



Kindergarten Division
Pre-Kindergarten – Kindergarten 2
Student- Parent Handbook
2020-2021



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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 INNOVATE EMPOWER

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 of acquiring knowledge, skills, values and competencies 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.

ACCREDITATION

Dasman Bilingual School proudly offers its students the global accreditation required for their future academic achievements. As members of the Council of International Schools (CIS) and New England Association of Schools and Colleges (NEASC), Dasman Bilingual School has endorsed its fundamental commitment to

providing students with the knowledge, skills, values and competencies to pursue their lives as global citizens.

WHAT IS BILINGUAL EDUCATION

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

KINDERGARTEN DIVISION

Kindergarten is at the forefront of early childhood educational development. Our learning environment creatively meets the specific needs of each child, while allowing all students to come together for a cross-cultural experience that develops their social skills and teaches them how to build friendships. We provide a happy and safe environment within which our students can experience opportunities inside the classroom and beyond. We foster values of courtesy, consideration, respect, and individual responsibility, whilst challenging and supporting our little ones. With gentle care, we help shape the young minds to be ready for the world that awaits them. In the KG classes, we focus on play-based learning. Our students are engaged in hands on activities, which help to develop their motor skills.

KG DIVISION MISSION STATEMENT

Inspire active and creative minds using a play-based approach in a child-centered environment

OUR MONTHLY VALUES ARE:

Semester 1	Respect and Responsibility
Semester 2	Empathy and Honesty

ADMISSION OF STUDENTS

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

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

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

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

SCHOOL CALENDAR

Dasman Bilingual School







School Year Calendar 2020-2021

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ADMISSION PROCEDURES

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
Application Approval	<ul style="list-style-type: none"> • Upon submission of the application, the registrar will determine availability and completeness of the file.
Screening/ Interviewing of Student	<ul style="list-style-type: none"> • The applicant will meet with both the English and Arabic Principals and the counselor. • The student will be asked a variety of questions during the process.
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.
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
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 Principal
Final Approval	<ul style="list-style-type: none"> • If the student is approved by both the English Principal, the application will be sent to the Superintendent for a final approval

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	

ACADEMICS

PRE- KINDERGARTEN

LANGUAGE DEVELOPMENT

- Can speak some English words
- Can say the ABC letters
- Recites poems & rhymes

READING READINESS

- Identifies letters introduced
- Listens to stories

MATH READINESS

- Recognizes and names: circle, square, triangle & rectangle
- Counts objects 1-10
- Identifies colors
- Matches objects one-to-one
- Creates patterns

HANDWRITING READINESS

- Uses crayons with control
- Explores with coloring materials
- Begins to color alphabet letters
- Begins to color numerals

SCIENCE

- Recognizes and classifies information
- Recognizes different seasons
- Recognizes different feelings
- Recognizes different foods
- Recognizes body parts
- Recognizes community helpers/family
- Recognizes the life cycle of living things

ART SKILLS

- Explores art media
- Is imaginative with artwork
- Names and identifies colors
- Handles and uses a paintbrush
- Uses glue and paint neatly

PHYSICAL EDUCATION

- Displays ability in running

- Displays ability in jumping
- Displays good balance
- Displays good coordination

FINE MOTOR SKILLS

- Traces lines accurately
- Uses crayons with control
- Can use scissors correctly
- Colors within the lines

SOCIAL DEVELOPMENT

- Plays well with others
- Displays self-control
- Displays self-confidence
- Is Courteous
- Respects property of others

WORK HABITS

- Observes classroom rules
- Follows directions
- Listens while others speak

المواد العربية

- اكتساب مهارات التعلم الذاتي والخبرات الحياتية.
- تعزيز الاستقلالية وتعويد الطفل على الإعتماد على النفس.
- تنمية المهارات الحركية الدقيقة من خلال التمارين العملية المتنوعة.
- تنمية المهارات اللغوية من قراءة حروف والمفردات اللغوية .
- تعزيز القيم الدينية والجوانب السلوكية من خلال القصص التربوية والأدعية الدينية وتلاوة القرآن الكريم

KINDERGARTEN (KG1)

LANGUAGE DEVELOPMENT

- Speaks in complete sentences
- Participates in class discussions
- Knows days of the week and the months of the year
- Speaks about self/personal experiences

READING READINESS

- Recognizes name in print
- Can identify name & sound of letters introduced
- Listens attentively to stories
- Recites poems & chants

- Can indicate front of the book
- Can indicate back of the book

MATH READINESS

- Recognizes numbers 0-10
- Counts objects from 1-10
- Recognizes basic shapes
- Sorts by attributes colors, shapes, and sizes
- Can Graph
- Recognizes and creates patterns
- Identifies different measurements

HANDWRITING READINESS

- Uses basic handwriting strokes
- Draws pictures to convey meaning
- Prints name with accuracy
- Traces alphabet letters and numbers
- Writes numerals 0-10
- Fine Motor Skills
- Traces lines accurately
- Uses pencil with control
- Can use scissors correctly
- Colors within the lines

SCIENCE

- Recognizes different weather and seasons
- Recognizes different foods
- Recognizes different animals
- Recognizes body parts
- Recognizes living and non-living things
- Recognizes natural resources
- Recognizes the differences between states of matter

ART

- Explores art media
- Is imaginative with artwork
- Names and identifies colors
- Uses fine motor skills correctly
- Uses glue and paint neatly

PHYSICAL EDUCATION

- Displays ability in running
- Displays ability in jumping
- Displays good balance
- Displays good coordination

MUSIC

- Takes part in singing activities
- Takes part in rhythmic activities

WORK HABITS

- Observe classroom rules
- Follows directions
- Listens while others speak
- Works independently

SOCIAL DEVELOPMENT

- Plays well with others
- Displays self- control
- Shows self -confidence
- Is courteous
- Respects property of others

المواد العربية

- اكتساب بعض المهارات الحياتية من خلال الخبرات التربوية المعتمدة، وتعزيزه الاعتماد على النفس من خلال الأنشطة الصفية.
- تنمية المهارات اللغوية وإثراء حصيلة الطالب اللغوية واتقان مهارة الحوار والمحادثة.
- إثراء قدرات الطالب العقلية والجسدية عن طريق الأنشطة الصفية واللاصفية .
- غرس العادات والسلوكيات الحميدة لدى الطلبة .
- تنمية المهارات الحركية الدقيقة من خلال الخبرات والأنشطة المختلفة

KINDERGARTEN (KG2)

LANGUAGE DEVELOPMENT

- Speaks in complete sentences
- Participates in class discussions
- Speaks about self/personal experiences

READING READINESS

- Recognizes name
- Writes name
- Able to read simple sentences
- Can indicate front of the book
- Can indicate back of the book
- Knows left/right progression
- Knows top/bottom progression
- Can identify letters: Aa-Zz
- Recognizes basic sight words
- Knows the days of the week

- Knows the months of the year

HANDWRITING READINESS

- Uses proper handwriting strokes
- Writes name
- Properly writes the alphabet letters
- Writes simple sentences

MATH READINESS

- Recognizes shapes
- Counts objects 0-100
- Sorts by attributes colors, shapes, and sizes
- Identifies different positions (above, below, over, under, middle, bottom, right and left)
- Recognizes various patterns
- Knows and understands graphing
- Identifies Kuwaiti coins and bills
- Able to measure different objects
- Tells time using an analog clock
- Able to apply basic addition skills
- Able to apply basic subtraction skills

SCIENCE

- Recognizes living and non-living things
- Recognizes different weather and seasons
- Recognizes the differences between state of matter
- Recognizes the differences between energy and gravity

ART

- Explores art media
- Is imaginative with artwork
- Names and identifies colors
- Uses fine motor skills correctly
- Uses glue and paint neatly

MUSIC

- Takes part in singing activities
- Takes part in rhythmic activities

P.E.

- Displays ability in running
- Displays ability in jumping
- Displays good balance
- Displays good coordination
- Participates willingly in all activities
- Catches a ball

- Bounces a ball
- Throws a ball
- Balances on one foot

المواد العربية

- اكتساب بعض المهارات الحياتية من خلال الخبرات التربوية المعتمدة، وتعزيز الطفل الاعتماد على النفس من خلال الأنشطة الصفية.
- تنمية المهارات اللغوية وإثراء حصيلة الطالب اللغوية واثقان مهارة الحوار والمحادثة.
- تعزيز الجوانب العقلية والمعرفية والوجدانية والحسية والحركية من خلال الأنشطة المتنوعة
- تعزيز الجانب الديني والسلوكيات الحميدة لدى الطلبة.
- التعرف على الحروف الهجائية بأصواتها المختلفة وتمييزها قراءة وكتابة
- اكتساب مهارة التحدث باللغة العربية الفصحى الميسرة

TEXTBOOK AND RESOURCE SUPPLIES

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

RECOMMENDED SCHOOL SUPPLY LIST

Students are responsible for providing school supplies such as pencils and colors as needed and as requested by teachers. A list of required school supplies will be sent home in the first week of school and will be on the school web site.

HOMEWORK

Homework is a necessary part of our educational program. It is a part of the overall student evaluation. Kg1 and Kg2 students will have homework assigned.

Homework is sent home in a folder. Please help your child complete and return his/her homework. DO NOT DO YOUR CHILD’S HOMEWORK!

Some homework might be issued on weekends and holidays. This is left with the prerogative of the teacher’s will.

ACADEMIC REPORTS

The school year is divided into two semesters and four quarters. Report cards go out at the end of each semester. Progress reports will be provided at the end of Quarter 1 and 3. At the Kindergarten level, assessment includes fine and gross motor skills, language development, reading skills, math skills, writing readiness, physical development, creativity, and social development. Ongoing assessments

FREQUENCY	ASSESSMENT ACTION
DAILY	Teacher Observation Oral Assessments Life Skills (Shoe tying, buttoning clothing, etc.) Motor Skills (gross and fine) through the use of Learning Centers
WEEKLY	Anecdotal Records Kg1 & Kg2 Homework Show and Tell for Oral Skills
QUARTERLY/END OF UNIT	Skills Checklist Progress Reports Subject trackers and moderation
YEARLY	Beginning of the Year Assessment End of the Year Assessment

will be given in English, Mathematics, and Science.

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

The reporting system for Kindergarten is as follows:

- AB** - Above Level
- EL** - At expected level
- S** - Satisfactory
- NI** - Needs to improve
- :** Not assessed at this time

ASSESSMENT POLICY

Assessments, both formal & informal are continuous and used in a variety of ways: observation, class assessment, and oral communication. Each term is graded separately except for specialist subjects (**PE, Art, Music and Computers**) **which are reported only at the end of each semester**. A final report card is given in June.

ASSEMBLIES /SPORTS EVENTS

Courtesy is to be displayed to all performers and speakers at an assembly. Applause is the correct and courteous way to show approval of a program or a speaker. Yelling and whistling are not in good taste and will be dealt with accordingly. Appropriate behavior is expected of all students at sports events.

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

LIBRARY / MEDIA CENTER

The Dasman Library Media Center includes books, magazines, pamphlets, Computers, CD-ROMs and A/V materials for academic and recreational purposes. Students are expected to behave in a manner supportive of 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. All books must be returned on the due date and will be the student's responsibility until then. 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.

Bringing a class to the library is not compulsory. Often teachers come during their spare periods and select books for their classes.

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

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

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

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

Students should be aware of the following:

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

LOST AND FOUND

Lost and Found items are taken to the 'lost and found' area in the Dasman 1. The school is not responsible for articles that are lost.

Unmarked items not claimed **within a reasonable period 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.

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, 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 includes time for appointments, curriculum outline, grading, reporting and a brief introduction. This is not the time to inquire about your child's 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 in the classroom.

Teacher-Parent Conference

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

NEWSLETTERS / WEBSITE / PORTAL PLUS

Monthly newsletters are distributed for each grade. This will include information about your child's 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 delivered.

SOCIAL MEDIA

Kg Dasman teachers will use Class Dojo. The system is a closed group only accessible to the parents in the class.

WHATSAPP

Teachers are not allowed to distribute class lists, create or join WhatsApp groups. Please use Portal Plus and email to contact your child's teacher. You may also make appointments to meet and 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 arrive to school on time. **Students may enter the gates from 7am only.** Parents bringing students after 8:00a.m. will not be allowed to enter the classrooms or hallways.

After 8:00 am, parents may drop off their child at the reception area of Dasman 1, where they will be escorted to their classroom by one of our school nannies. In

the interest of safety, the D5/Gate 1 entrance will be closed at 8:15am and opened again at 1:00pm for Kg dismissal and 1:55pm for Elementary dismissal.

KG students are dismissed at 1:00. At 12:55, parents or nannies may go to the classroom to pick up their students.

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. Once the teacher signs the Early Release Form, the nanny will bring the child to the parent. Early Release ends at 12:30 for KG, parents wishing to pick up their student after the early release time must wait until dismissal time unless there is a documented emergency. Students are permitted to leave early for a valid reason only:

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

Other reasons are not acceptable. Staff must not allow students to leave without a signed note from the Principal or division Secretary. Each division's secretary shall maintain a record of the release notes.

SIBLINGS

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

PETS

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

BIRTHDAY

We do not have birthday parties at school. **However, for Kindergarten, birthdays can be held on Thursday.** It is the teacher's responsibility to inform the Principal of the birthday. Parents may celebrate their child's birthday by sending only cupcakes to share with the whole class during second break only. Please do not bring in cakes, balloons, clowns or other party accessories. Only cupcakes and a juice box are allowed. The teacher must inform the principal. Siblings in other grade levels or classes are not permitted to attend classroom celebrations. Students are not permitted to visit other classes to share food or drinks.

FLAG

The school is required by law to hold a Flag Ceremony, however for Kindergarten, teachers only teach the National Anthem in their classroom which starts at 7:20am-7:30am. Students stand with their teacher and learn rules and procedures.

TOILET AND WATER BREAKS

Pre-KG has toilets in each classroom are for student use only. To ensure the safety of our students, KG-1 and KG 2 students must wear **Hallway Passes** provided by their teacher when leaving the classroom to visit the bathroom, to drink water, or for any other reason. Dasman School nannies are stationed at the bathrooms to assist the students.

LUNCH /CANTEEN

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

- Parents are encouraged to provide a balanced packed lunch, each day, for their children.
- Candy and soda are not accepted as part of a student's lunch or snack.

- Students are not allowed to take lunch to siblings in other divisions, nor are students from other divisions (e.g. Middle School, High School, etc.) allowed to bring food to Kindergarten division students.
- Milk, water or juice are preferred lunch beverages.
- Please put your child's name inside the lunch box or mark the paper bag so a lost lunch or lunch box can be returned to the owner.

KG students are **NOT** allowed to use the canteen. **Bottles, fizzy drinks, candy & sweets (e.g. Pepsi, Coca Cola, 7Up)** are not allowed at school. Foods with strong smells such as tuna, meat, eggs are not allowed as they create a bad odor that affects other students. ***Chewing gum is strictly prohibited on school premises.***

RECESS

Kindergarten students get two breaks during their school day. They have their lunch on the first break then they go out for recess. On the second break, they have their snack and then go out for their recess

BUS PROCEDURES

Parents should discuss the 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 whilst on the bus is a risk to the safe operation of the bus.



At the Bus Stop

- Walk safely to the bus stop and stay well away from the street.
- Arrive at the bus stop 10 minutes before bus time.
- When waiting, keep yourself and your belongings out of the road and away from traffic.
- Do not run between parked cars and buses.
- Never move towards the bus until it has stopped, and the driver opens the door.

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 parked 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 handrail 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

- Arrive at the bus stop 10 minutes before pick-up time. Buses leave on time to ensure every student arrives to school in a timely manner.
- When the bus arrives, stand well back from the curb or stopping point and wait until the bus comes to a full stop.
- Find a seat and sit down.
- Do not put your head or arms out of the windows when on the bus.
- Do not eat or drink on the bus.
- Students are expected to be courteous and obedient to the driver.
- No object is to be thrown into, out of, or inside the bus.
- Students must not use obscene language, gestures or gang signs.
- Fighting, yelling or loud talking is not permitted.
- Harassment or intimidation of others is not permitted.
- Willful destruction or defacing of school bus or private property surrounding school bus stops is prohibited.
- An assigned teacher will pick up bus students. Students should stay with this teacher until placed on the bus. If the student's bus is not there, the student should sit on the bench at the side of the school.

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 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 into the school. SMS messages will be sent to the parents. Parents need to update their mobile phone and contact information when registering.

1. The evacuation signal is the continuous ringing of the school bell for a minimum of 60 seconds.
2. A plan must be established by teachers of students with physical challenges to ensure their timely removal from class. Submit those plans 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. 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 must bring their class lists that shows the telephone numbers.
9. Fire Escape Maps are found on the classroom door.

SCHOOL NURSE:

The school nurse is on duty the entire school day. The Kindergarten Division Nurse is located in the D1 Building. If a student needs to go to the nurse during the day the assistant will take the student to the nurse. The nurse will decide what action should be taken. Students are not to leave the school campus without the nurse's permission. All sick students must be collected from the nurse's office. The nurse does not give excuses for P.E.

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

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 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.

All below ministry regulations regarding attendance will be applied effectively;

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

Unexcused Absences:

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

MAKEUP WORK FOR EXCUSED ABSENCES

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

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

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

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

TARDIES

Class time is essential to increasing the student's 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 7.35 am. **Five unexcused tardies or early releases during one quarter will accumulate and be considered as one 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, sandstorm, errand for parents, etc.

Late Slips

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

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

STUDENT TIMETABLE

Timetables are handed out at the beginning of each school year. **The Superintendent MUST approve any changes to the timetable.** Teachers are not permitted to arrange changes, as this effects the master timetable that the Superintendent uses. Failure to abide by this regulation may result in disciplinary action against the teacher.

CRECHE

Crèche is a paid service offered by the school for KG students only. Hours of operation are from 1:30pm-2:30pm daily, unless changed due to holidays or shortened school hours. This service is offered to parents and Dasman staff with KG students who cannot be picked up by the regular 1:00pm dismissal time. Crèche classes are not academic in nature, due to the strain of a long day on our younger students, but teachers do incorporate fun educational activities for the students. Students who are not collected from Crèche by 2:30pm are taken to the D1 courtyard with Elementary students to await pick-up.

Crèche class sizes are kept to a maximum of 25 students per class. If the demand exceeds our availability, the student will be placed on a waiting list. Parents will be contacted if another Crèche classroom opens. If parents are interested in enrolling their child in the Crèche program, they would need to obtain an application from the Reception area or Kindergarten office and pay in the accountant's office.

SCHOOL HOURS

In the interest of safety, **students should not be dropped off at school before 7:00am.** In addition, students should be collected from school no later than 1:30pm for Kg division students. 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.

THE SIX GOLDEN RULES

In KG, we believe that through positive praise we allow students to develop not only academically but also as a 21st century learner. In order to become a 21st century learner we need to follow the six Golden Rules.

We Listen

We work hard

We look after property

We are Kind

We are honest

We are gentle

Students who follow these rules on a daily basis will be rewarded with a 15min Golden Time every Thursday. Students learn to work towards their Golden Time reward by following the rules on a daily basis for the week. Every rule is being introduced with a story and all staff, including admin and nannies follow these rules. We believe that through positive praise and setting the example, all our students will strive to be golden at all times. There are also consequences for our actions if we do not follow the rules and students first get a visual warning, this allow the student to "fix" themselves in order to become gold again. If the student continues to not follow the rules, they will lose some of their Golden Time. Parents will be informed and will support the school in order to ensure that for next week his / her child will have another change to have all their Golden Time.

Part of our Golden Rules are that each day a student will be selected by the class to take home the class toy as a reward on a daily basis. Students will be given a diary and will have the opportunity to share their dairy entries in class the following day.

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. We love to keep our students motivated by holding assemblies twice a month. During these assemblies' students are given certificates for:

- Phonics/Reading Readiness
- Writing Skills
- Life Skills (shoe tying, dressing themselves)
- Modeling the Character Traits

SUPPORT SERVICES FOR KINDERGARTEN DIVISION STUDENTS

The Kindergarten Division has access to one on-site counselor who is available to observe students with difficulties in the classroom.

Speech therapy is also offered for KG2 students with speech delays. This is coordinated with the Special Needs department who accept students based on need and availability.

SCHOOL UNIFORM

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

SUMMER UNIFORM

GIRLS	BOYS
Blue Dasman Bilingual School Button down shirt	Blue Dasman Bilingual School shirt/cardigan.
Navy blue Dasman Bilingual School Skirt	Navy blue Dasman Bilingual School pants or shorts.
White, black or navy-blue socks, stockings or tights. Sensible, all black shoes (no boots, high heels, sandals, or “Crocs” style shoes)	White, black or navy-blue socks. Sensible, all black shoes (no boots, football shoes, sandals, or “Crocs” style shoes)
WINTER UNIFORM	
GIRLS	BOYS
Blue Dasman Bilingual School shirt/cardigan / fleece jacket	Blue Dasman Bilingual School shirt/cardigan / fleece jacket
Navy Blue Dasman Bilingual School skirt.	Navy blue Dasman Bilingual School pants.
White, black or navy-blue socks, stockings or tights. Sensible, all black shoes (no boots, high heels, sandals, or crock style shoes)	White, black or navy-blue socks. Sensible, all black shoes (no boots, football shoes, sandals, or “Crocs” style shoes)



Dasman Bilingual School PE uniforms are required when participating in PE class. Athletic shoes should be of the quality required by the PE Department.

Students are allowed to wear colorful runners on PE **days only**. Football shoes are strictly forbidden.

On very cold days, students may wear coats over their school cardigans and fleece jackets, but they must remove them inside the classes. On “dress-down” or “free-dress” occasions, modesty and attentiveness to the cultural sensitivities of Kuwait are required. Jeans are only permitted on dress down days.

Girls with long hair must tie it back. No jewelry is permitted.

TOYS, ELECTRONICS, WHEELED TRANSPORTATION

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

DISCIPLINE

It is the policy of Dasman Bilingual School to provide a healthy and safe environment, to protect the rights of others, to enhance learning and to teach the skills of responsibility and human relationships. Physical aggression or contact of any kind is not allowed in school. Parents of students who engage in any type of physical aggression will be called in.

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

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

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

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

Students with recurring behavior issues will be placed on a behavior modification plan by the counselor.

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

United Nations Declaration

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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UNITED NATIONS -HUMAN RIGHTS DECLARATION AND CHILDREN'S RIGHTS

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 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.
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.
3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30

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

CHILD PROTECTION POLICY

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

Article 1:

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

Article 2:

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

Article 3:

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

The team of Child's protection consists of:

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

Article 4:

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

Article 5:

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

Article 6:

The SCAN team has the following duties:

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

Article 7:

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

Article 8:

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

Office Duties

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

Article 9:

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

Article 10:

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

Purpose:

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

1. Protect students while in the school's care from all acts and omissions constituting

physical abuse, emotional abuse, sexual abuse and exploitation, neglect, and bullying.

2. Identify and support those students who may have suffered such abuse or neglect, as

strongly enforced by **The Public Administration for Private Education**

3. Emphasize that all DBS staff are mandated reporters of cases of abuse and/or suspected

abuse inside and outside the school.

4. Define duties and responsibilities of School Principals and school staff for responding to

suspected cases of child abuse and/or neglect.

Context:

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

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

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

Aims:

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

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

Whole Staff Responsibilities:

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

- Establish and maintain an environment where children feel secure, are encouraged to talk and are heard.
- Ensure children know that there are adults in the school whom they can approach if they are worried about any problems.
- Include opportunities in the curriculum for children to develop the skills they need to recognize and stay safe from abuse.
- Treat all disclosures with the strictest confidence.
- Ensure that parents have an understanding of the responsibility placed on the school and its staff for child protection by providing a copy of this policy on request and posting a copy on the school website.
- Notify the relevant authorities of any cases of alleged or suspected child abuse.
- Inform parents of any concerns, and provide them with opportunities to change the situation, where this does not place the child at greater risk.
- Notify the school counselor if there is an unexplained absence of several days.

- Maintain confidentiality throughout reporting procedures, data collection, and information storage.
- Train all school leaders and identified staff members in Child Protection policies and procedures.
- Develop effective links with relevant authorities and Child Protection Centre.
- Liaise with other agencies that support students.
- Ensure that there is a senior designated person/Child Protection Liaison Officer (CPLO) appointed and this individual is trained appropriately.

Child Protection Liaison Officer (CPLO) responsibilities

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

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

Responsibilities of adults within the school community:

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

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

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

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

Definitions and Indicators of Abuse and Negligence

What is abuse and negligence?

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

Physical Abuse:

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

Corporal Punishment:

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

Emotional Abuse:

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

Peer on Peer Abuse:

Peer abuse is behavior by an individual or group, intending to physically, sexually or emotionally hurt others. Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18. All staff should recognize that children are capable of abusing their peers.

Negligence:

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

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate 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 negligence:

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

Negligence can include parents or caregivers failing to:

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

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

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

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

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

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

Indicators of negligence:

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

Physical indicators of negligence:

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight

- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated
- Looking sad, false smiles

Behavioral indicators of negligence:

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

Emotional Abuse:

The nature of Emotional Abuse:

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

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

Indicators of Emotional Abuse:

Developmental issues:

- Delays in physical, mental and emotional development
- Poor school performance
- Speech disorders, particularly sudden disorders or changes

Behavior:

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

Emotional responses:

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations (“I deserve this”)
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration; restlessness, aimlessness
- Extremes of passivity or aggression

Physical Abuse:**The nature of physical abuse**

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

intentionally and should therefore make us more alert to other concerning factors that may be present.

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

Indicators of physical abuse / Factors that should increase concern

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

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

- The explanation given does not match the injury
- The explanation uses words or phrases that do not match the vocabulary of the child (adults' words)
- No explanation is forthcoming
- The child (or the parent/caregiver) is secretive or evasive
- The injury is accompanied by allegations of abuse or assault.

You should be concerned if the child or young person:

- Is reluctant to have parents/caregivers contacted.
- Runs away or shows fear of going home.
- Is aggressive towards themselves or others
- Flinches when approached or touched

- Is reluctant to undress to change clothing for sport;
- Wears long sleeves during hot weather;
- Is unnaturally compliant in the presence of parents/caregivers;
- Has a fear of medical help or attention;
- Reports a punishment that appears excessive.

Sexual Abuse:

The nature of sexual abuse:

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

Characteristics of child sexual abuse:

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

Peer on Peer Abuse:

Nature of Peer on Peer Abuse

All staff should be aware of safeguarding issues from peer abuse including:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

Types of abuse: Peer on Peer

There are many forms of abuse that may occur between peers. Each form of abuse or prejudiced behavior is described in detail followed by advice and support on actions to be taken.

1. Physical abuse

This may include hitting, kicking, nipping/pinching, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behavior, including accidentally before considering the action or punishment to be undertaken.

2. Sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexually harmful behavior may include

- inappropriate sexual language
- inappropriate role play
- sexual touching
- sexual assault/abuse.

3. Bullying

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally or for a particular reason e.g. size, hair color, gender, sexual orientation, and excluding someone from a group on purpose.

In order to be considered bullying, the behavior must be aggressive and include:

- An Imbalance of Power: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.

- Repetition: Bullying behaviors happen more than once or have the potential to happen more than once.

Online Bullying / Cyber bullying

Online Bullying / Cyberbullying is the use of technology (social networking, messaging, text messages, e-mail, chat rooms etc.) to harass threaten or intimidate someone for the same reasons as stated above. Online bullying can take many forms

- Abusive or threatening texts, emails or messages
- Posting abusive comments on social media sites
- Sharing humiliating videos or photos of someone else
- Stealing someone's online identity
- Spreading rumors online
- Trolling – sending someone menacing or upsetting messages through social networks, chatrooms or games
- Developing hate sites about another person
- Prank calls or messages
- Group bullying or exclusion online
- Anonymous messaging
- Encouraging a young person to self-harm
- Pressuring children to send sexual messages or engaging in sexual conversations

4. Sexting

The term 'sexting' relates to the sending of indecent images, videos and/or written messages with sexually explicit content; these are created and sent electronically. They are often 'shared' via social networking sites and instant messaging services. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. By having in their possession, or distributing, indecent images of a person under

18 on to someone else, young people are not even aware that they could be committing a criminal offence.

Examples of Child Sexual Exploitation include associations with older boyfriends / girlfriends, relationships or associations with risky adults and / or entering or leaving vehicles driven by unknown adults.

5. Initiation/Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers into an organization such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The ceremony welcomes newcomers by subjecting them to a series of trials which promote a bond between them. Many rituals involve humiliation, embarrassment, abuse, and harassment.

6. Prejudiced Behavior

The term prejudice-related bullying refers to a range of hurtful behavior, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalized, and which is connected with prejudices around belonging, identity and equality in wider society – for example disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity.

7. Teenage relationship abuse

Teenage relationship abuse is a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behavior, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner. This abuse may be child sexual exploitation.

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 familyIf the CPLO feels unsure about whether a referral is necessary they can phone MOI Child Protection Centre to discuss concerns and obtain advice. To do so will not constitute a child abuse referral and may well help to clarify a situation.
2. If there is no clear risk of harm the CPLO will either actively monitor the situation or seek advice from the MOI Child Protection Centre.
3. The CPLO must confirm any referrals in writing to MOI Child Protection Centre, within 24hours, including the actions that have been taken. The written referral should be made using the referral form attached to this document.
4. If a child is in immediate danger and urgent protective action is required, the police should be called using the 147 service. The CPLO should also notify the MOI Child Protection Centre of the occurrence and what action has been taken. The CPLO should seek advice from the police / MOI Child Protection Centre about informing the parents.

5. Normally the school should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to MOI Child Protection Centre. However, in accordance this should only be done when it will not place the child at increased risk. The child's views should also be taken into account.
6. Where there are doubts or reservations about involving the child's family, the CPLO should clarify with MOI Child Protection Centre or the local police whether the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation. Where appropriate, the CPLO should help the parents understand that a referral is in the interests of the child and that the school will be involved in the police investigation.
7. When a student is in need of urgent medical attention and there is suspicion of abuse the CPLO or Principal should take the child to the Accident and Emergency Unit at the nearest hospital, having first notified MOI Child Protection Centre. The CPLO should seek advice about what action the MOI Child Protection Centre will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention. If the suspected abuse is sexual then the medical examination should be delayed until MOI Child Protection Centre and/or the police can liaise with the hospital, unless the needs of the child are such that medical attention is the priority. If a decision is made not to inform the parents there must be a responsible adult with the child at all times, whether from the school, MOI Child Protection Centre or the police.

When dealing with allegations against staff, governors and volunteers:

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

Child Volunteering Information:

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

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

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

Things you 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

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 the Child:

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

DO say:

“Thank you for telling me. ”

“I am sorry it has happened to you. ”

“I am going to help you and will tell you what I am going to do. ”

“It should not have happened. ”

“You are not to blame. ”

DO NOT say:

“It will be all right soon. ”

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

✓ **Safe Working Practice:**

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

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

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

✓ **Safe Professional Culture:**

All staff should:

- Work in an open and transparent way, avoiding any actions that would lead a reasonable person to question their motivation and/or intentions
- Dress appropriately for their role
- Avoid unnecessary physical contact with children. If physical contact is made:
- Ensure they are aware of and understand the rules concerning physical restraint.
- Where it is essential for educational or safety reasons, gain student's permission for that contact wherever possible
- Remove a student from a dangerous situation or an object from a student to prevent either harm to themselves or others, then this should be recorded on the correct form and reported to the Principal
- It should not be secretive; even if accidental contact was made, it should be reported.
- Understand their position of power and influence over children and not misuse it in any way. This includes but is not limited to:
 - ❖ Accepting regular gifts from children
 - ❖ Giving personal gifts to children
- Recognize their influence and not engage in activities out of school that might compromise their position within school.
- Not establish or seek to establish social contact with students outside of school. This includes:
 - ❖ Communication with students in inappropriate ways, including personal e-mails and mobile telephones

- ❖ Passing your home address, phone number, email address or other personal details to students/children
- ❖ The transportation of students in your own vehicle without prior management approval
- ❖ Contact through social networking sites.
- Absolutely NOT, house children overnight.

All staff should:

- Only use the school system to exchange e-mails 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 after informing senior staff and getting their approval.
- Not access inappropriate material via the internet.
- Keep boundaries clear at all times, even in social settings outside the school.
- 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 safe transportation of children 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

IT POLICY

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 are 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.

Scope: This policy establishes a virtual education program that offers eligible students from Pre-Kg to Grade 12 an online pathway.

Purpose: To allow our students to learn within a digital community and apply the 21st century skills of critical thinking, creativity, collaboration, communication, digital literacy, technology literacy, information literacy, cyber safety and flexibility. Digital learning is used as a catalyst to enhance the educational experience of our students.

Definitions: A continuity of learning plan for emergency learning and teaching focuses on the transition of students from one type of learning to another as their learning context changes. Continuity of learning plans also considers how the students will return to campus after the emergency ends.

There are two kinds of online learning and teaching that schools will need to balance based on their circumstances: synchronous (happening collaboratively and at the same time with a group of online learners and usually a teacher) and asynchronous (happening at any time, not necessarily in a group, but with teacher feedback). The chart below provides some strategies that are commonly used in online and blended learning,

Activity	Synchronous	Asynchronous
Blogging and vlogging (creating video blogs)		X
Collaborative writing or story-making	X	X
Content production (word processing, spreadsheets, etc)	X	X

Discussion forums or text-based chats	X	X
E-portfolios		X
Games/gamification*	X	X
Intelligent tutoring (online teaching and assessment tools, often subject-specific)		X
Live video chats*	X	
Mapping (mind-mapping, using interactive maps and charts, etc)	X	X
Multimedia presentations	X	X
Online drawing and drafting		X
Plagiarism checking (using anti-plagiarism tools that provide feedback to writers)		X
Quizzes and surveys*		X
Video chatting and conferencing	X	
Video creation and sharing	X	

An asterisk (*) denotes activities that can be easily conducted using mobile devices.

The easiest activities to set up and find resources for:

- **Content production and collaborative writing:** Examples of online word processing documents are Google Classroom, Zoho, Dropbox.
- **Multimedia presentations:** Most content production solutions, such as Beautiful.ai, Slides.com, Piktochart.com, such as Beautiful.ai, Slides.com, Piktochart.com allow for more complex infographics and interactive presentations.
- **Quizzes, polls and surveys:** Online examples include

Easypolls, SurveyMonkey, Typeform.

- **Games and simulations:** PhET interactive simulations, National Geographic Kids, The World's Future are some online educational games that can be accessed by everyone.
- **Video chatting and conferencing:** Free or built-in applications are available for individual and group chats. Examples: FaceTime, Microsoft Teams, Zoom.

Online learning and data protection:

Areas in online learning where privacy and data protection must be considered are:

- Sharing personal data via the internet; Images, videos, or student submissions are all considered “personal information”. Any information created by students, or with them included, is anonymized, blurred out, or otherwise protected unless the guardians give written permission that the information can be used.
- Children under 13 will participate only in moderated social media activities as part of their learning. (Moderators, teachers and guardians)
- If the school uses social media as part of its contingency learning plan, the personal information of students, teachers, other staff or guardians should not be used or transmitted to third parties online.
- Learning management or reporting systems are ministry-compliant.
- Video conferencing and recording guidelines for learning and teaching are provided during the Covid-19 outbreak.
- Video imaging of minors needs permission from parents or guardians for all age groups and should happen with said guardians present. Eliminate backgrounds that provide information on learners' personal lives and locations. Learners can chat in groups, through one-on-one conferencing with

feedback on individually-assigned activities and general wellness.

- Personal names should be avoided in any chat invites or titles. Student and guardian should be informed if the conference will be recorded.
- Effective online teaching requires different activities, some which are better done online. Ensure learners are provided with necessary resources for learning independently and online:
- Access to devices appropriate for online learning. Some learning activities can be conducted using mobile devices.
- Effective feedback. Checking in with learners regularly is important. Choose systems that provide automatic feedback for online quizzes, and direct comments or discussion from peers and teachers.
- Opportunities for independent learning. Designing learning activities and discussions that capture students' experiences and gives teachers valuable feedback on students' mental health. Provides opportunities for multiple perspectives in learning that might not happen if students were all physically together.

Blended program - a formal education program in which a student learns:

- (1) At least in part through online learning, with some element of student control over time, place, path or pace;
- (2) At least in part in a supervised setting outside the home; and
- (3) In such a way that the modalities of each student's learning path within a course or subject are connected to provide an integrated learning experience;

Student Eligibility and Requirements

Students who meet the following requirements are eligible to participate in the virtual education program:

- ☐ Enrolled in the school as a full or part -time student
- ☐ Parents and students must successfully complete a defined virtual education orientation course/program/session
- ☐ Meet school system and enrollment requirements for the school system, including health requirements such as immunizations,

physicals, dentals, etc.

- ☐ Meet school system and enrollment requirements for the course(s) in questions including successful completion of any prerequisite courses
- ☐ Maintain a minimum grade of a _____ on a numerical grade scale in courses taken during the current academic year.
- ☐ Have access to consistent, daily internet service
- ☐ Daily/weekly communication is required (between online student and the school)

Attendance

Students participating in the virtual education option will be considered as being in attendance if the students are successfully progressing and completes the virtual education coursework. The Superintendent is authorized to develop alternate attendance policies for virtual courses, provided that students in such programs are given notice of the attendance requirements. A student's failure to comply with such requirements may result in administrative actions of probation, removal from the class or a charge of truancy. Punctuality to online sessions is of paramount importance as well.

Course Progression

Students are required to progress through online courses at a rate comparable to the progression of a traditional class. Student performance will be monitored and reported on regular intervals consistent with a traditional day program. Key core competencies and foundational skills must be achieved.

Assessment, Grading, Diploma

All virtual pathway students will participate in all school testing and accountability requirements. All assignments and projects will be graded based using a rubric.

Any virtual program course taken for high school credit, regardless of the grade in which the course was taken, will be entered onto the student transcript and calculated in Grade Point Averages, etc.

Removal

Students may be transitioned back to a traditional school program or removed from the virtual program for the following reasons:

- ☐ Not maintaining the work assigned for each course.

- ☐ Progression through coursework falls below the minimum comparable tradition course standard
- ☐ Attendance requirements are not met for students in blended program (only applicable to face-to-face courses)
- ☐ Cheating, falsifying information, plagiarizing
- ☐ School system policies, procedures, rules or regulations are violated, including rules governing the use of technology

Student Support

- ☐ Face to face tutoring will be provided at _____ (location) _____ days per week (optional)
- ☐ IEP committees will meet to determine the most appropriate least restrictive environment and the most reasonable accommodations
- ☐ ELL committees will meet to determine the most reasonable accommodations

Counseling and Guidance Services

DBS will utilize personnel to assist with academic, career, and social needs as they arise. In conjunction with school counselors, students will be assisted with developing an educational plan based on transcripts, standardized assessments, career interests, and other pertinent data. The plan will be reviewed periodically to assess its appropriateness and progress toward completion.

Student Responsibilities

Students should spend the first days making sure they are comfortable with the technology of online learning. Students are responsible for maintaining reliable, daily access to internet. Computer/internet problems will not be accepted as reasons for delays in meeting deadlines. Only through continuous communication and consistent work can students be successful in an online course. It is essential that students maintain regular contact with their teachers and submit assignments on time.

Guidelines for Online Learning Videos

1. Teacher in video must be professionally dressed
2. Purpose of the video is to maximize student engagement and to promote active learning

3. Videos created with an eye for strong pedagogical choices
4. Choose appropriate instructional strategies and pairing it with an effective media format
5. Video should be of 8 – 10 minutes duration
6. Be clear and explicit regarding the learning objectives
7. Focus of acquisition and application of skills
8. State what preparations or support material students will need and manipulatives required
9. Decide which visuals will be most effective
10. Create a coherent narrative path
11. Information must be factually correct
12. Videos should have a personal feel for it to be more engaging
13. Mix spurts of discussion, collaboration, videos and audio clips, hands-on exercises and supporting text notes
14. Focus on active learning and student engagement
15. Make references to corresponding pages in the textbook and activity books
16. Have multiple worked examples as text for effective learning and comparison
17. Embrace multi-media Assignments
18. Games need to be interactive – immediate feedback
19. Indicate what the assessment exercise will be with due dates
20. Time frame for entire lesson should be 45 minutes
21. Instruct how students can request for additional assistance/queries
22. Video recordings must be of an acceptable quality (visuals and sound)

UNDERTAKING FROM PARENTS

I Mr./Ms. _____ Father /Mother /Legal guardian of Master /Miss _____ Student of class _____ No. _____ do hereby undertake and confirm: -

1, I, hereby, promise that my son/daughter will abide by the admissible rules and regulations, concerning discipline, attendance, etc. of DBS online policy and also to follow the Code of Conduct prescribed in the Parent/Student Handbook.

2. I understand that, 90% attendance in classes is compulsory and I commit my son/daughter to adhere to the same. I also understand, in case my attendance falls short, for any reason, the school may take such punitive action against my child, as may be deemed fit and proper. All due considerations will be taken into account for extenuating circumstances beyond the student's control.

3. I, hereby declare that, my son/ daughter will not indulge in, nor tolerate ragging, in any form, even in words or intentions.

4. I, hereby declare that, my son/daughter will not be involved in any kind of undesirable / ill disciplined activities during the live sessions and will act in accordance with the school's regulations.

5. I, hereby undertake to inform the school, about any changes in information submitted by me, in the Application Form and any other documents, including change in addresses and phone nos., from time to time.

Date: _____

Place: _____

Signature of parents



Dasman Bilingual School

Online Learning Information

Dasman Bilingual School will be using digital learning as a catalyst to help enhance the educational experience of our students. Students can use the internet, applications, computers, tablets, and other technical devices to explore, develop ideas, express creativity, research, and develop other soft skills needed in society today.

Students at DBS will engage in meaningful learning and communication environments in the digital world. We want them to grow as learners through respectful interactions and experiences that are challenging and supportive via digital platforms. We want our students to become engaged critical thinkers, active learners, and knowledgeable constructors in this digital age.

The use of devices and digital platforms at DBS will empower students to use technology safely and in a manner that will help to advance their society. We want to give them the opportunity to develop the skills and attitudes necessary for lifelong learners.

We want to produce students who think critically and creatively in the digital world to help solve the problems faced in the everyday world. We want to use a digital framework to help push them to leave a digital footprint that will impact society and create a space for all learners.

Our digital learning goals are as follows:

- Utilize programs and platforms that allow our students to learn within a digital community and apply the 21st century skills of critical thinking, creativity, collaboration, communication, digital literacy, technology literacy, information literacy, and flexibility.

- Provide a safe and responsible usage of digital platforms and to interact positively within the digital community.
- Educate both parents and students on cyber safety

e-Learning and platforms are inclusive of networks, systems, software, or hardware including electronic devices which allow students and staff to interact with each other, receive and send messages, communicate, or share written, audio, or visual educational information.

Distance Learning refers to the learning environment that is outside of the physical space of the classroom and school. Distance learning uses multiple online platforms and/or technology to implement the curriculum of a school.

In addition to the digital platforms, many of the textbooks selected by DBS also have digital versions that students and parents can access from school or home when needed. E-Books are the digital version of the printed books that students use in class. E-Books allow for faster access to information, can be reused, and allow printing options for students. This digital version serves as another learning resource for students.

Devices:

Each division uses devices to enhance the educational experience. The division principal determines which devices are acceptable and will be used for the academic year. The decisions will be communicated to parents and students via email on Parent Portal, school's website, and social media posts. However, the following devices are included but not limited to being used at DBS:

- iPads and/or other tablets (Elementary)
- Chromebooks - purchased from DBS (MS & HS)

- Desktop Computers - located in the library and various computer labs around campus.
- Mobile Phones - in accordance with Ministry of Education regulations and at the discretion of the division principal

Internet Usage:

- During school hours, students are required to use the DBS student Wifi to access the internet or all DBS sponsored digital learning platforms.
- The internet at DBS has a safety filter installed to deter students from accessing harmful websites, non-educational websites, and it allows the school to monitor any inappropriate student behavior.
- Students are not allowed to use their personal routers or wifi devices at school. We require parent/adult supervision when students use the internet at home.
- Each student, faculty/staff and/or guest must sign the school's internet usage agreement.

All information created, shared, posted, or retrieved on the school's network are the property of DBS and the school can reserve the right to access the information if used in an inappropriate manner.

Digital Platforms at DBS:

A learning system based on formalized teaching but with the help of electronic resources is known as E-learning. While teaching can be based in or out of the classrooms, the use of computers and the Internet forms the major component of E-learning. At DBS we offer a wide variety of educational tools and platforms that enhance the student learning experience.

Each year, divisions select digital platforms that will best serve the educational needs of their students. Below is a compiled list of platforms per division that are

currently being used. Should a division change or alter any platforms, students and parents will be notified immediately of any changes.

School Wide Digital Platforms:

DBS School Website:



DBS website is the first point of contact for parents, students and teachers. The DBS website offers contact details, messages from our superintendent and principals, as well as learning resources for our students, curriculum information, news, calendar of events and other important school information.

www.dbs.edu.kw

PORTAL PLUS:



The ParentPlus portal connects parents and students with schools and teachers. As a parent, you can quickly stay informed about what's happening at the school and your children's classes, from school closures to student performance on homework, projects and exams.

www.plusportals.com/DasmanSchool 1

KG Division Digital Platforms:

CLASSDOJO



Class Dojo is an online classroom management system intended to foster positive student behaviors and classroom culture. Students earn 'Dojo Points' based on their classroom conduct. Teachers use Class Dojo to keep parents up to date on student progress and classroom happenings. The app connects teachers, students and families through communication features, such as a feed for photos and videos from the school day. KG uses class dojo as a digital student portfolio that allows students to share classwork with their teachers and family.

MS TEAMS



Microsoft Teams is a digital hub that brings conversations, content, assignments, and apps together in one place, letting educators create vibrant learning environments, build collaborative classrooms and connect in professional learning communities. KG will be using Microsoft Teams for their e-learning to provide live lessons for all KG students. We will also use teams to create a sense of belonging for our students to understand that they have fellow classmates and develop their speaking and listening skills online.

KG INSTAGRAM



@mr.will_kg

Mr. Will has a KG Instagram account that is specifically for our KG parents to receive updates, information and some activities and lessons that was observed in classes. Mr. Will also guide and support parents via Instagram on online support and provide students with challenges and ideas to enhance their online learning.

Elementary Division Digital Platforms:

IXL



IXL is a personalized learning platform used for Math and English Homework. IXL combines the curriculum, continuous Diagnostic tools, individual guidance, and real-time analytics to enable differentiated instruction for students.

RAZ PLUS



Raz-Plus Delivers a Personalized Blended Learning Approach to Literacy. Leveled Books and Other Resources in Printable, Projectable, and Digital Formats. Students develop reading skills most efficiently when instruction, practice, and assessment are blended and informed by data.

FOLLET



Destiny Collections creates new, collaborative ways for librarians, teachers and students to share resources across the school or with other users. Students and teachers can access resources in Destiny Discover and add them to any Collection. The Collections may include web pages, images, documents and eBooks.

BRITANNICA



Britannica school is a safe, up-to-date, and age-appropriate information resource for Elementary, Middle, and High School . Learners can discover encyclopedia articles, multimedia, primary sources, games, and other learning resources that support student research and reinforce curriculum standards.

PEARSON REALIZE SCIENCE



PEARSON REALIZE is a learning management system that enhances the learning experience in science for students and teachers. Pearson Realize allows access to digital content and e- learning resources.

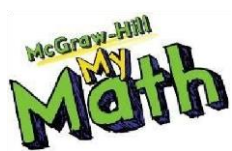
MYMATH

Go Math meets students and teachers on their math journey, raising student achievement scores and provides support for teachers. Go math incorporates the latest thinking in its comprehensive approach and engages digital natives with cross-platform technology. It enables teachers to differentiate instruction, build and reinforce foundational math skills that translate from the classroom to real life.

MS TEAMS



Microsoft Teams is a digital hub that brings conversations, content, assignments, and apps together in one place, letting educators create vibrant learning environments, build collaborative classrooms and connect in professional learning communities.



KAHOOT



Kahoot is a web-based app that allows teachers to pose questions to children who then respond from a selection of answers electronically on their own devices. It records the answer each child gives, as well as how quickly they respond. The data from Kahoot is used to assess learners. Ultimately, it is a fun and engaging tool that can be used to challenge and assess learners.

CLASSDOJO



Class Dojo is an online classroom management system intended to foster positive student behaviors and classroom culture. Students earn 'Dojo Points' based on their classroom conduct. Teachers use Class Dojo to keep parents up to date on student progress and classroom happenings. The app connects teachers, students and families through communication features, such as a feed for photos and videos from the school day. Grads 1-5 use class dojo as a digital student portfolio that allows students to share classwork with their teachers and family.

PEARSON CORNERSTONE



Cornerstone is a proven, standards-based program for students focused on learning English and achieving academic success simultaneously. It provides intensive and focused instruction that accelerates students' language acquisition and reading comprehension skills.

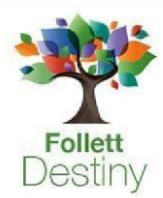
Middle School Division Digital Platforms:

IXL



IXL is a personalized learning platform used for Math, Science, and English Homework. IXL combines the curriculum, continuous diagnostic tools, individual guidance, and real-time analytics to help teachers differentiate instruction for each of their students

FOLLET



Destiny Collections creates new, collaborative ways for librarians, teachers and students to share resources across the school or with other users. Students and teachers can access resources in Destiny Discover and add them to any Collection. The Collections may include web pages, images, documents and eBooks.

BRITANNICA



Britannica school is a safe, up-to-date, and age-appropriate information resource for Elementary, Middle, and High School . Learners can discover encyclopedia articles, multimedia, primary sources, games, and other learning resources that support student research and reinforce curriculum standards.

PEARSON REALIZE SCIENCE



PEARSON REALIZE is a learning management system that enhances the learning experience in science for students and teachers. Pearson Realize allows access to digital content and e- learning resource.

GOOGLE CLASSROOM



Google Classroom's purpose is to facilitate paperless communication between teachers and students and streamline educational workflow. Google Classroom allows teachers to create classes, post assignments, organize folders, and view work in real-time. Students can begin their work with just one click, by viewing the assignment then opening a Google Document. When they do this, teachers have a real-time view into student progress and can offer feedback along the way. Students each have their own Google accounts that are maintained by DBS.

Special Needs Division Digital Platforms:

IXL



IXL is used for Language Arts and Math home study. It combines the curriculum, diagnostic tools and provides individual guidance and analysis of student work which enable teachers to differentiate their teaching methods to best suit students' needs.

READING A-Z



RAZ offers a personalized approach to Literacy. It enables students to develop their reading skills by blending instruction, practice and assessment. Leveled books and other related resources can be printed, projected or read and completed digitally.

GOOGLE CLASSROOM



Google Classroom will be implemented fully in Red, Blue and Purple Classes in SEN as well as Business Administration, ASDAN Silver, Gold and AoPE in Vocational. Google Classroom allows teachers to create, post assignments, organize folders and view student work in real-time. Students

have their own Google accounts that are maintained by DBS and can access and engage in assignments by one click. Teachers can view students' progress in real-time and provide continual feedback and guidance.

High School Division Digital Platforms:

IXL



IXL is a personalized learning platform used for Math and English Homework. IXL combines curriculum, continuous Diagnostic tools, individual guidance, and real-time analytics to help teachers differentiate instruction for each of their students

FOLLET



Destiny Collections creates new, collaborative ways for librarians, teachers and students to share resources across the school or with other users. Students and teachers can access resources in Destiny Discover and add them to any Collection. Each collection can include web pages, images, documents and eBooks

BRITANNICA



Britannica school is a safe, up-to-date, and age-appropriate information resource for Elementary, Middle, and High School . Learners can discover encyclopedia articles, multimedia, primary sources, games, and other learning resources that support student research and reinforce curriculum standards.

PEARSON REALIZE SCIENCE



PEARSON REALIZE is a learning management system that enhances the learning experience in science for students and teachers. Pearson Realize allows us to access digital content and e- learning resources.

GOOGLE CLASSROOM



Google Classroom's purpose is to facilitate paperless communication between teachers and students and streamline educational workflow. Google Classroom allows teachers to create classes, post assignments, organize folders, and view work in real-time. Students can begin their work with just one click, by viewing the assignment then opening a Google Doc. Google Classroom enables teachers to have a real-time view of student progress and teacher feedback. Each student at DBS has a Google account that is maintained by DBS.

GLENCOE MATH



Glencoe Math makes math real for students. Digital planning tools and interactive resources are available online through the power of ConnectED, an easy-to-use assignment and assessment platform. Glencoe Math meets students wherever they are in their learning. Assessments help you determine proficiency before, during, and after lessons. Differentiated instruction resources ensure approaching-level students master concepts before moving on.

BRIDGE U



guidance.

BridgeU was founded to help young people around the world realize their potential, through empowering schools to provide smart, modern university and careers

Interactive Sessions:

Interactive sessions are digital sessions where students and teachers can interact via video conferencing. Each division will determine the interactive sessions that will be conducted as well as the subjects that will be required for students to attend. Interactive sessions will allow:

- Teachers to share engaging content and information remotely
- Students to interact with the teacher and their peers for social well-being
- Clarify all misconceptions that student may have had about the lesson, assignment, and/or assessment

Digital Learning Grading:

As we continue to grow in the usage of digital platforms as a school, students will use some of the platforms as assessment tools. Each division principal and administrative staff will notify students and parents of the following:

- Platforms will be used for student assessment
- The percentage digital learning will be used and graded in the event that school is delayed or canceled for any reason
- The grade weight of the assessments

- The types of assessments are given via digital platforms: these assessments may include but are not limited to:
 - formative and summative assessments
 - formal and informal assessments
 - projects
 - research assignments
 - discussions (questions)
 - homework
 - classwork
 - attendance in interactive sessions

Teacher Responsibilities:

- To post assignments and assessments to the digital platforms according to division guidelines and timeframes
- Respond to student and/or parental questions concerning assignments, assessments, and platform information.
- Provide students and parents with access information for all platforms or refer them to the IT department for help
- Provide students with feedback in a timely manner via the digital platform that work was submitted too.
- Contact students and parents if there are any issues concerning technical issues related to the platform being used.
- Monitor students' interactions while using the school's wifi and learning platforms and report any situations that are deemed inappropriate or offensive.

Student Responsibilities:

- Submit all assignments and assessments on time.
- Ask questions to clarify what is not understood via the digital platforms or in person.
- Share technical issues with the teacher and/or IT department.
- Be mindful, respectful, and considerate of teachers and peers while using the various digital platforms.

Parental Responsibilities:

- Monitor students' behavior and posts while using the digital platforms at home.

- Contact the teacher or division administration if you notice anything inappropriate or offensive on the digital platforms.
- Contact the teacher or staff members if you have any questions or concerns regarding digital platform usage, grading, or assignments and/or assessments.

DBS Cyber Safety Policy

Purpose:

To meet the changing nature of technology and to ensure that students, parents and staff are aware of the risks attached to overuse and unsafe use of the internet. To ensure that students are able to make educated choices regarding these risks.

Definition:

Cyber safety refers to time allocated to use of the internet (and incorporates issues of gaming addiction). This includes the issues of safety around the internet - cyber bullying, identity theft etc.

Rationale:

With the rapid development of technology, students are exposed to a wide range of connected electronic devices such as laptops, tablets and smartphones. Through these students have instant access to the internet. These devices are recognized as beneficial educational tools. However, some students are spending large amounts of time using electronic devices and in some cases this leads to reduced time dedicated to sleep, study, class work, family communication and outdoor activity.

However, there are a number of issues on the internet that pose threats to students' emotional lives and thus their academic lives. Some students are involved in cyber bullying either as perpetrators or as victims. Some students are unaware of safety issues surrounding their digital footprint and are thus at risk of a range of possible problems such as identity theft and sexual predators.

Aims:

This policy aims to ensure that:

- Students, staff and parents know about cyber policy, cyber bullying and its consequences
- To know policies and procedures to prevent and, if necessary, to deal with cyber bullying in school or within the school community.

- To empower students to take ownership of and responsibility for their usage and habits.
- To educate teachers about their role in ensuring that students are using the internet responsibly and safely.
- To support parents in their efforts to ensure that their sons are using the internet responsibly and safely.
- To Monitor the effectiveness of our procedure

Outcomes:

- Staff, students and parents to adhere to the school cyber policy.
- Equip students with relevant skills and strategies to manage tablets overuse and/or addiction.
- Educate students about cyberbullying and other unacceptable behaviors.
- Educating students about risks concerning internet use & online privacy (release of personal details; photos; sexual predators etc.)
- Provide students with effective strategies to protect their digital identity
- Promote responsible/appropriate digital etiquette
- Teachers should be proactive in enforcing appropriate tablet use in the classroom.
- Staff to recognize that all incidents of bullying are unacceptable and to be proactive in addressing their issue.

CYBER POLICY

DBS Cyber policy regulates all aspects of digital data exchange, including the Internet, data privacy and network usage, as well as cyber defense. It aims at protecting the public and private infrastructure from cyber-attacks. The policy also intends to safeguard information, such as personal information (of web users), financial and banking information and sovereign data.

CYBER BULLYING

- Cyber bullying includes sending or posting harmful or upsetting text, images, trolls or other messages, using the internet, mobile phones or other communication technology. It can take many forms but can go even

further than face to face bullying by invading home and personal space and can target one or more people.

- It can include threats and intimidation, harassment, defamation, exclusion or peer rejection, impersonation and unauthorized publication of private information or images. It can include messages intended as jokes, but which have a harmful or upsetting effect.
- It may take place over varying age groups.

Practices and Procedures

Students Responsibilities and Expectations:

- Students who are using E-Learning may use their own devices with MDM on the DBS Student network by reading and accepting the Cyber Policy agreement.
- Children are permitted to bring in tablets to support their learning.
- Students will be given a login password to access the internet in the school for computer labs and for tablets WIFI password is preloaded by the IT team.
- It is vital that everyone knows how to use technology in a respectable and beneficial way.
- No student shall use another student's network login details and password unless computer lab login password.
- Student Tablets should only be switched on during the necessary lesson.
- Maintain the integrity of the school network and equipment.
- Devices may not be used during assignments, exams, quizzes, or tests or for non- instructional purposes.
- Students should be aware that staff will be able to ask a student if they can view the contents of their personal technology device if there is reasonable suspicion that the student has violated the Cyber policy agreement, school rules or is engaged in any other misconduct when using the device in school.
- Students may not use devices to record, transmit, or post photographic images or video of a person or persons on campus during school hours or during school activities.
- Devices may only be used to access applications or web-based resources which are instructed by the teacher.

- No student shall establish a wireless ad-hoc or peer-to-peer network using his/her personal technology device, or any other wireless device, while in school.
- The teacher may request, at any time, that Tablets be turned off in the classroom or outside. Failure to do so may result in revocation of access to the DBS Student network.
- Sound should be muted on all tablets during lessons unless the teacher authorizes the use of sound.
- If the device is locked or password protected the student will be required to unlock the device at the request of a school administrator.
- Personal devices must be charged prior to school and run on battery power while at school. Charging of devices will not be permitted at School.
- Each user is responsible for his/her own device and should use it responsibly and appropriately. School takes no responsibility for stolen, lost, or damaged devices, including lost or corrupted data on those devices. While school employees will help students identify how to keep personal devices secure, students will have the final responsibility for securing their personal devices.
- The school's network filters will be applied to a device's connection to the internet and any attempt to bypass the network filters is prohibited.
- School-related files are the only files to be saved in a student's personal folder
- Students should not store commercial software, music, and/or games or hidden files to their folders.
- Playing commercial/online games and visiting sites not related to education is not permitted.
- Inappropriate media may not be used as a screensaver or background photo.
- The students should agree that the camera will not be used to take inappropriate, illicit or sexually explicit photographs or videos, nor will it be used to embarrass anyone in any way.
- Posting images/movies on the Internet into social media is strictly forbidden.
- Students may not attempt to use any software, utilities or other means to access internet sites or content that is blocked by the school's internet/network filters.
- Any student caught trying to gain access to other student's accounts, files or data will be subject to disciplinary action.
- Never lend devices to others. Students should understand that their device is subject to inspection at any time without prior notice.

- Use of the camera and microphone is strictly prohibited unless permission is granted by a teacher.
- If a device is found unattended, it should be given to the nearest member of staff.

Student Behavior Consequences:

Students at DBS are held accountable for their actions in the classroom and also in the digital learning environment. When using digital technology, students are expected to adhere to the practices and procedures set forth by the school. Those students who violate or breach the policies and procedures are subject to but not limited to the following disciplinary actions as outlined in the students/parent handbook.

- verbal warning
- removal of internet access while on campus or during school hours
- removal of DBS network access privileges
- removal of DBS email privileges
- confiscation of device(s)
- restricted use of school desktop computers in the library or computer labs
- removal from classroom or interactive sessions
- referral to school counselor if the offense warrants additional mental and/or emotional support
- written letter of reprimand (cautionary letter of warning letter)
- in school suspension
- out of school suspension
- expulsion from school

All infractions will be communicated to parents immediately. Each divisions' administrative team reserves the right to issue discipline consequences according to the type and severity of student infraction as stated in the discipline section of the student/parent handbook.

Parental Awareness & Responsibility:

- Not following the Cyber policy may lead to children having devices confiscated or permanently banned from possession in school, as well as possible disciplinary action taken against them.
- Students and parents should be aware that devices can be subject to a search by school administrators if the device is suspected of a violation of the student code of conduct.
- At Dasman, Smartphone usage as Tablet is not permitted.

- Please make sure that your child 's device is SIM free.
- Dasman will accept no responsibility for student devices that are damaged, lost, stolen, or which have data infected/corrupted.
- Teachers are allowed to view the most recently used apps on a student's device without any objection from the student.
- Instruct your child to keep the device in a secure location.
- Failure to cooperate with a school's investigation of abuse/or misuse of devices may invite disciplinary actions.
- Parents should monitor students' use of the device when not in school particularly during homework and study times.
- It is the responsibility of parents/guardians to ensure that appropriate insurance cover is in place to cover any damage to the device.
- Parents should inspect the device each evening to ensure that it is in good working order.
- Parents should inspect the device and the installed Apps on a regular basis to ensure that there is no inappropriate material on it or any inappropriate user.
- Parents need to provide a protective case that has corner protectors preventing the device from breakage.

School Responsibilities

- Teachers must communicate with parents regarding pre-installing apps on tablets and should use web-based resources where possible.
- To apply this Policy, Code of Behavior and School Rules.
- To make every effort to ensure quiet use and enjoyment of the device by all students who use the device.
- To provide a safe storage area for students during breaks and whilst they are activities.
- To assist students to resolve any technical or other issues.
- The school is not responsible for any loss or damage to students' property.
- School will make every effort to resolve any reported issues relating to ownership, possession or use of the device.
- School will provide wifi access and MDM to all students.
- The school reserves the right to review, monitor, and restrict information stored on or transmitted via Dasman owned equipment and to investigate inappropriate use of resources.
- Provide staff guidance to aid students in doing educational work and help assure student compliance of the acceptable use policy.

- All members of the school community will be informed how cyberbullying can be reported.
Confidential records will be kept of all cyber bullying incidents.
- Teachers will help students identify how to keep personal technology devices secure, but students have the final responsibility for securing their devices.

MONITORING AND EVALUATION OF THE POLICY

There will be an annual review of this policy by the ICT Coordinator and administrative team members.

Policy Reviewed and Updated: June 2020

DASMAN BILINGUAL SCHOOL – CYBER SAFETY POLICY

Dasman Bilingual School believes that digital technology and cyber safety are part of the educational environment that will help our students engage in a differentiated learning environment, empower and enhance their 21st century skills, and create innovative students. A balance between classroom structure and the digital community will help cultivate well-rounded students with knowledge, skills, and values that are required to be global citizens.

I/We have read the digital policy and fully understand the purpose of digital platforms and technology for the purpose of educational advancements. I also read the cyber policy and hereby acknowledge my understanding and agreement to the conditions of the cyber policy. I am aware of the policies and procedures of BYOD (Bring your own Devices) and school owned devices and how they will be used and monitored throughout the school year. I/We also grant school authorities the right to inspect and monitor my child's device and its apps/ programs on the device. I/We understand that any breach in the policy may result in academic and behavioral consequences as stated in the policy and the student/parent handbook. .

I/we give permission for _____ (please print student's name) in _____ (grade/class) to use a personal technology device on the DBS Student wireless network.

I understand the above rules set out in this policy for connecting a BYOD device to Dasman Student wireless network. I agree to follow the rules outlined and understand the consequences if I do not follow the rules and procedures of the policy.

Printed Student Name: _____

Date: _____


Parent Signature: _____


Date: _____






The purpose of this document is to provide a clear and actionable guidance for all stakeholders for safe operations through prevention, early detection of COVID 19 in the school, procedures and guidelines for the reopening of DBS.






Action	Description
<p>Entry and Pick up</p> 	<ul style="list-style-type: none"> • Implement a staggered entry and exit procedure to eliminate overcrowding and to maintain 2 metres physical distancing in high traffic areas. • Families drop off and pick up at one designated areas and designated timings with no interaction inside the school. There should be no access to the rest of the school facility by family members and visitors. Family members should be given maximum time limit of 10 minutes in the designated area to pick up / drop off with no crowding, maintenance of a 2 metres distancing, and wearing of masks at all times • Maintenance work or deliveries, should happen after the school's opening hours. Proper precautionary measures should be applied especially for pick up or drop of items by designating a specific location and following a contactless process. • Purchase of sanitization gates for all the gates that will be used for entering the school. • Modes of thermal screening (individually or by installing the relevant technology) should be present at the entrance of the school. • The class teacher is responsible to refer students with COVID-19 symptoms such as cough, body aches, fatigue, shortness of breath, sore throat, runny nose, diarrhea and nausea, and headache, to the school nurse for further screening as per the guidelines. • Plan ahead to ensure adequate supplies to support hand hygiene behaviors and routine cleaning of objects and surfaces. • Hand hygiene stations should be set up at the entrance of the facilities, so that children/staff/parent can clean their hands before they enter.

<h2 style="color: red; text-align: center;">Screening</h2> 	<ul style="list-style-type: none"> • Sick students, teachers and other staff should not come to school • Schools should enforce regular hand washing with safe water and soap, alcohol rub/hand sanitizer or chlorine solution and, at a minimum. • Any case of illness is detected amongst visitors or staff presenting COVID-19 symptoms such as fever ($\geq 37.5^{\circ}\text{C}$), cough, body ache or fatigue, shortness of breath, sore throat, runny nose, diarrhea and nausea, headache, or loss of sense of smell or taste, should be contacted to the school's nurses. • If a child/teacher/staff begins to show symptoms of COVID-19 while at school, they must get isolated instantly, and the parent/ guardian of the child to be notified immediately and the patient should be referred to the hospital. • If the result is positive, the traced contacts of the patient, including teachers along with the classmates of a student, or colleagues are all considered close contacts (Anyone who spent more than 15 minutes in a proximity of 2 metres with the positive case, from the day of symptoms onset, or the day of the positive PCR test). They should all commence the 14-day quarantine counted PCR from the day of the positive test • Measures for disinfection should be taken as per the guidelines, for the classroom and the school premises used by the child as traced, and the holding isolation room where the staff and students will wait for their transportation
<h2 style="color: red; text-align: center;">Monitoring and attendance records</h2>	<ul style="list-style-type: none"> • If staff, guests and/or students were confirmed positive according to a COVID-19 PCR test by an accredited facility, they are not to return unless they are granted a clearance certificate by MOH stating that they are discharged from isolation. • The school must maintain adequate records of its staff/guests/members/students, including names, telephone numbers and visit dates, to assist if contact tracing becomes necessary. And to maintain accurate work records of its staff for contact tracing purposes. • Upon the onset of the academic year, the school should collect health and travel declaration forms

	<p>from all students and staff. The template of the form can be developed by the school.</p> <ul style="list-style-type: none"> • Staff members or teachers age 65 or older, or with serious underlying health conditions, encourage them to talk to their healthcare provider to assess their risk and to determine if they should stay home. • Children with disabilities, talk to their parents about how their children can continue to receive the support they need at home.
<p style="text-align: center;">Hygiene</p> 	<ul style="list-style-type: none"> • Anyone entering the premises should be checked for wearing mask and should be asked to use the hand sanitizer available at the entrance. • Staff and children's bags and shoes are encouraged to be sprayed with sanitizer upon arrival to school. • Frequently used electronic devices should get disinfected after each use (i.e. Tablets, computers, et • Place awareness/educational posters describing handwashing steps near sinks. Additional guiding hygiene communication material should be shared with parent prior to opening of school and should be placed across the premises. • Close off areas used by the person who is sick. • Open outside doors and windows to increase air circulation in the areas. • Wait up to 24 hours or as long as possible before you clean or disinfect to allow respiratory droplets to settle before cleaning and disinfecting. • Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms, and common areas. • If more than 7 days have passed since the person who is sick visited or used the facility, additional cleaning and disinfection is not necessary. • Continue routine cleaning and disinfection of all frequently used areas. • Toys that cannot be cleaned and sanitized should not be used. • Toys that children have placed in their mouths or that are otherwise contaminated by body secretions or excretions should be set aside until they are cleaned by hand by a person wearing

	<p>gloves. Clean with water and detergent, rinse, sanitize with an a registered disinfectant, rinse again, and air-dry.</p> <ul style="list-style-type: none"> • Avoid using equipment that will require blowing (musical instruments, whistles, blow-pipes, etc) or encourage the parents to supply their child with their own equipment if possible. •
<p>Set up/social distancing</p> 	<ul style="list-style-type: none"> • Use of outside space should be encouraged: for exercise and breaks o for outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff • outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned and sanitized between groups of children and young people using it, and that multiple groups do not use it simultaneously. • .Stagger the use of staff rooms and offices, their entry and exit, and the use of their pantry, to limit occupancy. • The school administration must dedicate an isolation room (separate from the nurse room). • Create visible markers on the floor to indicate appropriate spacing. • Online payments to be encouraged.
<p>Educational Provision /Events</p>	<ul style="list-style-type: none"> • Student ratios will vary depending on the size of the classroom • children and young people are in the same small learning groups at all times each day, and different groups are not mixed during the day. • Ensure that the same teacher(s) and other staff are assigned to each learning group and, as far as possible. • Students should be designated a chair and table and no swapping among students is allowed. • The school has to ensure academic provision for all the students who are unable to attend their classes physically (due to health conditions, isolation, quarantine). • Cancel or postpone special events such as festivals, holiday events, special performances, and sports tournaments until further notice. • Group activities such as school trips, celebrations, sports and student camps should be suspended.

	<ul style="list-style-type: none"> • PE lessons should focus on sports that do not require physical interaction; and school swimming pools will remain closed until further notice. • Frequent sanitization of all equipment, and all areas in which PE lessons are offered • Ensure ventilation of the gym, either by opening windows and doors, or by using ventilation systems • No tournaments or events will take place at this time
<p>Transportation</p> 	<ul style="list-style-type: none"> • Buses at half capacity and to place marks on chairs for seating guidance. • Anyone entering the bus should undergo screening • Bus hygiene should be maintained by following the appropriate sanitization and physical distancing standards. • All buses must be sanitized after each trip. • Ensure proper ventilation in the vehicle at all times.
<p>Compliance</p> 	<ul style="list-style-type: none"> • Schools need to fully cooperate and comply with all measures and guidelines stated by the government regulators.
<p>School premises</p>	<ul style="list-style-type: none"> • Prayer rooms should remain closed, until the authorities allow to open. • Science laboratories, training kitchens, art studios, music rooms, and others should implement the following guidelines: <ul style="list-style-type: none"> • Spaces should be well ventilated • The rooms should not be used in full capacity • Frequently touched areas /surfaces and equipment should be disinfected after every use.



- Clear guidelines should be set for cleaning staff to ensure they follow the right measures such as wearing gloves and masks
- Staggered entry to the library.
- Online search and borrowing of books should be encouraged.