the Team shall report it to the Juveniles Protection Dept- Ministry of Interior to take the necessary action (Hot line 25632140).

**Article 6:**

The SCAN team has the following duties:

1. Follow up the cases of assaults or abuse against the child and take the necessary actions, in strict confidential manner.
2. Examine the reported cases.
3. Record the Child's details as provided in the enclosed Form.

4. Inform the Child's family , or those who take care of him , of the Doctor's remarks and of the procedures taken in this regard.
5. Issue a medical, psychological and social report for the case, and get them approved by the Section Head and the Hospital Administration.
6. The Juveniles Protection Dept- General Criminal Investigations of Ministry of Interior shall be informed to take the necessary actions (medical Report, the recommendations and Report Form enclosed).
7. The Child and his family shall be referred to the Social development office for psychic and social treatment and follow up.
8. Receiving the reported cases of bad treatment or abuse referred by the Health Care Centers, casualties or other sources (schools, police stations and Private Medical Centers).

**Article 7:**

In each hospital a special office for SCAN team shall be established, through which it will practice its duties and the tasks entrusted to them.

**Article 8:**

The main office of Child's protection shall be based in the Ministry and to be subordinate to the legal Department of MOH.

**Office Duties**

1. Receive the notifications on each cases of assault against the child through the Hot Line (151).
2. Send the reports to the SCAN Team according to the respective Health area.
3. Send the reports referred from the SCAN Team to The Juveniles Protection Dept- General Criminal Investigations of Ministry of Interior for follow up.
4. The office shall document the reported cases and keep in file the letters exchanged between the main office and other offices.

**Article 9:**

The Health Licenses Department shall send a Circular to the Doctors and officers of the Private medical sector to detect and follow up the suspected case of Child abuse and inform the Child's protection Teams according to the Civil ID of the Child.

**Article 10:**

The above Resolution shall be informed to the concerned parties for implementing and shall be effective as from above date.

**Purpose:**

Dasman Bilingual School fully recognizes its responsibility to safeguard and promote the welfare of children at our school. The purpose of this policy is to provide all with the guidance they need in order to keep children safe and secure in our school, to inform parents and guardians how we will safeguard their children whilst they are in our care, and ensure that DBS has student protection measures in place to:

1. Protect students while in the school's care from all acts and omissions constituting physical abuse, emotional abuse, sexual abuse and exploitation, neglect, and bullying.

2. Identify and support those students who may have suffered such abuse or neglect, as strongly enforced by **The Public Administration for Private Education**
3. Emphasize that all DBS staff are mandated reporters of cases of abuse and/or suspected abuse inside and outside the school.
4. Define duties and responsibilities of School Principals and school staff for responding to suspected cases of child abuse and/or neglect.

### **Context:**

We recognize that children have a right to feel secure and cannot learn effectively unless they do so. Parents, caregivers, guardians, and other people can harm children either by direct acts or failure to provide proper care or both. Children may suffer neglect, emotional, physical or sexual abuse, corporal punishment, bullying, or a combination of such types of abuse. All children have a right to be protected from abuse. Whilst the school will work openly with parents as far as possible, the school reserves the right to contact the relevant authorities, without notifying parents if this is in the child's best interests.

At DBS, we strongly recognize the need for vigilant awareness of child protection issues. It is important that all staff have appropriate training and induction so that they understand their roles and responsibilities and are confident about carrying them out. Staff, students and parents should feel secure that they can raise any issues or concerns about the safety or welfare of children and know that they will be listened to and taken seriously. This will be achieved by maintaining an ethos of safeguarding and promoting the welfare of children and young people and protecting staff. This is supported by having clear child protection policies, appropriate induction and training, briefing and discussion of relevant issues and relevant learning.

In keeping with the above safeguarding statement, the school requires that all persons having regular or unsupervised access to children will be required to produce proof of their having no history of committing any offence (police clearance and letters of recommendations) that would suggest they present a risk to children. The proof of such should be provided by a recognized law enforcement agency with contact details being provided for verification purposes.”

### **Aims:**

These procedures apply to all staff and employees working in the school. The aim of our procedures is to prevent children from being abused, and to safeguard and promote the welfare of students at this school in the following ways:

- Raise awareness of child protection and safeguarding roles and responsibilities with staff.
- Develop, implement and review procedures in our school that enable all staff to identify and report cases, or suspected cases, of abuse.
- Support students who have been abused in accordance with an agreed child protection plan.
- Support children with additional needs.
- Ensure the practice of safe recruitment in checking and recording the suitability of staff and volunteers to work with children.
- Establish a safe environment in which children can learn and develop.
- Ensure that allegations or concerns against staff are dealt with in accordance with Ministry of Education and school policies and procedures in collaboration with the authorities.

### **Whole Staff Responsibilities:**

This school recognizes that because of their 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 heard.
- Ensure children know that there are adults in the school whom they can approach if they are worried about any problems.
- Include opportunities in the curriculum for children to develop the skills they need to recognize and stay safe from abuse.
- Treat all disclosures with the strictest confidence.
- Ensure that parents have an understanding of the responsibility placed on the school and its staff for child protection by providing a copy of this policy on request and posting a copy on the school website.
- Notify the relevant authorities of any cases of alleged or suspected child abuse.
- Inform parents of any concerns, and provide them with opportunities to change the situation, where this does not place the child at greater risk.
- Notify the school counselor if there is an unexplained absence of several days.
- Maintain confidentiality throughout reporting procedures, data collection, and information storage.
- Train all school leaders and identified staff members in Child Protection policies and procedures.
- Develop effective links with relevant authorities and Child Protection Centre.
- Liaise with other agencies that support students.
- Ensure that there is a senior designated person/Child Protection Liaison Officer (CPLO) appointed and this individual is trained appropriately.

#### **Child Protection Liaison Officer (CPLO) responsibilities**

In DBS, the CPLO are the School Counselors. He or she will:

- Ensure that the school management and staff are fully aware of and understand their responsibilities and obligations under this policy.
- Ensure they have received appropriate training.
- Ensure every member of staff knows the name of the designated CPLO, their role and their contact details.
- Ensure all staff understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated person CPLO.
- Ensure that whole school training occurs every three years so that every member of staff can fulfil their child protection responsibilities effectively and to comply with the requirements of the Ministry of Education.
- Keep written records of child protection concerns that are kept securely and separately from the main student file and use these records to assess the likelihood of risk.
- Ensure that copies of child protection records and/or records of concern are transferred as appropriate (separate from student files) when a child leaves the school.
- Ensure that where a student leaves the school, necessary information is transferred to the new school in a timely manner.

#### **Responsibilities of adults within the school community:**

- All adults are required to be aware of and alert to the signs of abuse.
- If an adult identifies that a child may be in an abusive situation they should record their concerns and report them to the CPLO as soon as possible.

- If a child discloses allegations of abuse to an adult, they will follow the procedures attached to this policy.
- If the disclosure is an allegation against a member of staff, they will follow the allegations procedures attached to this policy.

As a school we will educate and encourage students to keep safe through:

- The content of the curriculum.
- A school ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued.
- The creation of a culture which helps children to feel safe and able to talk freely about their concerns, believing that they will be listened to and valued.

### **Definitions and Indicators of Abuse and Negligence**

#### **What is abuse and negligence?**

Abuse and negligence are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or more rarely by a stranger. They may be abused by an adult or adults, or another child or children.

#### **Physical Abuse:**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or caregiver fabricates the symptoms of, or deliberately induces, illness in a child.

#### **Corporal Punishment:**

Corporal punishment is a physical punishment inflicted on a child by a teacher or any adult in any authority, such as the guardian, as a form of discipline, and is considered as physical abuse.

#### **Emotional Abuse:**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worth less or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

#### **Negligence:**

Negligence is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or caregiver failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate care-givers).
- Ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **The nature of negligence:**

Negligence is a lack of parental care. Poverty, lack of information or lack of adequate services can be contributory factors.

Negligence can include parents or caregivers failing to:

- Provide adequate food, clothing and shelter.
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision or stimulation.
- Ensure access to appropriate medical care or treatment.

Research has highlighted the following examples of the negligence of children under 12:

- Frequently going to school hungry.
- Frequently having to go to school in dirty clothes.
- Regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse.
- Being abandoned or deserted.
- Living at home in dangerous physical conditions.
- Not being taken to the doctor when ill.
- Not receiving dental care.

Negligence is a difficult form of abuse to recognize and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Negligence is often noticed at a stage when it does not pose a risk to the child. Research would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm.

Negligence is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the designated CPLO.

### **Indicators of negligence:**

The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognize that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself.

**Physical indicators of negligence:**

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated
- Looking sad, false smiles

**Behavioral indicators of negligence:**

- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies

**Emotional Abuse:**

**The nature of Emotional Abuse:**

Most harm is produced in low warmth, high criticism homes, not from single incidents. Emotional abuse is difficult to define, identify, recognize, and/or prove. Emotional abuse is chronic and cumulative and has a long-term impact. All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself. Children can be harmed by witnessing someone harming another person, as in domestic violence.

It is sometimes possible to spot emotionally abusive behavior from parents and caregivers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

**Indicators of Emotional Abuse:**

**Developmental issues:**

- Delays in physical, mental and emotional development

- Poor school performance
- Speech disorders, particularly sudden disorders or changes

**Behavior:**

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc.)
- Neurotic behavior (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behavior – e.g., wetting
- Eating disorders
- Destructive tendencies
- Arriving early at school, leaving late Social issues
- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behavior
- Insecure, clinging behavior
- Poor social relationships

**Emotional responses:**

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations (“I deserve this”)
- Fear of parents being contacted
- Self-disgust
- Low self-esteem

- Unusually fearful with adults
- Lack of concentration; restlessness, aimlessness
- Extremes of passivity or aggression

### **Physical Abuse:**

#### **The nature of physical abuse**

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the bony prominences – e.g., shins. Injuries on the soft areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

A body map (Appendix 3) can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school.

#### **Indicators of physical abuse / Factors that should increase concern**

- Multiple bruising or bruises and scratches (especially on the head and face).
- Clusters of bruises – e.g., fingertip bruising (caused by being grasped).
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head.
- Bruises on the back, chest, buttocks, or on the inside of the thighs.
- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle.
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette
- Scalds with upward splash marks or tide marks (rings on the child's arms, legs, or body, indicating that a portion of the child's body has been immersed in hot water)
- Untreated injuries
- Recurrent injuries or burns
- Bald patches

In the social context of the school, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:

- The explanation given does not match the injury
- The explanation uses words or phrases that do not match the vocabulary of the child (adults words)

- No explanation is forthcoming
- The child (or the parent/caregiver) is secretive or evasive
- The injury is accompanied by allegations of abuse or assault.

You should be concerned if the child or young person:

- Is reluctant to have parents/caregivers contacted.
- Runs away or shows fear of going home.
- Is aggressive towards themselves or others
- Flinches when approached or touched
- Is reluctant to undress to change clothing for sport;
- Wears long sleeves during hot weather;
- Is unnaturally compliant in the presence of parents/caregivers;
- Has a fear of medical help or attention;
- Reports a punishment that appears excessive.

### **Sexual Abuse:**

#### **The nature of sexual abuse:**

Sexual abuse is often perpetrated by people who are known and trusted by the child (e.g., relatives, family friends, neighbors, babysitters, people working with the child in school, faith settings, clubs or activities).

#### **Characteristics of child sexual abuse:**

- It is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic
- Grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent
- Grooming the child’s environment – abusers try to ensure that potential adult protectors (parents and other caregivers especially) are not suspicious of their motives.

#### **Child Protection Procedures:**

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interests between the child and parent, the interests of the child must be paramount.

These procedures should be read in conjunction with the flow chart (Appendix A).

If a member of staff suspects abuse (e.g. through physical injury) they must:

1. Record their concerns.
2. Report it to the CPLO / Principal immediately

3. Consider if there is a requirement for immediate medical intervention and if so assistance must be called for
4. Make an accurate record (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:
  - Dates and times of their observations,
  - Dates and times of any discussions they were involved in,
  - Any injuries,
  - Explanations given by the child / adult, and
  - What action was taken

The records must be signed and dated by the author.

Following a report of concerns from a member of staff, the CPLO must:

1. Decide whether or not there are sufficient grounds for suspecting child abuse in which case a referral must be made to the MOI Child Protection Centre Hotline: (147 or 25632140). and make a clear statement of:
  - The known facts
  - Any suspicions or allegations
  - Whether or not there has been any contact with the child's family If the CPLO feels unsure about whether a referral is necessary they can phone MOI Child Protection Centre to discuss concerns and obtain advice.  
To do so will not constitute a child abuse referral and may well help to clarify a situation.
2. If there is no clear risk of harm the CPLO will either actively monitor the situation or seek advice from the MOI Child Protection Centre.
3. The CPLO must confirm any referrals in writing to MOI Child Protection Centre, within 24hours, including the actions that have been taken. The written referral should be made using the referral form attached to this document.
4. If a child is in immediate danger and urgent protective action is required, the police should be called using the 147 service. The CPLO should also notify the MOI Child Protection Centre of the occurrence and what action has been taken. The CPLO should seek advice from the police / MOI Child Protection Centre about informing the parents.
5. Normally the school should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to MOI Child Protection Centre. However, in accordance this should only be done when it will not place the child at increased risk. The child's views should also be taken into account.
6. Where there are doubts or reservations about involving the child's family, the CPLO should clarify with MOI Child Protection Centre or the local police whether the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation. Where appropriate, the CPLO should help the parents understand that a referral is in the interests of the child and that the school will be involved in the police investigation.
7. When a student is in need of urgent medical attention and there is suspicion of abuse the CPLO or Principal should take the child to the Accident and Emergency Unit at the nearest hospital, having first notified MOI Child Protection Centre. The CPLO should seek advice about what action the MOI Child Protection Centre will take and about

informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention. If the suspected abuse is sexual then the medical examination should be delayed until MOI Child Protection Centre and/or the police can liaise with the hospital, unless the needs of the child are such that medical attention is the priority. If a decision is made not to inform the parents there must be a responsible adult with the child at all times, whether from the school, MOI Child Protection Centre or the police.

When dealing with allegations against staff, governors and volunteers:

- Report any concerns about the conduct of any member of staff or volunteer to the Principal within 24 hours of complaint.
- If an allegation is made against the Principal, the concerns need to be raised with the School Board and Ministry of Private Education as soon as possible and within 24 hours.
- In either event the Principal should contact the MOI Child Protection Centre  
Hotline: 147

Child Volunteering Information:

If a child volunteers information about abuse to a member of staff, it may be done obliquely, rather than directly, e.g. through play, drawings etc. Children will talk about their concerns and problems to people they feel they can trust. The person a child talks to will not necessarily be a senior member of staff. The role of the member of staff or volunteer hearing this is to listen but not undertake an investigation of the potential abuse. That is the role of the child protection agencies. Legal action against a perpetrator can be seriously damaged by any suggestion that the child's words have been influenced in any way by the person they told.

When a Child Confides in You: Things you should do:

- Give the child undivided attention
- Show concern, support and warmth but don't show emotions, distress or negative reactions. Be reassuring. – You can say “That must have been sad/hard for you,” or “It's right to tell someone because you need help.” – Ask if the child has told his/her parents if the alleged abuse is outside the home or the other parent if one parent is implicated.
- Avoid directly questioning the child as much as possible, just listen and be supportive
- It may be appropriate to check that the child is indicating abuse or neglect
- Check if the child is hurt or might be in need of medical attention
- Deal with the allegation in such a way that the child does not have to repeat the information to different people within the school; It is important to know if an incident has happened recently and whom the child is saying has hurt her/him
- Make careful records of what was said, put the date and time when the child spoke to you, put the location and names of the people who were present, as well as what was said, using

child's own language and colloquialisms. Then sign it, and hand your record to the CPLO immediately.

- Keep a copy of your notes
- Look after yourself by seeking some support

**Things you SHOUL NOT do:**

- You must not promise a child complete confidentiality – you should explain that you may need to pass information to other professionals to help keep them or other children safe
- Malign the character of the alleged perpetrator
- Jump to conclusions
- Ask leading questions
- Ask for lots of details about the alleged event(s)
- Speculate or accuse anybody yourself • Make promises you can't keep
- Pre-empt or prejudice an investigation by leading the child with closed questions.

**Questioning Skills:**

To avoid leading questions when clarifying what a child has said, **you should use open questions with a child** rather than closed questions. The following table gives some examples of both

<b>Closed Questions</b>	<b>Open Questions</b>
Do...?	Tell me...
Did...?	Explain to me...
Can...?	Describe to me...
Would...?	Who...
Could...?	What...
Are...?	When...
	How...
	Where...

**Avoid using “Why” as this can confuse a child and lead to feelings of guilt.**

**Initial Responses to Child:**

When a child has made a disclosure, it can be a relief for them, however they are likely to feel vulnerable and confused. Here are some examples of what can be said to a child;

**DO say:**

- “Thank you for telling me.”
- “I am sorry it has happened to you.”
- “I am going to help you, and will tell you what I am going to do.”

“It should not have happened.”

“You are not to blame.”

**DO NOT say:**

“It will be all right soon.”

...Or any statements or promises that you will not be able to fulfill.

✓ **Safe Working Practice:**

It is essential that all staff working in DBS are aware of how to pass on any concerns about other members of staff and be conscious of how they should conduct themselves to minimize the risk of finding themselves as the subject of any child protection processes.

In dealing with allegations or concerns against an adult in the school all staff should:

- Report any concerns about the conduct of any member of staff or volunteer to the Principal as soon as possible and within 24 hours
- If an allegation is made against the Principal, the concerns need to be raised with the Superintendent as soon as possible and within 24 hours.
- In either event the Principal should contact the MOI Child Protection Centre on Telephone: 147 or 25632140

✓ **Safe Professional Culture:**

**All staff should:**

- Work in an open and transparent way, avoiding any actions that would lead a reasonable person to question their motivation and/or intentions
- Dress appropriately for their role
- Avoid unnecessary physical contact with children. If physical contact is made:
  - Ensure they are aware of and understand the rules concerning physical restraint
  - Where it is essential for educational or safety reasons, gain student’s permission for that contact wherever possible
  - Remove a student from a dangerous situation or an object from a student to prevent either harm to themselves or others, then this should be recorded on the correct form and reported to the Principal
  - It should not be secretive; even if accidental contact was made, it should be reported.
  - Understand their position of power and influence over children and not misuse it in any way. This includes but is not limited to:
    - ❖ Accepting regular gifts from children
    - ❖ Giving personal gifts to children
  - Recognize their influence and not engage in activities out of school that might compromise their position within school.
  - Not establish or seek to establish social contact with students outside of school. This includes:
    - ❖ Communication with students in inappropriate ways, including personal e-mails and mobile telephones
    - ❖ Passing your home address, phone number, email address or other personal details to students/children
    - ❖ The transportation of students in your own vehicle without prior management approval
    - ❖ Contact through social networking sites.
      - Absolutely NOT house children overnight.

### All staff should:

- Only use the school system to exchange e-mail with students. Do not use your personal email account(s)!
- Be careful about recording images of children and do this only when it is an approved educational activity. This is not allowed for children whose parents/guardians have submitted a “Media Non-Permission Form”.
- Ensure that areas of the curriculum that may involve sexually explicit information are taught in accordance with school and/or ADEC policies.
- Allow children to change clothes with levels of respect and privacy appropriate to their age, gender, culture, and circumstances.
- Avoid working in one-to-one situations or conferring special attention on one child unless this is part of an agreed school plan or policy.
- Only arrange to meet with students in closed rooms when senior staff have been made aware of this in advance and given their approval.
- Not access inappropriate material via the internet.
- Not allow boundaries to become blurred and unsafe in more informal settings such as out of school activities.
- Never use a physical punishment of any kind.
- Not attribute touch to their teaching style.

### **All staff should inform the Principal immediately if:**

- There are any incidents or issues that might lead to concerns being raised about your conduct towards a child.
- There is any suggestion a student may be infatuated with you or taking an above normal interest in you.

### ✓ School Transportation

It is important to ensure children are transported safely without risk of harm or abuse.

#### **All drivers must:**

- Hold a valid driving license for the type of vehicle being driven
- Have no medical condition which affects their ability to drive
- Ensure that any vehicle is roadworthy, including brakes, lights, tires, bodywork, wipers, mirrors etc.
- Adhere to the appropriate speed limit
- Ensure that all seat belts are working and worn by everybody in the vehicle

Be familiar with, and drive in accordance with, the road regulations at all times

## MOBILE PHONE POLICY

Mobile phones should not be brought to school **at any time**. I-pods and portable game players should also not be used during school hours. Students using them during this time may have them confiscated for a short period. ***The school is not responsible for lost or stolen electronics.*** Students found with unauthorized mobile or electronic devices will have them confiscated and sent to the Elementary office where they will stay until the end of the day when a parent is available to collect these items.

6038/2017

**Ministry of Education**

**The Public Administration for Private Education**

**Date: 19/4/2017**

### **General Bulletin**

**For All Private schools (All Educational systems)**

**Concerning the prohibition of students mobile phones at Private Schools**

According to the Ministry of Education and school's regulations, students are prohibited from bringing mobile phones to schools.

The Public Administration for Private Education is concerned about executing decisions, which regulates the teaching process in order to ensure teaching and learning and students' attainment.

Therefore, The Public Administration for Private Education stresses the importance of abiding by its regulations and penalizing students who violate the decision.

Students who wish to bring their mobile phones should hand them in to school administration to be picked up at the end of school day.

The Public Administration for Private will take legal action against students who do not abide by the fore mentioned regulations.

Best regards

(Signed)

Sanad Mohammad AL-Mutairi

For/ The Public Administration for Private Education

## IT POLICY

## INTERNET & COMPUTER USAGE

1. All use of the Internet must be in support of education and research and be consistent with the purposes of the school and the access providers. Any use that disrupts the educational and administrative goals of the school is prohibited.
2. Do not damage the computer or the network in any way.
3. Do not deliberately spread computer viruses. Computer viruses are programs that have been developed as pranks, and can destroy valuable programs and data. Deliberate attempts to degrade or disrupt system performance of the local school network or any other computer system or network on the Internet by spreading computer viruses is considered criminal activity under state and federal law.
4. Do not interfere with the operation of the network by installing illegal software, shareware, or freeware. Do not download software without written permission of the system administrator.
5. Obey the rules of copyright. Students will not plagiarize works they find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were one's own.
6. Students shall not access inappropriate material on the Internet, including but not limited to obscenity, lewd images, or other materials that may be "harmful to minors."
7. Use appropriate language. Profanity or obscenity will not be tolerated on the school network. You must use language appropriate for school situations as indicated by school policy. Students will not use obscene, profane, lewd, vulgar, rude or threatening language. Nor will they through means of the Internet, harass or annoy any other users.
8. Avoid offensive or inflammatory speech. Internet users must respect the rights of others both in the local community and in the Internet at large. Personal attacks are an unacceptable use of the network. If you are the victim of a personal attack, bring the incident to the attention of a teacher or school administrator.
9. Students shall not use the Internet to send or receive personal electronic mail.
10. Students shall not modify the desktop environment in anyway (e.g. changing the desktop wallpaper, mouse cursor, etc.)
11. Students shall not enter or participate in Chat Rooms, Newsgroups, or List Servers for any reason.
12. Students shall not engage in unauthorized access of computers, including 'hacking.'
13. Students shall not disclose, use, or disseminate any personal identification of themselves or others.
14. Students shall not engage in unlawful activities.