



DASMAN دسمن
BILINGUAL SCHOOL مدرسة ثنائية اللغة

High School Division
Grades 9 - 12
Student- Parent Handbook
2018-2019



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MISSION STATEMENT

DBS offers a variety of educational programs to equip our students with 21st 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

ENGAGE EMPOWER INNOVATE

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

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.

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.

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.

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.

HIGH SCHOOL DIVISION

DBS High School program is a university preparatory course of study. 95% of Dasman graduates attend university in the United States, UK and Kuwait. Most Dasman subjects are taught in English, except Arabic Language, Islamic Studies and some Social Studies courses. In addition, the school offers Arabic as a Foreign Language. DBS High School offers students a wide range of activities based on student interest and ability. Our recently enhanced curriculum will begin to offer new courses in Business, Environmental Science, Earth Science, IT, Art and Advanced Placement courses. We are also developing a STEAM program (Science, Technology, Engineering, Art and Math) to engage students into becoming more globally minded as they develop strong academic skills. The extra-curricular activities program at Dasman include various sporting activities, Model United Nations, Student Council

HIGH SCHOOL MISSION STATEMENT

Empower students with marketable 21st century skills and develop well-rounded students capable of clear and sound reasoning

OUR MONTHLY VALUES

September	Time Management
October	Responsibility
November	Forgiveness
December	Cooperation & Team Work
January	Positive & Initiative
February	Nationalism & Loyalty

March	Family
April	Respect
May	Honesty & Truthfulness
June	Reinforcing all values taught during the school year

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.

The school accepts students regardless of race, religion, or nationality, who they feel would benefit from their bilingual curriculum, provided there is available space and the student meets the admissions requirements.

In accordance with the policy of the Kuwait Ministry of Education for Private Schools, the administration reserves the right to have a student withdrawn at any time if that is seem to be in the best interest of the student or of the school. The school reserves the right to deny enrollment for those who do not meet the rigorous admissions standards.

A student's Grade Point Average should be a minimum of 2.4. The school also reserves the right to contact the previous school for further information.

The Admissions officer makes decisions in the best interest of the applicant, as well as in the interest of the specific grade level.

The right is reserved to refuse admission to any applicant who does not meet the admissions requirements. The right is also reserved to determine the placement of an accepted applicant in the grade level or subjects deemed most appropriate for the student's success.

The Admissions officer evaluates the following when considering an applicant for admission:

- Entrance test results.
- Academic records from a current or most recent school.
- Evaluations from a current or most recent school.
- Presence of any learning differences, special needs, or giftedness.
- Interview with the applicant and parent/s only or grade 12 students

In accordance with its commitment to being a family school, special consideration is given to qualified siblings of currently enrolled students. Despite this consideration

there is, however, no guarantee of admission. Entrance tests and interviews are scheduled individually throughout the year by appointment. The entrance tests are usually done after school on Mondays, Wednesdays and Saturday mornings, and only when the complete application packet has been submitted.

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

**Dasman Bilingual School
2018-2019 Calendar**

August						
Su	Mo	Tu	We	Th	Fr	Sa
			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	

September						
Su	Mo	Tu	We	Th	Fr	Sa
						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						

October						
Su	Mo	Tu	We	Th	Fr	Sa
	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			

November						
Su	Mo	Tu	We	Th	Fr	Sa
					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

December						
Su	Mo	Tu	We	Th	Fr	Sa
						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					

January						
Su	Mo	Tu	We	Th	Fr	Sa
		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		

August 26: First day for Staff (Admin, Admin academic & Teachers)
 August 26-30: Teachers' Induction
 August 20-25: Eid Al Adha Holidays
 September 2: First day for SN & Voc
 September 3: First day for KG & Elementary
 September 4: First day for MS & HS
 September 13 : Islamic New Year Holiday

October 24: End of Quarter 1
 October 25: End of Quarter Holiday
 October 31: Report Cards Sent Home
 November 1: Parent Teacher Conference Day
 November 22: Prophet's Birthday (PBUH)
 December 9-20: MS and HS Exams
 December 20: End of Quarter 2
 December 21-January 5 : Winter Holiday

August 26: First day for Staff (Admin, Admin academic & Teachers)
 August 26-30: Teachers' Induction
 August 20-25: Eid Al Adha Holidays
 September 2: First day for SN & Voc
 September 3: First day for KG & Elementary
 September 4: First day for MS & HS
 September 13 : Islamic New Year Holiday
 October 24: End of Quarter 1
 October 25: End of Quarter Holiday
 October 31: Report Cards Sent Home
 November 1: Parent Teacher Conference Day
 November 22: Prophet's Birthday (PBUH)
 December 9-20: MS and HS Exams
 December 20: End of Quarter 2/ End of Semester 1
 December 21-January 5 : Winter Holiday

January 6: School Resumes
 January 16: Report Cards Sent Home
 January 17: Parent Teacher Conference Day
 February 24-26 : National Day & Liberation Day
 March 7: End of Quarter 3
 March 13: Report Cards Sent Home
 March 14: Parent Teacher Conference Day/IEP
 March 29- April 6: Spring Holiday
 April 30-May 9: Grade 12 Exams
 May 6: Ramadan Begins
 May 12-23: Middle/High School Exams
 May 16: Senior Graduation
 May 23: End of Quarter 4/ End of Semester 2
 May 23: Last Day for Students
 May 27: Report Cards Sent Home
 May 28: Last day for Teachers, HODs, Coordinators
 Psychologists, Counselors, Admin-Academic Staff*
 May 30: Last day for SLT, Vice Principals, Senior Coordinators
 May 30: Last day for Admin Staff
 June 4-8 : Eid Al-Fitr Holiday

*Admin-Academic Staff: Accreditation Officer, Curriculum Coordinator, ET Coordinator, PR Officer, Library Staff, Secretaries, Receptionists

Disclaimer: Please note that holidays are subject to change by the Ministry.

February						
Su	Mo	Tu	We	Th	Fr	Sa
					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		

March						
Su	Mo	Tu	We	Th	Fr	Sa
					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						

April						
Su	Mo	Tu	We	Th	Fr	Sa
	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				

May						
Su	Mo	Tu	We	Th	Fr	Sa
			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	

June						
Su	Mo	Tu	We	Th	Fr	Sa
						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						

21ST 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	

ACADEMIC MATTERS

HIGH SCHOOL GRADUATION REQUIREMENTS

REQUIRED CREDITS: 25 (22 credits from the required courses and a minimum of 3 credits of the student’s choice). **In order to earn a credit, students must pass the course with a grade of at least 60%.** A one credit course requires a minimum of five classes per week for the academic year. Although only 3 credits of Mathematics and Science are required, students will take a Mathematics and Science course every year of High School. All students will have a full schedule for all four years of High School.

Grade 9:

Subject	Number of Lessons	Number of Credits
Arabic	6	1.00
Islamic	2	0.25
Quran	1	0.25
Arabic Social Studies	2	0.25
English	6	1.00
Math <i>Algebra 1</i>	6	1.00
Science <i>Biology</i>	6	1.00
ICT <i>Advanced Office Skills</i>	2	0.25
PE	2	0.25
Humanities <i>History 1</i>	3	0.5
Humanities <i>Ethics and Civics</i>	3	0.5
English <i>Intensive Reading and Practical Writing</i>	3	0.5
TOTAL	42	6.75

LSU 9:

Subject	Number of Lessons	Number of Credits
Arabic	6	1.00
Islamic	2	0.25
Quran	1	0.25
Arabic Social Studies	2	0.25
English	6	1.00
Math Pre Algebra OR Algebra 1	6	1.00
Science Physical Science OR Biology	6	1.00
ICT Advanced Office Skills	2	0.25
PE	2	0.25
Humanities History 1	3	0.5
Humanities Ethics and Civics	3	0.5
English Intensive Reading and Practical Writing	3	0.5
TOTAL	42	6.75

Grade 10:

Subject	Number of Lessons	Number of Credits
Arabic	6	1.00
Islamic	2	0.25
Quran	1	0.25
Arabic Social Studies	2	0.25
English	6	1.00
Math Algebra 2	6	1.00
Science Chemistry	6	1.00

ICT Robotics & Basic Coding	2	0.25
PE	2	0.25
Humanities History 2	3	0.5
Business Business Studies	3	0.5
English 21 st Century Communication	3	0.5
TOTAL	42	6.75

LSU 10:

Subject	Number of Lessons	Number of Credits
Arabic	6	1.00
Islamic	2	0.25
Quran	1	0.25
English	6	1.00
Math Integrated Math 1 OR Algebra 2	6	1.00
Science Biology OR Chemistry	6	1.00
ICT Robotics & Basic Coding	2	0.25
PE	2	0.25
Humanities History 2	3	0.5
Business Business Studies	5	1.00
English 21 st Century Communication	3	0.5
TOTAL	42	7.00

Grade 11:

Subject	Number of Lessons	Number of Credits
Arabic	6	1.00
Islamic	2	0.25
Quran	1	0.25
English	6	1.00
Math Algebra 2	6	1.00
Science Chemistry	6	1.00
ICT Graphic Design and Film Making	2	0.25
PE	2	0.25
Humanities Sociology	3	0.5
Business Business Math	5	1.00
Studio ART	3	0.5
TOTAL	42	7.00

LSU 11:

Subject	Number of Lessons	Number of Credits
Arabic	6	1.00
Islamic	2	0.25
Quran	1	0.25
English	6	1.00
Math Integrated Math 2 OR Algebra 2	6	1.00
Science Environmental Science OR Chemistry	6	1.00
ICT Graphic Design and Film Making	2	0.25
PE	2	0.25
Humanities	3	0.5

Sociology		
Business Business Math	5	1.00
English 21 st Century Communication	3	0.5
TOTAL	42	7.00

Grade 12:

Subject	Number of Lessons	Number of Credits
Arabic	6	1.00
Islamic	2	0.25
Quran	1	0.25
English	6	1.00
Math Pre Calculus OR Calculus OR Integrated Math 3	6	1.00
Science Physics	6	1.00
ICT Advanced Coding	2	0.25
PE Health and Fitness	2	0.25
Humanities Psychology	3	0.5
Business Economics	5	1.00
Studio ART	3	0.5
TOTAL	42	7.00

LSU 12:

Subject	Number of Lessons	Number of Credits
Arabic	6	1.00
Islamic	2	0.25
Quran	1	0.25

English	6	1.00
Math Pre-Calculus OR Integrated Math 3	7	1.00
Science Environmental Science OR Physics	7	1.00
ICT Advanced Coding	2	0.25
PE Health and Fitness	2	0.25
Humanities Psychology	3	0.5
Business Economics	5	1.00
Studio ART	3	0.5
English 21 st Century Communication	3	1.00
TOTAL	42	6.50

ACADEMIC REPORTS

The school year is divided into four quarters. Report Cards are issued at the end of each quarter. There are semester exams at the end of the second and fourth quarter. Semester exams may not be taken early but may be made up if missed due to extenuating circumstances. Grades are calculated as an average of work done during the grading period. Semester grades are based on 70% of class work, and 30% of exams.

Parent conferences are held twice per year. In addition, parents are contacted in the middle of each quarter if their child is failing or at risk of failing (**below 70%**). Teachers may also send home Progress Reports at their discretion to keep parents informed of particular areas of concern.

Dasman's grading system uses the American curriculum grade equivalents:

Percentage	Letter Grade	GPA
97-100	A+	4.00
93-96	A	4.00
90-92	A-	3.67
87-89	B+	3.33

83-86	B	3.00
80-82	B-	2.67
77-79	C+	2.33
73-76	C	2.00
70-72	C-	1.67
67-69	D+	1.33
63-66	D	1.00
60-62	D-	0.67
Below 60	F	0.00
Incomplete	I	

Grade Point Averages: The GPA represents the average, based on per credit weight, computed for the entire academic year. The GPA does not include classes for which an “I” (Incomplete) is given.

SUBJECT GRADE WEIGHTING

Language Arts:

English (Grades 9 – 12)

Criteria	Weighting	Max. Mark	Minimum number of grades
Homework	10%	20	2 per week
Classwork/Group Work	15%	30	Daily
Quizzes	15%	20	1 per week
Test	25%	60	1 per quarter
Project and Research	15%	50	1 per quarter
Comprehension & (Academic Writing (Mainstream grades 11 & 12))	10%	20	3 per quarter
Listening Activities/Reading	10%	20	1 per week

Intensive Reading & Writing (Grade 9)

Criteria	Weighting	Max. Mark	Minimum number of grades
Reading	15%	10	1 per week
Classwork/Group Work	10%	25	Daily
Quiz	15%	20	1 per week
Test	25%	50	1 per quarter
Project and Research	10%	30	1 per quarter
Comprehension & Vocabulary	10%	20	3 per quarter
Listening Activities/Reading	10%	20	1 per week

Public Speaking (Grade 10 - 12)

Criteria	Weighting	Max. Mark	Minimum number of grades
Classwork/Group Work	10%	20	Daily
Quizzes	15%	20	Weekly
Tests	25%	60	1 per quarter
Project, Presentation and Research	15%	40	3 per quarter
Academic Writing	10%	30	1-2 per quarter
Listening Activities	15%	20	Daily

Mathematics:

Criteria	Weighting	Max. Mark	Minimum number of grades
Classwork (Class activities/Notes taking)	10%	20	Daily
Mental Math	5%	10	1 per week
Problem Solving	10%	10	2 per quarter
Quizzes	10%	20	4 per quarter
Tests	30%	50	2 per quarter

Projects	20%	100	1per quarter
Homework	5%	20	1 – 2 per week
Attendance, permission, tardy, participation and behavior	10%	10	Daily

Science:

Criteria	Weighting	Max. Mark	Minimum number of grades
Homework	5%	10	1 per week
Classwork	15%	10	Daily
Lab Work	15%	20	5 per quarter
Quizzes	10%	10	1 per quarter
Tests	25%	50	2 per quarter
Projects, research, presentations, designing and building models	20%	50	1 per quarter
Behavior, attendance and tardy	10%	10	Daily

Humanities:

Criteria	Weighting	Max. Mark	Minimum number of grades
Homework (worksheets, summaries, collecting objects for class projects, return signed documents/letters)	10%	20	1 per week
Classwork: Utilizing workstations: 1. Research, worksheets, summaries, highlighting keywords and clarifying questions. 2. STEAM BIN: Science, Technology, Engineering, Art or Math. 3. Group work: Problem solving, research (creating/compiling/presenting) behavior and participation. 4. Exit Cards and Pop Quizzes	20%	5 5 5 5	Daily
Major Tests, Projects and Exams	30%	40	1 test or project per quarter

Major Quizzes	20%	20	4 per quarter
Self and Peer Assessment: evaluating and showing appreciation of own and others work as well as extending learning	10%	10	5 per quarter
Behavior, attendance and participation	10%	10	Daily

Art:

Criteria	Weighting	Max. Mark	Minimum number of grades
Research project	20%	20	1 per week (Minimum)
Classwork drawings	20%	20	1 per week (Minimum)
Skills Projects	20%	20	1 per week (Minimum)
Participation and behavior	20%	10	Daily
Attendance and tardy	20%	10	Daily

Information Technology:

Criteria	Weighting	Max. Mark	Minimum number of grades
Classwork	10%	20	Daily
Skills	20%	20	Daily
Participation and behavior	10%	10	Daily
Attendance and tardy	10%	10	Daily
Quizzes	20%	20	2 per month
Quarter Test	30%	30	1 per quarter

Physical Education:

Criteria	Weighting	Max. Mark	Minimum number of grades
Skills	30%	20	Daily
Participation	30%	40	Daily
Behavior, attendance and tardy	10%	10	Daily
Quarter assessment	20%	20	1 per quarter
Uniform	10%	10	Daily

Business:

Criteria	Weighting	Max. Mark	Minimum number of grades
Participation and behavior	10%	10	Daily
Professionalism: <ul style="list-style-type: none">Punctuality of attendance and submissionsResources and utensils	5% 5%	10 10	Daily
Classwork: <ul style="list-style-type: none">ActivitiesCase studiesGroup work/discussionBell ringer activitiesExit cards	20%	10	Weekly
Tests	25%	50	1 per quarter
Quizzes	10%	20	2 per quarter
Projects <ul style="list-style-type: none">ResearchWritten aspectPresentation aspect	25%	10 10 10	1 per quarter

Business LSU:

Criteria	Weighting	Max. Mark	Minimum number of grades
Participation and behavior	10%	10	Daily

Professionalism: <ul style="list-style-type: none"> Punctuality of attendance and submissions Resources and utensils 	5%	10	Daily
	5%	10	
Classwork: <ul style="list-style-type: none"> Activities Case studies Group work/discussion Bell ringer activities Exit cards 	20%	10	Weekly
Tests	25%	50	2 per quarter
Quizzes	10%	20	2 per quarter
Wider reading and research	5%	10	1 per week
Projects <ul style="list-style-type: none"> Research Written aspect Presentation aspect 	25%	10 10 10	1 per quarter

Business Math:

Criteria	Weighting	Max. Mark	Minimum number of grades
Participation and behavior	5%	10	Daily
Professionalism: <ul style="list-style-type: none"> Punctuality of attendance and submissions Resources and utensils 	5%	10	Daily
	5%	10	
Tests	40%	50	2 per quarter
Quizzes	20%	20	2 per quarter
Homework	10%	10	1 per week
Classwork <ul style="list-style-type: none"> Activities Textbook use Discussion Case studies bell ringer activities 	15%	20	Weekly

Economics:

Criteria	Weighting	Max. Mark	Minimum number of grades
Participation and behavior	10%	10	Daily
Professionalism: <ul style="list-style-type: none">• Punctuality of attendance and submissions• Resources and utensils	5% 5%	10 10	Daily
Classwork: <ul style="list-style-type: none">• Activities• Group work/discussion• Case studies• Exit cards	10%	10	Weekly
Tests	30%	50	2 per quarter
Homework	10%	10	1 per week
Quizzes	10%	20	2 per quarter
Projects <ul style="list-style-type: none">• Written aspect• Presentation aspect• Research	20%	10 10 10	2 per quarter

ACADEMIC EXCELLENCE

Students with a GPA of 3.5 or higher for the semester will be included on the Principal's List.

Students with grades that are all above 90% (A-) for the semester will be included on the Honor Roll.

At the end of each semester, the names of Honor Roll and Principal's list students' will be posted by the School Office and published in the school bulletin.

HOMEWORK

Homework is a necessary part of our educational program, and students should expect to spend approximately three hours per day studying and completing homework. If a student is absent for a day or two, it is expected that they will be in telephone contact with students in their classes to find out what was assigned, and that a reasonable

attempt to complete the work is made. If a student is absent for more than two days, the parent should contact the office early in the morning and make arrangements to pick up the homework assignments for the student at the end of the day.

PROMOTION AND RETENTION

Promotion - To be promoted to the next grade level in High school, a student must have:

- **Met attendance requirements of 90% of total school days.**
- An acceptable disciplinary record.
- Met graduation requirements.
- Passed core subjects in each grade level

Retention -Students who fail three or more core subjects will be automatically retained. Further testing or an outside evaluation/assessment may be required for appropriate placement options.

ACADEMIC PROBATION

Students who fail the first semester of a course will continue in the second semester and be placed on academic probation. Should they complete the second semester successfully and achieve a passing grade overall, they will be given full credit for the course. Students who don't meet the requirements of academic probation will not be invited back for the next academic year.

Academic probation is overseen by the Vice Principal and has specific and individualized requirements for the student.

LEARNING SUPPORT UNIT POLICY

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 Public Authority for the Disabled (PAD)/ 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 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: 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.

HIGH SCHOOL MATH AND SCIENCE SUBJECTS

1. **Transfers:** Students transferring from LSU to Mainstream must have a minimum GPA of 3.0
2. **Science:** LSU 12 will be doing Life Science instead of Physics. Students who achieve more than 80% in Math will be considered for Physics
3. **Math:** Students doing Pre-Algebra or Algebra I (less than 80%) in grade 9 will do Integrated Math 1 in grade 10, Integrated Math 2 in grade 11 and Integrated Math 3 in grade 12.

Students doing Algebra I (more than 80%) in grade 9 will proceed with Geometry in grade 10, Algebra 2 in grade 11 and Pre-Calculus in grade 12 provided that they achieve 80% and more each year.

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).
4. Student will remain on the SEN list for duration of the year until the move is permanent

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.

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 total of Resource Inclusion lessons distributed 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.

LSU REFERRAL CRITERIA

LSU Referral Criteria for Students in the Special Needs Division (internal) and from outside of school (external)

Internal referral:

Parents will not be allowed to apply directly with the registrar unless recommended by the Special Needs Principal.

Students will only be considered for LSU assessment if they meet **all** of the following criteria:

- The student is recommended by the Special Needs Division Principal (up till the age equivalent for grade 8).
- The student is in a Special Needs Red (full academic) class.
- The student has a Full Scale IQ of 90 or above from an accredited institution.
- The student has a diagnosis of a Learning Difficulty or Disability, Attention Deficit Hyperactivity Disorder (ADHD) OR Attention Deficit Disorder (ADD).
- The student's academic level is no less than two years below the grade level applied for.

External referral:

The registrar will ensure parents provide **ALL** the required documents and information before a new file is opened:

- **The student must come from a mainstream school** – parents have to provide past and the most recent school report cards up until the day of application.
- The student has a Full Scale IQ of 90 or above from an accredited institution.
- The student has a diagnosis of a Learning Difficulty or Disability, Attention Deficit Hyperactivity Disorder (ADHD) or Attention Deficit Disorder (ADD).

*A student with a diagnosis of Autism (moderate or severe), Global Developmental Delay, Downs Syndrome, or Mental Retardation **WILL NOT BE CONSIDERED FOR ASSESSMENT.***

- The student's academic level is no less than two years below the grade level applied for (school report cards – will be verified by the Achievement Test).

Should parents provide all the required documentation:

1. A file is opened
2. The student is scheduled for the admission assessment (English and Arabic) as well as a classroom observation.
3. The Child Study Team, led by the Superintendent will meet and decide whether the student is accepted in the LSU program or not.
4. Parents are notified.

** It is the responsibility of the registrar to inform parents that even though a file is opened and the student is assessed and observed, it remains the school's decision whether the student is accepted into the LSU program or not.

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 diagnosis for 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 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
Elementary	4	3	1	3
Middle School	3	3	2	2
High School	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 means:

- 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.
- Taking exams 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 BOOKS AND RESOURCE SUPPLIES

Students buy textbooks for their classes at Dasman. All books are to be covered and brought to school according to daily schedule. Students may loan books from the library at scheduled times. Students will be required to replace lost library books.

Report cards will not be issued until all fines for lost books are paid.

RECOMMENDED SCHOOL SUPPLY LIST

It is the student's responsibility to provide school supplies such as pencils and notebooks 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.

ASSESSMENT POLICY

Assessment in the DBS High School is geared toward improving, rather than simply documenting, student performance. The use of assessment to judge the effectiveness of both teaching and learning processes is essential to allow teachers and students to identify their strengths and weaknesses and the effectiveness of the program. The objectives and process of any assessment should be clearly explained to the students and parents. Assessment Principles

Assessment Principles

The school recognizes that good assessment is built upon the following basic principles:

- The purpose of and criteria for the assessment should always be explicit so that students know and understand in advance the criteria for producing a quality product or performance.
- The best interests and progress of the students should be paramount.
- Assessment is an integral part of the learning process which demonstrates a range of knowledge, conceptual understandings and skills.
- Assessment information should be shared with the student and parents.
- Assessment should be ongoing and reflective, accurate, and as objective as possible.

- Assessment should take many forms, gathering information from several contexts and using a variety of methods depending on the needs of the student and the nature of what is being assessed.
- Effective assessment takes into account varied learning styles, multiple intelligences, abilities to express their understanding and cultural expectations, especially for those students whose first language is not English.
- Provide a wide variety of different assessment opportunities and to be relevant and motivating to students
- The assessment activity should be appropriate to the age and developmental level of the student and based on real-life experiences that can lead to further inquiries
- The results of the assessment should have credibility with all those involved in it, and the results should be able to be communicated clearly.

Types of Assessment

Formative assessment is interwoven with the daily learning and provides both teachers and students with useful feedback on how well students are understanding and applying the new concepts, skills, and knowledge.

Summative assessment takes place at the end of the teaching and learning process and gives the students opportunities to demonstrate what has been learned. Summative assessments may include any combination of the following: acquisition of data, synthesis of information, application of knowledge and processes. These can address multiple learning styles.

Student self-assessment is interwoven throughout the daily learning to engage the students in reflection and assessment on their own learning. The students are given adequate time to reflect on their progress in all subject areas, including the attributes expressed in the learner profile.

Peer assessment allows peers to evaluate each other's progress and set targets for improvement.

Baseline Assessment Tests:

Baseline assessment is given to KG department students to determine what information each individual child has. This test is done at the Beginning of the Year(BOY) and at the End of Year (EOY).

Portfolios

"A portfolio is a record of students' involvement in learning which is designed to demonstrate success, growth, high-order thinking, creativity, assessment strategies and reflection." A portfolio is a celebration of an active mind at work that Empowers students

to be active participants in their own learning Encourages reflection on the learning process and achievements Encourages students and parents to see learning as a continuous process. Encourages a sense of pride in one's work, thereby building self-esteem

Internal Assessments

Oral Language Assessment:

- Students' reading skills are assessed regularly throughout the year.

Writing Assessment

- Students' writing skills are assessed informally and formally through the use of common writing assessment rubrics.

Examinations:

- Quarterly examinations/tests are administered.

Internal Verification:

- Vocational students are assessed internally continuously by their teachers.
- Student portfolios are compiled.
- Teacher peer assessment are conducted throughout the year to ensure that the assessments meet the standards and criteria of UK awarding bodies (EDEXCEL and ASDAN)

External Assessments

- An external Standardized Test will be administered annually.
- Vocational students' portfolios are sent to the external board(EDEXCEL and ASDAN) for external verification and awarding of certificates.
- The Brigance CIBS II is administered at the beginning of the year and at the end of the year. It is used as a diagnostic tool and supports writing a student's IEP. It tracks students' progress through the year. This test is used by Special Needs only.
- The Woodcock Johnson also assesses a variety of skills and is used school wide as an entrance test to Dasman. It is not appropriate for very low functioning students with special educational needs even though it has been and continues to be used.
- The Aston Index provides a quick way of determining a student's reading and spelling ages. It also tests for visual motor integration.

Assessment Strategies (refer to assessment strategies document)

It is especially important, where students have contact with a number of teachers, that all of these teachers be involved in using a variety of assessment strategies.

Observations:

- are made often and at regular intervals
- are made of individuals, groups and whole class
- are made in different contexts to increase validity

Performance Assessments

- are goal directed tasks with established criteria and often opportunities for problem solving
- use multiple skills
- have more than one correct response

Selected responses:

Closed

- Are used to determine how much a student knows or can perform certain skills (e.g. tests, quizzes, spelling tests etc.)

Open

- Are used to stimulate an original response by students and to demonstrate further Learning

Homework

Homework is a necessary adjunct to classroom teaching, and all students can expect to receive homework on a regular basis. Homework is intended to reinforce work covered in class and to help students develop important habits of self-discipline, organization and self-reliance.

Assessment Tools

Anecdotal records	Observations	Tests
Running Records	Portfolios	Writing Samples
Conferences	Quizzes	Logs/Journals
Graphic Organizers	Retelling	Skills Checklist
Continuums	Worksheets	Projects
Rubrics	Descriptors	Oral Assessments
Peer Assessment	Classroom displays	Collaborative work
Homework	Exhibitions	Video/photography

Academic Honesty

Academic dishonesty includes but is not limited to:

- Plagiarism - the intentional or unintentional presentation of another person's idea or product as one's own. Plagiarism includes, but is not limited to the following; copying verbatim all or part of another's written work, using phrases, charts, figures, illustrations, or mathematical or scientific solutions without citing the source; paraphrasing ideas, conclusions or research without citing the source in the text and in reference lists; or using all or part of a literary plot, poem, film, musical score or other artistic product without attributing the work to its creator.
- Cheating – the use or attempt to use unauthorized materials, information, or study aids in any academic exercise.
- Offering bribing for grades, transcripts, or diplomas
- Obtaining or giving aid on an examination
- Presenting another’s work as one’s own or doing work for another student
- Having unauthorized prior knowledge of an examination
- Using a proxy during an examination.

Disciplinary Action in Cases of Academic Dishonesty

Throughout the process and procedures outlined in this Policy, the following is a list of the sanctions that may be imposed:

- A reduction in the grade on the work in question.
- A zero or a grade of F on the work in question.
- A grade of F in the course and/or denial of portfolio credit.
- Suspension for Academic Dishonesty with a letter in the student's file (on the recommendation of the Principal and with the approval of the Academic Director). Expulsion for Academic Dishonesty (on the recommendation of the Principal and with the approval of the Academic Director)

Reporting

Reporting is a means of giving feedback from assessment. It describes the progress of students’ learning and identifies areas for growth.

Teacher-Student Conferences

These conferences are usually informal. They are meant to provide the students with feedback on their progress. These conferences also allow students to reflect on their own work and to make decisions regarding their portfolios.

Scheduled Teacher-Parent Conference

This conference is a formal conference between both language teachers, any members of the Support Team who work with the student, and the parents to provide feedback about the child's progress and needs. Teachers take this opportunity to answer the parent's questions, to address their concerns and to help define their role in the learning process.

Scheduled Student-Led Conference

This conference is a formal conference between students and parents. The teacher will guide and support the student in the selection of work to be discussed. They reflect on their progress and share the responsibility of informing their parents.

Conferences

During any time of the year, both teachers and parents can request a conference to discuss progress, or lack thereof, of a student. Members of the Support team can be asked to join as needed.

The Written Report

In Dasman Bilingual School, we send out four written report cards a year (end of each quarter) to report back on each student's progress.

[Staff Appraisal and Evaluation](#)

ASSESSING TEACHING

Classroom observation, raising standards and improving the quality of teaching and learning is the primary focus for our school. As high standards will only be achieved when there is effective teaching, it is therefore essential that staff development is placed at the center of school improvement. The Principal has ensured that structures and systems are in place to review and develop every member of staff.

Staff appraisal in the form of classroom observation is an integral part of assessment, monitoring and evaluation in our school. The purpose of appraisal is to help identify strengths and weaknesses and to motivate and develop staff. Appraisal is central to students, teachers and school effectiveness. It is to do with performance enhancement

appraisal should improve the quality of education of the pupil through assisting the teacher to realize their potential and to carry out their duties more effectively

There are two main types of observation

1. Incidental observation – informal and regular
2. Purposeful observation – pre-planned and formal. In our school, the classroom observations by the principal are pre-arranged and procedures discussed, with the class teacher.

Possible Focus of Observation

- Students understanding of learning objectives of the lesson
- Match of task to students' abilities
- Monitoring pupil progress
- Starting lessons/finishing lessons
- Appropriateness of teaching method to task
- Methods of assessment
- Class management and organization
- On-task/Off task behavior
- Balance of boy/girl involvement
- Students supporting each other in their learning
- Students with learning difficulties in mixed ability groups.

The Principal, in his/her classroom observations does not only review progress, he/she will look out for

INDICATORS OF GOOD CLASSROOM PRACTICES

- Positive Expectations (Students)
- Teacher is well prepared (organized including timing)
- Stimulating classroom – layout of desks, displays etc.
- Instant involvement/Attention of all Students
- Clear purpose – instructions and communications
- Challenging work for all students
- Positive relationships/interactions
- Effective and appropriate teaching strategies, supported by suitable resources
- Lesson observation is important for improvement because
- It contributes to an overall picture of the school:
- The quality of teaching and learning can be effectively monitored
- It acknowledges the strengths in a teacher's practice
- It helps teachers to identify areas in which they would welcome support

- It identifies strengths and weaknesses across staff giving a whole school profile highlights training needs
- It highlights the effectiveness of whole school policies
- It enables feedback to be given on the quality of learning experiences being offered to students
- Unintended outcomes, not apparent in curriculum and lessons planning, can be seen
- It promotes professional dialogue between the observed and the observer to clarify and interpret the criteria to be applied.

CHARACTERISTICS OF A GOOD TEACHER

- They are knowledgeable and enthusiastic about their work
- They have high expectations of themselves and their students which they manage to sustain over time
- They place high value for themselves and their students on such qualities as perseverance, rigor, integrity, imagination and creativity
- They are competent managers and organizers of teaching and learning in their own classrooms.
- They are able to create the circumstances conducive of effective learning, and to plan programs of teaching which allow them flexibility with situations
- They are knowledgeable about child development and maturation
- They have clearly thought out views about education and the curriculum within which they realistically set their own work
- They enjoy working with students
- They have the confidence and skill which enables them to form, and, capitalize on a variety of working relationships with their peers.

The Outcomes of Staff appraisal For Staff the outcomes should be:

- Raising standards
- Better understanding of the job
- Improved feedback and recognition
- Opportunity to review regularly professional development needs
- Increased accuracy of references
- Support for work related issues
- Greater job satisfaction

EVALUATIONS OF PROFESSIONAL STAFF

The Board delegates to the Academic Director responsibility for developing and implementing a continuing school program for evaluating the instruction process, which shall take into account the following guidelines:

1. Evaluation should be based on the total performance and effectiveness of the teacher. It must include, but should not be limited only to, classroom observation.
2. At least one written evaluation will be made each year for teachers employed at the Dasman Bilingual School of Kuwait. The teacher should review each completed evaluation and the evaluator and each written evaluation should become a part of the teacher's personal file. This evaluation will be completed no later than 1 May of the academic year.
3. The evaluation should be positive process, which enables the teacher to become more aware of his/her strengths and weakness.
4. Findings of the evaluations should be taken into account in the assignment of teaching duties.

SUPPORT AND ADMINISTRATIVE STAFF EVALUATION

Support and Administrative staff members will be evaluated by the supervisor he/ she reports to. The Academic Director shall review the evaluations to insure that procedures and safeguards have been correctly followed. This evaluation will be completed no later than 1 May of the academic year

HOMEWORK POLICY

'Homework is a necessary adjunct to classroom teaching, and all students can expect to receive homework on a regular basis. Homework is intended to reinforce work covered in class and to help students develop important habits of self-discipline, organization and self-reliance.

Assessment Tools

Anecdotal Records	Observations	Tests
Running Records	Portfolios	Writing Samples
Conferences	Quizzes	Logs/Journals
Graphic Organizers	Retelling	Skills Checklist
Continuums	Worksheets	Projects

Rubrics	Descriptors	Oral Assessments
Peer Assessment	Classroom displays	Collaborative work
Homework	Exhibitions	Video/Photography

Artistic responses, including art, drama, songs, poetry

Rubrics

- The descriptors tell the student and the assessor what characteristics or signs to look for in the work and then how to rate that work on a predetermined scale

Checklists

- A list of criteria against which students are assessed (e.g. information, data, attributes, or elements that should be present)

Anecdotal Records

- These are brief written notes based on observations of students

AFTER SCHOOL CLUBS

Students may participate in after school clubs from 2:30 – 3:30 daily except for a Tuesday (Please refer to the after-school club policy for further details).

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.

DBS athletic program has grown tremendously over the past few years. DBS High School teams are competing in various sports in local and international tournaments against the strongest international schools in Kuwait and IB schools all over Europe.

DBS has a four-season sports calendar during which a range of athletic activities are conducted for under-14 (U14), Junior Varsity (JV), and Varsity Boys and Girls. Our students compete in the following sports: Volleyball, Football/Soccer, Basketball, Track and Field, Badminton and Swimming.

DBS also host and competes in an annual High School Sports Day with local American and British schools held at ACK (The Australian College of Kuwait), where scholars meet for a competitive games and multicultural experience.

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 compulsory to bring a class 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

A lost-and-found closet is located near the School Office. The school is not responsible for articles that are lost or stolen. 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**

LOCKERS

Lockers are available on a first come first served basis. Students should make sure that their lockers are kept in good condition. The school will take a deposit of 5 KD that is refundable if the locker is kept in a good condition until the end of the year. If padlocks need to be cut off students will be charged **1KD**.

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-Student Conferences

These conferences are usually informal. They are meant to provide the students with feedback on their progress. These conferences also allow students to reflect on their own work and to make decisions regarding their portfolios.

Scheduled Teacher-Parent Conference

This conference is a formal conference between both language teachers, any members of the Support Team who work with the student, and the parents to provide feedback about the child's progress and needs. Teachers take this opportunity to answer the parent's questions, to address their concerns and to help define their role in the learning process.

Scheduled Student-Led Conference

This conference is a formal conference between students and parents. The students will, with the support and guidance of the teacher, select the work to be discussed. They reflect on their progress and share the responsibility of informing their parents.

Conferences

During any time of the year, both teachers and parents can request a conference to discuss the progress, or lack thereof, of a student. Members of the Support team can be asked to join as needed.

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.

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

Many Dasman teachers use Instagram, Facebook, google classroom and Class Dojo. 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.

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.

High School students must have a parent escort them to the reception area and sign them in. **If the parent does not escort the student from the security gate to the 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 6. The receptionist will contact the staff member who the parent has a meeting with.

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. Written notice from the parent, including time leaving and reason, must be provided to the Office if a student must be dismissed early from school. Once the Principal approves the request, a release will be issued to the student so that it can be presented to the School Office when the student leaves. Staff must not allow students to leave without a signed note from the Principal or division Secretary. Each division Secretary keeps a record. Either the Principal or Division Secretary must sign early release slips. All other early releases from school, without the approval of the Principal, are considered an unexcused absence for the lessons missed which will result in any missed work being graded down by 50%.

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.

DELIVERIES TO SCHOOL

Being prepared with the necessary materials, clothing, homework and books for each school day is an important part of being a responsible student. Accepting that responsibility, and the consequences of failing to bring the necessary items to school, is an important part of maturing into young adults.

The only items that can be delivered are eye glasses or medication. If either must be sent to school, they must be labeled with the student's first and last name and grade.

Grade 12 Delivery Privileges

Grade 12 students may or may not have special delivery privileges. This is dependent on the behavior of the whole grade 12 class and is entirely up to the administration. It can be taken away at any time.

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. The Division Principal previewing the day/week ahead follows this.

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

The food court in D4 sells a variety of sandwiches, salads, fruits, snacks and drinks. Students will form an orderly line when purchasing food in the D4 canteen at lunch break

only. No food or water may be purchased at any time other than during lunch break. The only exception is for medical reasons if the student has a pass from the school nurse.

Students may not go to D1 canteen/campus at any time as this is considered truancy and will be punished according to the discipline policy.

Students may eat at the tables outside during lunch break. If it is very hot or wet, students will be allowed to use the classrooms as long as they are kept clean.

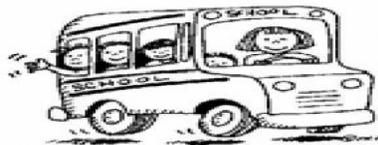
Every student is responsible for discarding his or her own trash in the cans provided. After eating, students may remain at the tables or go to the grass pitch, until the bell has sounded to signal the end of lunch. No food is allowed on the grass pitch.

Students may not chew or bring chewing gum to school **AT ANY TIME**.

No student may leave campus during the school day for food or order any food delivered to the school unless a class activity has been arranged and approved by the principal (see Class Activities). No outside beverages (except water and juice) are allowed on campus. Only water is allowed in classrooms.

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.



Danger Zone around a Stopped School Bus

- Stay 5 meters away from the front or back end of the bus so that the driver can see you.
- Wait for the driver to signal you to board the bus.
- Before stepping off the curb to board the bus, look left and right to make sure your path to the bus is clear, especially if the bus is stopped away from the curb.
- Check that drawstrings, backpack straps, scarves and loose clothing cannot get caught on the bus handrail, door or the seats.
- Use the hand rail when entering the bus.

- Do not push or shove other students.

Getting Seated on the Bus

- Find a seat and sit down. Fasten your seatbelt.
- It is important to listen to the bus driver and the attendant in case there are any special instructions for your bus ride.
- Do not leave your seat until the bus arrives at your stop.
- Help keep the aisles clear. Backpacks or books can trip someone or block the way to the emergency exit.

Bus Safety Rules

- 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.

School Bus Safety Tips for Parents

Bus drivers, students, parents and school personnel all share a responsibility to ensure that children get to and from school safely every day. Here are a few tips that will help you to reinforce the school bus safety message with your child:

- Help your child find the safest route to the bus stop.
- Review with your child the bus safety rules, stressing why they are necessary.

- Make sure that your child's clothing and book bag do not have loose strings or straps that can be caught on the bus handrail, door, or seats.
- School bus discipline is a cooperative effort among student, parent, bus driver and principal to ensure the safety of all students. Misbehavior on a school bus is highly distracting to a driver and creates an unsafe condition.
- The bus driver merits the respect and courtesy due to all school personnel. Please teach your child to obey the bus driver.
- When your children are very young, accompany them to the bus stop and meet them on their return.
- When children when they get off the bus in the afternoon they should go directly home and check in with you or their other caregiver.

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 teacher of students with physical challenges needs to establish a plan to ensure their timely removal. 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 in the D4 building. The nurse is on duty the entire school day. 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. If the Nurse is not in her office, the student is to go to the School Office and either the Nurse will be found, or the D1or D2 Nurses will attend the student. If the nurse is needed between classes, the student must go to the School Office for a pass first. 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 Principal will send the student home for his or her own health and the safety of others.

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

Traveling and attending social events during school time interferes with the progress of the student's learning, and while it is sometimes unavoidable that a student misses school for such reasons, it is considered an unexcused absence. All absences immediately before or after a vacation period are considered unexcused. Students can not participate in any school sponsored activity on the day of their absence. Work missed under such circumstances will be graded down by 50%.

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 15 days per year without a valid medical reason or justifiable reason; will not be promoted to the next grade and may be expelled.

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 7.35 a.m., will be issued a late pass. Students will not be admitted to class without a signed pass. Teachers do not allow tardy students to a first period class.. This is considered an unexcused absence for that lesson and any missed work will be graded down by 50%. **The school reserves the right to refuse admission to students who arrive after 7:50.**

Students who are late more than five times will receive a warning letter and a one day suspension. 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.

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. Rewards can be an effective way to encourage positive behavior and motivation among high school students for the following reasons:

- Demonstrating a clear link between performance outcomes and the bonus.
- Administering rewards that are scaled and weighted based on varying degrees of accomplishment.
- Recognizing individual differences and giving recipients and participants a choice of rewards.
- Building credibility and trust between administration and students.

Incentives in High School:

☐ Free time at the end of class	☐ Day for watching a movie
☐ Group activity	☐ Games
☐ Homework coupon	☐ Certificate/trophy/ribbon/plaque
☐ Free pass to sporting event or play	☐ Guest presenter in class
☐ Field trip	☐ Talent Show at school
☐ Small sports equipment	

Recognition or Rewards

☐ Phone parents to tell them what a great child they have
☐ Give a note to the student commending his or her achievement
☐ Design a " Caught Being Good in the Act" coupon
☐ Maintain a photo recognition board in a prominent location in the school
☐ Recognize a child's achievement using the morning announcements and/or the school or classroom website

STUDENT LEADERSHIP

Student Council or **Student Body** is a curricular or extracurricular activity for students within high schools around the world. Student councils often serve to [engage students](#) in learning about [democracy](#) and [leadership](#). In this form, student representatives are elected by the student body. An example of the structure of the high school student

council may include a president, a vice president, a treasurer and a secretary.

Student councils usually do not have funding authority and generally must generate their operating funds through fundraisers such as assemblies, bake sales and sponsors.

COUNSELING SERVICES

Counselors serve as a crucial link between students, teachers and parents. Counselors advise the whole student in all aspects, including academics, health, and happiness, as well as their learning of relational and problem-solving skills. The counseling staff also provides timely emotional support and resources needed to meet the challenges of adolescence.

Students are provided help to smoothly integrate into the regular flow of school life and activities. Counselors guide students in their study plans, graduation requirements, and application for post-secondary institutions of their choice.

Grade 9 – 12 Academic Counseling

Grade 9

Students are advised about the following:

- This is the first year that GPA will begin to count the final GPA.
- What the credits are worth and that they need 25 credits to graduate as per handbook.
- The role of the Academic Counselor in monitoring their academic progress through the year in view of university requirements.
- This is the year that they can start to think about what they would like to study after graduation and find out what their options are.

Grade 10

- Review of Academic Status as per year end results
- Advise parents of any red flags as per above
- Inform Students of University Fairs and what questions they should be asking
- Invite Grade 10's to apply for relevant academic scholarships and programs

Grade 11

- Conference with students who are borderline or failing in core subjects , parents and teachers regarding current academic status

- Advise parents and students whose academic status is endangering chances of graduating of what the school has on offer to remedy the situation
- Inform and guide students with regards to tests like TOEFL/ILETS/SAT in view of what they will be pursuing at university
- Encourage students to begin researching possible universities and scholarship applications where relevant Make this class aware of September and October university application deadlines

Grade 12

- Individual Student appointments to discuss academic status, current GPA and university application status/needs
- Close monitoring of academic performance in view of graduation
- Regular meetings as the need arises to discuss and monitor academic performance
- Inform students of dates that TOEFL/ILETS/SAT classes and TESTS will take place as the school is updated by Amideast and The British Council
- Inform students of University Visits/Fairs
- Recommendation Letters are processed throughout the year and on request

SCHOOL UNIFORM

The following is the High School summer/winter uniform code at Dasman Bilingual School:

High School Uniform
<p>Boys: Plain navy blue uniform pants. Shorts must be plain and below the knee. No sports trousers except for P.E. No jeans.</p> <p>Girls: Plain navy blue trousers. No jeans. Scarves should be plain navy or plain white (no patterns or decorations). Long hair must be tied back.</p>
<p>Boys and Girls: White uniform polo shirt (long or short sleeve) with DMS logo.</p> <p>In Winter students may also wear DMS navy blue zip up sweater and / or fleece jacket.</p>



Boys and Girls: Black, sensible flat dress shoes or sport shoes that are mostly black without a large logo.

Girls may choose to wear small stud earrings and a watch. **Make-up and colored nail-varnish** are not allowed, nor are body piercings. Boys may choose to wear a watch. Any other items or clothing that distract from the learning of others are not acceptable. Students not in correct uniform will not be allowed into class and must wait in the school office until proper uniform is provided. **The Administration reserves the right to specify what is appropriate.**

Uniforms are available from the school store before and after school. Uniforms may only be purchased by students during school at lunch break and only with a pass from the office. If the required size of uniform is not available, uniform fabric will be available for sale, and exact copies of the Dasman school uniform must be made. If the style varies at all, the clothing will not be acceptable. All uniforms should be marked with the student's name.

On “**dress-down**” or “**free-dress**” occasions, modesty and attentiveness to the cultural sensitivities of Kuwait are required. Sheer, tight or revealing clothing is unacceptable. Shoulders and knees are to be covered, and sleeves should cover at least 1/3 of the upper arm. High heels are not acceptable.

Dasman Bilingual School PE Uniforms are required when participating in PE class.

P.E. Uniform is a grey DMS tee-shirt and grey DMS sports trousers. They may be purchased at the Uniform Store. Students who do not bring their P.E. kit will receive zero for that lesson. Athletic shoes should be of the quality required by the PE Department.

TOYS, ELECTRONICS, WHEELED TRANSPORTATION

Please keep all toys, electronics and wheeled transportation at home. Mobile phones, personal stereos and any other electronic devices **should not** to be brought in to school. The school takes no responsibility for lost, broken or stolen electronics. If a student is found using any electronics during class time they will be confiscated and given to the administration. The penalties are as follows:

First Time – the item is returned at the end of the day.

Second Time- the item is kept for five days.

Third Time – the item will be kept until the end of the year.

DISCIPLINE

The aims of the Dasman Bilingual School discipline system are to support students with their learning and promote student accountability. We believe that the best way to promote student accountability is for students to have good relationships with their teachers and have support from home. There are two distinct aspects to the system: behavior related consequences and teaching of self-discipline strategies.

From time to time, students may display behavior that detracts from their own learning or the learning of others. Depending on the type of misbehavior, there are a variety of consequences. These are illustrated in the behavioral chart. However, in every situation, staff will consider the severity of the infraction, other factors surrounding the incident and the past record of the same or similar infractions. The first consequence of each particular behavior is listed on the chart. Generally, for further infractions of the same nature, more severe consequences will result.

If there develops a pattern of misbehavior, the School can utilize a number of other consequences and interventions aimed to directly teach self-discipline. These can include counseling services, out-of-school suspension, parent conferences, daily behavior reports and mentoring.

It must be noted that not every behavioral situation could be listed and that the application of consequences is at the discretion of the teacher and Administration.

The Student Planner can be used as a tool in behavior management. It is not only intended to help students manage homework and assignments, but also to provide parents and teachers with a method for daily communication. When a student has not come to class on time, is not prepared properly or is a behavior problem during class, the teacher may write a comment in the planner. When this or any other comment is written in the planner, the student should show it to his or her parent, and the parent is encouraged to sign the planner to indicate that it has been read.

Out-of-school suspension of up to five days may be assigned for gross misconduct, deliberate or willful verbal or physical behavior that is disruptive to the normal function

of the school. Students are responsible for work missed during this suspension. This work will be graded down by 50%. Parents will be expected to meet with the Principal and Superintendent before the student is re-admitted.

Expulsion from school may occur as a result of the most severe behavioral circumstances, if all other means of correction have not been successful in modifying the behavior of the student. In such cases, Kuwait Ministry of Education regulations will be strictly adhered to.

Increasing severe penalties include, but are not limited to, warning letters and out-of-school suspension in accordance with Ministry regulations.

STUDENT BEHAVIOR CHART

<u>Behavior</u>	<u>Description</u>	<u>1st offence</u>	<u>2nd offence</u>	<u>3rd Offence</u>	<u>Repeat offence</u>	<u>Repartee</u>	<u>Enforcer</u>
Late to class	Students are late to class if they are not there by the time the bell has rung. The student is not subjected to any punishment if they have an 'excused' pass. 'Unexcused' passes will be subject to punishment.	Less than 5mins teacher consequence <u>Over 5mins</u> Student receives "0" for the classwork, assignment, test or quiz during that lesson. This cannot be made up with a medical cert.	Less than 5mins teacher consequence <u>Over 5mins</u> Student receives "0" for the classwork, assignment, test or quiz during that lesson. This cannot be made up with a medical cert.	Less than 5mins student receives a warning letter and one-day suspension.	Student will be considered for out of school suspension if this problem persists.	All staff members are responsible for reporting any incidences to the VP.	The VP is responsible for recording the incidents, sending the warning letters home and suspending the student.
Late Assignments	Students are allowed to hand in assignment late. They will be deduced as follows.	-10% every day.	Unaccepted after three days unless medical note is provided.				
Missing classwork, test, quizzes or assignments	Student will only be allowed to make up classwork, tests, quizzes or assignments if they produce a medical note.						

<u>Behavior</u>	<u>Description</u>	<u>1st offence</u>	<u>2nd offence</u>	<u>3rd Offence</u>	<u>Repeat offence</u>	<u>Reportee</u>	<u>Enforcer</u>
Mobile Phones or electronic devises	Students are not allowed mobile phones or electronic devises are not allowed in schools.	Confiscation of phone to be collected from Vice-Principal. Warning letter.	Warning letter and phone is held for one week	Warning letter and phone is held for end of the year.	Student will be considered for expulsion if this offence happens more than three times.	All staff members are responsible for reporting any incidences to the VP.	The VP is responsible for recording the incidents, sending the warning letters home and suspending the student.
Flag ceremony & assembly behavior	Demonstrating disrespectful behavior.	Removal from assembly. 500 word essay on their allegiance to Kuwait.	Removal from assembly. 500 word essay on their allegiance to Kuwait. Warning letter and one-day suspension.	Removal from assembly. 500 word essay on their allegiance to Kuwait. Warning letter and two-day suspension.*	Student will be considered for expulsion if this offence happens more than three times.	Homeroom teachers are responsible for reporting their students' misbehaviors. They are then responsible for reporting any incidences to the VP.	The VP is responsible for recording the incidents, sending the warning letters home and suspending the student. The principal is responsible for expelling the student if undesirable behavior continues.

<u>Behavior</u>	<u>Description</u>	<u>1st offence</u>	<u>2nd offence</u>	<u>3rd Offence</u>	<u>Repeat offence</u>	<u>Reportee</u>	<u>Enforcer</u>
Uniform infractions	Students wearing incorrect uniform	<p>Student sent home to change into proper uniform.</p> <p>Student receives "o" for the classwork, assignment, test or quiz during their absence. This cannot be made up with a medical cert.</p>	<p>Student sent home to change into proper uniform.</p> <p>Student receives "o" for the classwork, assignment, test or quiz during their absence. This cannot be made up with a medical cert.</p> <p>Warning letter and one-day suspension.*</p>	<p>Student sent home to change into proper uniform.</p> <p>Student receives "o" for the classwork, assignment, test or quiz during their absence. This cannot be made up with a medical cert.</p> <p>Warning letter and two-day suspension.*</p>	Student will be considered for out of school suspension* if this offence happens more than three times.	<p>Homeroom teachers are responsible for reporting their students' uniform infractions. They are then reporting any incidences to the administration.</p>	<p>The administration is responsible for recording the incidents, sending the warning letters home and suspending the student.</p>

<p>Defacing desks in the classroom</p>	<p>Student writes or draws on desk in the classroom</p>	<p>Student will be responsible for cleaning the desk.</p>	<p>Student will be responsible for cleaning the desk.</p> <p>Student will be responsible for cleaning all the desks in the classroom.</p>	<p>Student will be responsible for cleaning the desk.</p> <p>Student will be responsible for cleaning all the desks in the classroom.</p> <p>Warning letter and one-day suspension.*</p>	<p>Student will be considered for out of school suspension* if this offence happens more than three times.</p>	<p>All staff members are responsible for reporting any incidences to the VP.</p>	<p>The teacher is responsible for getting the student to come back after school and clean the desks.</p> <p>The VP is responsible for recording the incidents, sending the warning letters home and suspending the student.</p>
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<u>Behavior</u>	<u>Description</u>	<u>1st offence</u>	<u>2nd offence</u>	<u>3rd Offence</u>	<u>Repeat offence</u>	<u>Repartee</u>	<u>Enforcer</u>
Academic Dishonesty	<p>Copying plagiarism, assistance from another on tests, quizzes or papers.</p> <p>Talking during a test. Use of electronic devices.</p> <p>Cheating or the appearance of cheating.</p> <p>Books or notes not completely put away during a test/quiz.</p>	<p>Student receives "o" for the classwork, assignment, test or quiz during that lesson. This cannot be made up with a medical cert.</p>	<p>Student receives "o" for the classwork, assignment, test or quiz during their absence. This cannot be made up with a medical cert.</p> <p>Warning letter and one-day suspension.</p>	<p>Student receives "o" for the classwork, assignment, test or quiz during their absence. This cannot be made up with a medical cert.</p> <p>Warning letter and two-day suspension.</p>	<p>Student will be considered for expulsion if this offence happens more than three times.</p>	<p>All staff members are responsible for reporting any incidences to the VP.</p>	<p>The VP is responsible for recording the incidents, sending the warning letters home and suspending the student.**</p> <p>The principal is responsible for expelling the student if undesirable behavior continues.</p>
Smoking possession of cigarettes	<p>Possession of cigarettes.</p> <p>Use of cigarettes on school property.</p> <p>Distribution of cigarettes on school property.</p>	<p>Warning letter and three-day suspension.</p>	<p>Warning letter and three-day suspension.</p>	<p>Warning letter and three-day suspension.</p> <p>Student may be expelled from the school.</p>	<p>Expulsion.</p>	<p>All staff members are responsible for reporting any incidences to the VP.</p>	<p>The VP is responsible for recording the incidents, sending the warning letters home and suspending the student.</p>

<u>Behavior</u>	<u>Description</u>	<u>1st offence</u>	<u>2nd offence</u>	<u>3rd Offence</u>	<u>Repeat offence</u>	<u>Repartee</u>	<u>Enforcer</u>
Arson, use of fireworks, Graffiti, Vandalism and destruction of the school property.	<p>The malicious burning of, or attempt to burn, property, personal belongings or people.</p> <p>To willfully or maliciously destroy or deface school, student or faculty property.</p>	<p>The student will be responsible for full and complete restitution of property of full replacement value.</p> <p>Warning letter and one-day suspension.</p>	<p>The student will be responsible for full and complete restitution of property of full replacement value.</p> <p>Warning letter and out of school suspension.</p>	<p>The student will be responsible for full and complete restitution of property of full replacement value.</p> <p>Warning letter.</p> <p>Student may be expelled from the school.</p>	Expulsion.	All staff members are responsible for reporting any incidences to the VP.	The VP is responsible for recording the incidents, sending the warning letters home and suspending the student.
Fighting	<p>Physical contact, physical assault or threat of physical assault.</p> <p>All who participate, regardless of who initiates the fight, are guilty.</p>	Warning letter and possible out of school suspension.	Warning letter and out of school suspension.	Warning letter and out of school suspension.	Expulsion.	All staff members are responsible for reporting any incidences to the VP.	The VP is responsible for recording the incidents, sending the warning letters home and suspending the student.

<u>Behavior</u>	<u>Description</u>	<u>1st offence</u>	<u>2nd offence</u>	<u>3rd Offence</u>	<u>Repeat offence</u>	<u>Repartee</u>	<u>Enforcer</u>
Inciting Disorder and defiance	Any behavior that detracts from the learning of other or threatens the calm nature of the school. Failure to respond or carry out a reasonable request by a staff member.	If the behavior occurs during class, student receives "0" for any classwork, assignment, test or quiz during that lesson. This cannot be made up with a medical cert. Warning letter and out of school suspension.	Student receives "0" for any classwork, assignment, test or quiz during that lesson. This cannot be made up with a medical cert. Warning letter and out of school suspension.	Student receives "0" for any classwork, assignment, test or quiz during that lesson. This cannot be made up with a medical cert. Warning letter and out of school suspension. Student may be expelled from the school.	Expulsion.	All staff members are responsible for reporting any incidences to the VP.	The VP is responsible for recording the incidents, sending the warning letters home and suspending the student.
Assault or harassment against a staff member	Any Physical attack or threat to do harm to another with or without doing any harm. Any inappropriate verbal slight towards a staff member.	Automatic Expulsion.				All staff members are responsible for reporting any incidences to the VP.	The VP is responsible for recording the incidents, sending the warning letters home and suspending the student.

<u>Behavior</u>	<u>Description</u>	<u>1st offence</u>	<u>2nd offence</u>	<u>3rd Offence</u>	<u>Repeat offence</u>	<u>Reportee</u>	<u>Enforcer</u>
Bullying and Harassment	Any communication or conduct where the conduct intimidates others or creates a hostile or offensive environment.	Warning letter and out of school suspension.	Expulsion.			All staff members are responsible for reporting any incidences to the VP.	The VP is responsible for recording the incidents, sending the warning letters home and suspending the student.
Theft	To take or assist someone in taking or attempt to take property of another without their consent.	Complete restitution of property taken at full replacement value. Student receives Warning letter. Student receives a one-day out of school suspension.	Complete restitution of property taken at full replacement value. Student receives Warning letter. Out of school suspension.	Complete restitution of property taken at full replacement value. Student receives Warning letter. Out of school suspension.	Student will be considered for expulsion if this offence happens more than three times.	All staff members are responsible for reporting any incidences to the VP.	The VP is responsible for recording the incidents, sending the warning letters home and suspending the student.

<u>Behavior</u>	<u>Description</u>	<u>1st offence</u>	<u>2nd offence</u>	<u>3rd Offence</u>	<u>Repeat offence</u>	<u>Repartee</u>	<u>Enforcer</u>
Truancy from school	The act of unauthorized absences from school.	Student receives "0" for the classwork, assignment, test or quiz during that day. This cannot be made up with a medical cert. Student receives a warning letter.	Student receives "0" for any classwork, assignment, test or quiz during that lesson. This cannot be made up with a medical cert. Student receives a warning letter.	Student receives "0" for any classwork, assignment, test or quiz during that lesson. This cannot be made up with a medical cert. Student receives a warning letter.	Student will be considered for expulsion if this offence happens more than three times.	All staff members are responsible for reporting any incidences to the VP.	The VP is responsible for recording the incidents, sending the warning letters home and suspending the student. The principal is responsible for expelling the student if undesirable behavior continues.
Forgery of school documents.	Forgery of hall passes, medical notes or any school documentation. Forging a teacher's/VP/ Principal's signature.	Student receives "0" for the classwork, assignment, test or quiz during that day. This cannot be made up with a medical cert. Student receives a warning letter.	Student receives "0" for the classwork, assignment, test or quiz during that day. This cannot be made up with a medical cert. Student receives a 2 nd warning letter.	Student receives "0" for the classwork, assignment, test or quiz during that day. This cannot be made up with a medical cert. Student receives a 3 rd warning letter and may be expelled.	Expulsion	All staff members are responsible for reporting any incidences to the VP.	The VP is responsible for recording the incidents, sending the warning letters home and suspending the student.

<u>Behavior</u>	<u>Description</u>	<u>1st offence</u>	<u>2nd offence</u>	<u>3rd Offence</u>	<u>Repeat offence</u>	<u>Repartee</u>	<u>Enforcer</u>
Alcohol or Drugs	<p>Possession, usage or distribution of alcohol or drugs.</p> <p>Being under the influence of alcohol or drugs.</p>	Possible expulsion.					
Use of a Weapon	<p>Using or threatening to use a weapon to do harm with or without actually doing any harm.</p> <p>Weapon may be of an improvised nature (chair, pencil, scissors) or something brought into the school environment.</p>	Possible expulsion.					

Note 1: Students who are suspended will receive will receive "0" for any tests or quizzes missed that day. They cannot be given a re-sit for anything missed.

Note 2: Each situation will be dealt with on an individual basis. Punishments can be increased or decreased depending on the severity of the situation.

** In accordance with Article No. 16, No.18 and No.19.

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



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- 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, abilities, whatever they think or say, whatever type of family they come from.
- Article 3** All organisations 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 so that, as they grow up, they learn to use 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 ties.
- Article 9** Children should not be separated from their parents unless it is for their own good. For example, if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might harm the child.
- Article 10** Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.
- Article 11** Governments should take steps to stop children being taken out of their own country illegally.
- Article 12** Children have the right to say what they think should happen when adults are making 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 to others.
- Article 14** Children have the right to think and believe what they want and to practise 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 organisations, 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 reliable 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 and 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 first concern must be what is best for them. The same rules 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 support so that they can live a full and independent life.
- Article 24** Children have the right to good quality health care, clean water, nutritious food and a clean environment so that they will stay 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. The government should help families who cannot afford to provide this.
- Article 28** Children have the right to an education. Discipline in schools 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 cultures and other cultures.
- Article 30** Children have the right to learn and use the language and customs of their families, whether or not these 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 a wide range of leisure activities.
- Article 32** Governments should protect children from work that is dangerous or that might harm their health or education.
- Article 33** Governments should provide ways of protecting children from dangerous drugs.
- Article 34** Governments should protect children from sexual abuse.
- Article 35** Governments should make sure that children are not abducted or sold.
- Article 36** Children should be protected from any activities that could harm their development.
- Article 37** Children who break the law should not be treated cruelly. 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 self-respect.
- Article 40** Children who are accused of breaking the law should receive legal help. Prison sentences for children should only be used for the most serious offences.
- Article 41** If the laws of a particular country protect children better than the articles of the Convention, then those laws should override 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 43-54 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 to read all the articles.



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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, color, 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 defense.
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
3. 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 honor 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

Child Protection Policy

Working document: Combination of CIS & Ministry 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 or body or emotional abuse or both of them, 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 in order 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 by either 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 Liason 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 Neglect

What is abuse and neglect?

Abuse and neglect 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. Those known to them or, more rarely, by a stranger may abuse the child in a family or in an institutional or community setting. An adult or adults, or another child or children may abuse them.

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.

Neglect

Neglect 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 because 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 caregivers.
- 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 neglect

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

Neglect 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 neglect of children under 12:

- Frequently going 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

Neglect 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.

Neglect 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.

Neglect 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 neglect

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 neglect

- 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 neglect

- 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 that 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 (adult 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 person they told has influenced the child's words in any way.

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

- Give the child undivided attention
- Show concern, support and warmth but do not 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 should 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

Closed Questions	Open Questions
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
 - ❖ to 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

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 curser, 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.

AFTER SCHOOL CLUB POLICY

RATIONALE

Through participation in Dasman after-school activities, students will benefit from physical, psychological and social stimulation, raise self-esteem, learn lessons in cooperation and coordination, enhance leadership skills, explore talents and discover hidden abilities within the context of the regular teaching and learning program.

HOW TO REGISTER

Registration is on a "first come - first served" basis and places are strictly limited. Fill in the registration form on the last page of this document and submit it to the Accounts Office accompanied by payment.

CONFIRMATION AND PAYMENT

Payment can be made in the accounts office. Payment is non-refundable. No credit will be issued for lessons missed. No confirmation will be sent to you.

CANCELLATION

If the activity is cancelled due to teacher illness, students will be informed and the class will be rescheduled. **No refund or credit** will be issued for students absent from after school activity for whatever reason. Students must have a receipt from the cashier to be permitted to attend the club. No exceptions

DISMISSAL

All club participants will be escorted to the nearest gate for dismissal. Pickup must be arranged promptly at the designated time. Students must be picked within 15 minutes of the completion of the club. 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.

GUIDELINES FOR TEACHERS

1. Clubs will comprise of 8 one hour sessions
2. The cost per student is KWD 40 (exceptions must be authorized by Academic Director)
3. A maximum of 15 participants is permitted for each club
4. A teacher can have only one academic club per quarter
5. **No clubs must be scheduled on a Tuesday**
6. For academic clubs, teachers are not permitted to enroll students they teach and no sessions will be held prior to a test or exam
7. Any breaks given by club teachers **MUST** be fully supervised at all times. Teachers who are found to be negligent during supervision of students in clubs, may receive: a warning letter and/or be terminated if their negligence has resulted in serious injury and/or legal problems for the school
8. Club teachers are responsible for student behavior and should drop students from the club should negative behavior persist.
9. Teachers must remain with students until they are all collected by the parent/guardian. This is not the responsibility of the security guards
10. Club teacher may only leave once all students are picked up
11. Compile a list of students and their parents' telephone numbers and send to the Superintendent, Division Principal and a printed copy to school security personnel.

GUIDELINES FOR STUDENTS

In order for our after-school clubs and activities to be places that are fun, safe, and educational, students need to abide by the following guidelines to stay members:

1. Be positive and encouraging to all members in the club/activity.
2. Listen and follow the instructions of any and all adults involved.
3. Use the materials and supplies appropriately and safely.
4. Arrange your pickup transportation promptly at the designated time.
5. If you are asked to leave the after-school club/activity due to any of the above reasons on three separate occasions you will no longer be allowed to participate.
6. **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.



**DASMAN CLUBS
APPLICATION FORM**

STUDENT INFORMATION

First Name		Family Name	
Grade		Teacher Name	
Gender		Mobile	
Email			
Medical Conditions			

CLUB INFORMATION

DAY	TITLE	FEE (NON-REFUNDABLE)
		KD
Parents Signature		Date
Signatory Full Name		

Please submit this Application Form to Dasman Accounts Office