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ANPS

2024-2025

Parents' Manual to ANPS Processes, Rules and Regulations

“To inspire, empower, challenge, and motivate future leaders”

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PREFACE

Dear Parents and Students,

Welcome to Al Najah Private School (ANPS). We are a community of about 2400 students and over 150 faculty members. We have produced the Family Handbook to help you have a successful and rewarding time with us. We will be sharing this document with you on your school registered emails and parents are considered liable to the information within.

While policy and procedures sometimes appear daunting to read, we believe that the guidelines offer the best framework to meet the needs of the students, the parents, the faculty and the school, and to have a successful school year.

We have an 'open door' policy to discuss matters, to support and assist individuals. We hope that the spirit of the school will create a happy and harmonious effective learning environment.

In conclusion, we can only be a successful school if we work together and support each other.

With this in mind, we welcome you at ANPS and wish you a successful and rewarding school year.

Welcome to ANPS

“To inspire, empower, challenge, and motivate future leaders”

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Al Najah Private School (ANPS) Policy on Cultural Considerations

Introduction

At Al Najah Private School (ANPS), we understand the importance of aligning our educational practices with the cultural considerations established by the Abu Dhabi Department of Education and Knowledge (ADEK). The following policy reflects the dedication of ANPS to creating an inclusive and culturally sensitive environment.

Workshops and Programs

ANPS actively promotes cultural understanding and appreciation within our diverse school community. Our workshops and programs will serve as platforms for fostering dialogue, encouraging respect, and celebrating our school's vibrant tapestry of cultures.

Educational Resource Committee

We will establish a dedicated committee to ensure that ANPS educational resources align seamlessly with UAE values, customs, traditions, and ADEK cultural considerations. This committee will meticulously curate, review, and update the resources used in ANPS processes.

Documentation of Meetings

To maintain transparency and accountability, ANPS will work diligently. Make the minutes of our committee meetings available. This allows relevant stakeholders to participate in the selection and review process of resources.

Dress Code

ANPS maintains a dress code policy for students and teachers that respects the norms and values that contribute to the rich identity of the UAE.

Approved List of Recommended Resources

To uphold compliance with ADEK considerations, ANPS will maintain an updated list of educational resources that align with the UAE's cultural sensitivities and values.

Alignment with UAE Political Affairs

The covered topics will seamlessly align with the UAE's internal and external political affairs, guided by the approved social studies curriculum. ANPS is committed to fostering thinking and respectful dialogue within its educational framework.

Avoidance of Controversial Content

ANPS pledges not to display any written, audio, or visual content associated with ideas, beliefs, or movements that are politically, socially, or religiously extreme and are contrary to the UAE's culture, values, customs, traditions, and national identity.

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Reviewing Science Books

To respect sensitivities in science education, thorough reviews will be conducted on content related to sex education, reproduction, and human evolution to ensure alignment with the UAE's cultural norms.

Objective Approach towards Events

ANPS adopts an objective approach when teaching topics related to revolutions, wars, or potential conflicts. This approach allows students to explore these subjects from a perspective that encourages critical analysis.

Exam Content that Respects Cultural Sensitivities

When designing examinations, we prioritize students' comfort and respect by avoiding topics that may cause discomfort or offense on cultural grounds.

Embracing UAE Culture

Our lesson plans aim to create connections between ANPS student's learning experiences and the rich heritage and traditions of the UAE, fostering a sense of cultural integration.

Promoting Positive Habits

ANPS is committed to maintaining an environment that promotes positive habits while actively discouraging behaviours' such as drug use, alcohol consumption, smoking, and similar activities.

Refraining from discussing LGBTQ topics

The UAE respects the diversity that makes up the UAE community and flourishes on values of tolerance and respect. As per the laws in UAE, discussing all LGBTQ and gender orientations is forbidden. All school communities should refrain from discussing these topics.

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Countering Extremism

At ANPS, we stand firmly against promoting political extremism in our educational practices. Instead, we strive to provide our students with a rounded and inclusive worldview.

By adhering to these guidelines and embracing ADEK's cultural considerations, Al Najah Private School (ANPS) strives to create a culturally sensitive and inclusive educational environment that genuinely respects the UAE's traditions, values, and national identity.

Al Najah Private School (ANPS) Staff Code of Conduct for Cultural Consideration Policy

Introduction

At Al Najah Private School (ANPS), we are fully committed to maintaining a culturally aware educational environment in line with the cultural considerations established by the Abu Dhabi Department of Education and Knowledge (ADEK). This Staff Code of Conduct outlines the expectations and responsibilities that all ANPS staff members have in upholding these considerations.

1. Respect for Cultural Diversity

All ANPS staff members are expected to respect the cultural backgrounds, traditions, and beliefs of our students, colleagues, and the broader community. Discrimination or prejudice based on ethnic differences is strictly prohibited.

2. Inclusive Curriculum

Staff members are responsible for contributing to developing and implementing a curriculum that embraces a variety of perspectives, cultures, and histories. It is essential to ensure that lessons and educational materials are culturally sensitive and respectful.

3. Language Inclusivity

ANPS staff should consistently demonstrate respect for diversity among students and colleagues. Efforts should be made to support individuals who speak languages other than the primary language of instruction.

4. Cultural Competency

We encourage all staff members to improve their cultural competency skills. Engaging in training that promotes awareness and sensitivity is a valuable method to enhance our understanding and interactions with people from diverse backgrounds.

5. Respect for Religious and Cultural Practices

Our ANPS team members are expected to make accommodations that allow students and colleagues to observe their religious and cultural practices within our educational setting, following the principles outlined in the ADEK Cultural Consideration Policy.

6. Avoidance of Controversial Content

It is strictly prohibited to display any written, audio, or visual content associated with ideas, beliefs, or movements that are politically, socially, or religiously extreme and go against the UAE's values, customs, traditions, and national identity.

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7. Reviewing Science Books

In our dedication to sensitivity, we will thoroughly review science books for content related to sex education, reproduction, and human evolution to ensure they align with the cultural norms of the UAE.

8. Objective Approach towards Events

When teaching topics concerning revolutions, wars, or potential conflicts, ANPS staff should adopt an objective approach. This approach encourages students to explore these subjects from a critical perspective.

9. Culturally Sensitive Exam Content

When designing exams, prioritize students' comfort and respect by avoiding topics that may cause discomfort or offense based on grounds.

10. Embracing the Cultural Heritage of the UAE

When creating lesson plans, it is essential to incorporate elements of UAE culture. This approach allows students to connect their learning experiences with the heritage and traditions of the UAE, promoting cultural integration.

11. Promoting Positive Behaviour

As ANPS staff members, we have a responsibility to foster an environment that encourages positive habits while discouraging behaviours such as drug use, alcohol consumption, smoking, and similar activities.

12. Respecting Diversity without Focusing on Specific Topics

The UAE respects the diversity that makes up the UAE community and flourishes on values of tolerance and respect. As per the laws in UAE, discussing all LGBTQ and gender orientations is forbidden. All school communities should refrain from discussing these topics.

13. Encouraging an Inclusive Worldview

ANPS firmly opposes promoting any form of extremism in our educational practices. Instead, we strive to provide our students with a rounded education that embraces inclusivity.

14. Reporting Policy Violations

If any staff member witnesses or becomes aware of violating our Cultural Consideration Policy, it must be reported to the appropriate school management. ANPS is committed to addressing concerns effectively and efficiently.

15. Consequences for Violations

Violating this Staff Code of Conduct may result in actions following ANPS policies and procedures. These consequences may include counselling sessions, training programs, or other appropriate interventions to foster sensitivity and understanding.

By following the Staff Code of Conduct, we as a team uphold the principles of sensitivity, respect, and inclusiveness at Al Najah Private School (ANPS). Every staff member has a

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part in establishing an atmosphere where all students can grow and excel, irrespective of their cultural heritage.

Our School

School History and General Information

ANPS was founded in 1987 as a private international school from K-12 with the aim of providing the most comprehensive British Curriculum as a college preparatory education to students of all nationalities. A unique bilingual program in English, and Arabic, along with one of the most comprehensive Math and Science programs, enable graduates to pursue higher education worldwide. The school is located in Mussafah, a suburb of Abu Dhabi.

ANPS facilities include 91 classrooms, Physics, Chemistry and Biology labs, a library that is supported this year with an e-library, three playground areas, two covered areas, two AstroTurf football fields, two basketball courts, canteen, two computer/language labs, a school clinic and administration offices.

ANPS is a multinational private co-educational institution licensed by the U.A.E. Ministry of Education. An English system of education is adapted to suit cultural requirements of the U.A.E. Ministry of Education.

The main language for communication and instruction is English, with a great Arabic program for the 1st and 2nd speakers of the language.

An Environmentally Friendly School

We recognize the importance of environmental sustainability. We expect teachers to model environmental responsibility and to take every opportunity to help students develop an awareness and understanding of environmental issues. We also communicate electronically with parents so we avoid exchange of paper trails.

Vision

“To inspire, empower, challenge, and motivate future leaders”

Mission

The school provides excellence at all levels, providing a student centred, diverse international education in a stimulating, safe, progressive and supportive educational environment that embraces the development of the whole student. We prepare students for an evolving and changing world where they achieve their best.

Our Core Values

The following are the values which form the foundation on which we perform work and conduct ourselves. They are the practices we use every day in everything we do:

Responsibility, Respect, Tolerance, Integrity, Care, Honesty, Empathy, Resilience
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ANPS Meetings and Communications Policy

Academic Meetings

Parents' first point of contact for any academic concern should be the teachers. All ANPS teachers are accessible through their email addresses, which parents can get from your child(ren)'s Google Classroom. Allow 24 hours for teachers to reply to your emails.

Meetings with Heads of School

Parents can email the heads of schools if they need more assistance in solving an unresolved academic issue they discussed with the teachers. The heads of schools will consult with the teachers on an educational matter and do what is best academically for students.

The head of the school will not take any meeting if it is not discussed with the teacher first.

Parents need to email the head of school and book the appointment.

All meetings are to be done through Zoom.

Meeting the Deputy Director and the Director

Parents are welcome to ask the Deputy Director and the Director for a meeting to discuss matters related to their children. The parents must confirm that they have contacted the teacher, supervisor, head of school, or concerned admin staff before requesting this meeting.

The meetings will be based on a first-come, first-serve basis. The purpose of the discussion needs to be indicated in the subject line. The Director will check the trail of communication and the subject line. An email of confirmation will be sent to the parents, together with the link to the meeting. The Director may also refer you to another staff member who is better to resolve the issue.

Meeting with the parent Council

There will be three official meetings with the parent Council to discuss matters the parent community is concerned about. The parent Councils at ANPS liaise between the school and parent communities. Parents need to reach out to the Council members regularly.

Parent Conference Days

The school will hold three parent conference days. They are published on the school calendar, and reminders will be communicated to parents via their registered email address.

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School After Hours

Security is on location at the school 24 hours a day, seven days a week. We welcome students on the premises at 7:15 a.m. and bid them goodbye at 2:45 p.m. every day and at 11:45 am on Friday.

Meetings Policy

The school is fully automated to run all financial transactions, daily operations, and online educational meetings. Our teams instead attend to your children's well-being and education during school hours.

All Meetings with school staff will be done using the Zoom application to keep our school community safe, to accommodate the parents who live far away and need to commute to school, and to be able to provide more flexible timings that may be after school hours sometimes. And to maximize the staff time.

The school will not hold face-to-face meetings and only allow minor financial transactions, although we urge everyone to be familiar with our online banking options.

<https://anps.co/payment-info/>

Communication

Email/google classroom.

Email is the main form of communication in the school. Please ensure that your details are constantly updated in the school's system.

Parents can also use the WhatsApp number through the live chat service on the school website:

Anps.co

Supervisors are attending to your children's attendance and safety at the school. They can be reached via their emails or allocated phone numbers. The list will be shared with you once school starts.

The rest time of ANPS is significant to us as they are the primary caregivers to our students; teachers cannot be reached by phone. Ensure you communicate with them through the Google Classroom platform or their emails. Parents need to communicate during working hours and allow 24 hours for teachers to respond.

iSAMS

The report cards and student diaries are posted on the school management system iSAMS. Parents have access to a parent portal, iParent, on which they receive everything related to their children, including report cards, rewards, conduct, and bills.

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It is the responsibility of the parents to make sure that their emails are correct on iSAMS. They can do so by checking with the school parent community related to the school.

Correcting the emails is as easy as emailing admission@anps.co

Media release

Upon registering at the school, ANPS families approve of using their child's photos on social media. If parents do not want their children's photos to be displayed on school social media, they need to email admission, the head of school, and the activities coordinator. In case of no preference, ANPS assumes your consent as parents to use your children's photos on school websites and social media portals. Unless instructed otherwise in written form, all ANPS students can be featured on school media platforms, and receiving this guide in your emails as parents serve as parental consent.

Valid Addresses, Websites, and Telephone numbers

School's Address:

Al Najah Private School
 PO Box 284
 Mohammed Bin Zayed City - 9
 Abu Dhabi, UAE
 Telephone: +97125530935
 Fax: +97125531950
 Email: info@alnajahschool.com ; servicedesk@anps.co

Website:

<https://anps.co/> is the central hub for all school news and procedures. Everything can be found on the website, from financial questions to calendar events.

Email addresses for teachers are available through your children's Google classrooms.

Email addresses for Admin Staff & Supervisors are available on the last page of this document.

Faculty and Curriculum Meetings: These will be held on a regular basis during the week.

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Student Issues

Teachers' role regarding student conduct

In accordance with and in support of the school's mission and vision, we all have a significant role to play in developing the attitudes and behaviour of students. We seek to foster compassionate and tolerant attitudes among our students and to promote honesty, integrity and responsibility among them. Students are expected to respect the rights, feelings and property of classmates, teachers and all others; they are expected to exhibit co-operation, industry and good citizenship in the classroom and during all other school-related activities. Furthermore, they are expected to demonstrate consideration and good manners towards all others in the community. As we intend to establish a tradition of academic excellence at ANPS, we expect conduct from students based on high ethical standards.

ANPS Student Code of Conduct:

The Code of Conduct articulates the responsibilities of all members of our community.

Student Rights

All the students have the right to:

- Be provided with a high-quality education
- Be safe and respected in a safe school environment
- Be treated with respect and fairness by teachers, staff and fellow students
- Be supported by parents, guardians or designated members at school meetings
- Have confidential school records
- Be provided with appropriate educational activities that promotes their talents, abilities and potentials

Student Responsibilities

All students are responsible for:

Responsibilities to Self

- Following all policies, rules, and regulations set forth by ADEK and the school
- Taking it upon myself to self-grow, research and be updated with all new requirements that would every class of mine at an outstanding standard
- Accepting the direct feedback of the inspectors and their knowledge in commenting on the students learning in the classroom
- Adhering to the marking and feedback policy to ensure consistency among different subject departments, students' levels and their improvement rate
- Tracking my students' development, comparing results to other teachers and other schools if possible and benchmarking the internal assessment marks against international marks released by the National Schools of England and by the IB at all levels.

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- Planning for my individual growth plan in collaboration with the middle leaders and senior leaders at school
- Following the Students' Code of Conduct and Students' Rights and Responsibilities
- Engaging as an active learner to contribute to the learning environment
- Contributing to the school community
- Contributing to and promoting a positive school environment
- Take responsibility for their own actions.
- Maintain a sustained and committed effort towards learning, academic achievement, and personal growth.
- Be punctual and prepared for every Al Najah event on or off site.
- Dress in a manner that is appropriate to the Al Najah school setting.
- Be a positive ambassador of Al Najah on and off site.
- Demonstrate self-respect through cleanliness and grooming.
- Recognize and learn to appreciate both my strengths and my weaknesses.
- Address each opportunity at Al Najah with honesty and thoughtfulness.
- Refrain from bringing anything to school that may compromise my safety, or the safety of others.

Responsibilities to Others

- Respect the rights of others to be heard and appreciated, both within and beyond the classroom.
- Refrain from unnecessary judgement and prejudice of others
- Respect all persons regardless of race, colour, religion, gender, or mental or physical ability.
- When visiting other schools respect and honour their codes of conduct.
- Use only language and gestures that are appropriate in a school setting, and in keeping with an attitude of respect for all individuals.
- Welcome and support all members of the ANPS community and visitors.
- Keep halls and entrances quiet while classes are in session.
- Honour scheduled commitments and give appropriate notice if unable to attend.
- Be involved in school life and share ideas with the change makers so we can work towards improving ourselves
- Avoid the loops of gossip that will do more harm than good to ANPS work spirit we all love and appreciate.

Responsibilities to Property

- Keep personal and common areas in the school clean and neat
- Show care and regard for school and personal property
- Actively care for the environment
- Reach out to a leader in case of neglect found in a certain area or better yet try to correct the neglect if it is within your means

Dealing with Student Behaviour

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The basic principle in dealing with unacceptable behaviour is that we will always emphasise to the student that it is the behaviour that is unacceptable, rather than the student. We will explain that it is the behaviour that must therefore be modified and that this will be to the advantage of the child.

Teachers are expected to be expert in their ability to manage students in normal school situations and to give their full support, in and outside the classroom, to the school agreed behaviour management strategies. Teachers are expected to maintain appropriate student behaviour in the classroom, in the hallways and on the playground.

When incidents of a minor nature occur, they should be dealt with by the teacher “on the spot” through the application of logical consequences to encourage an improvement. However, when interventions over time by the teacher prove ineffective, they should refer the student to the Supervisor and Head of School for further action at the administrative level. The administrators will then apply consequences in line with the ANPS Code of Conduct. For serious breaches of the Code of Conduct, the student or students should be referred to the office immediately. Serious infractions would include physical or verbal abuse, theft, bullying, bringing drugs into the school etc. This is a foreign concept at ANPS but in the unlikely case of it happening may result in immediate expulsion from the school.

Student use of mobile phones/ ipods/ electronic games

Mobile phones, ipods/mp3 players, and electronic games are now allowed for use during the school day for study purposes only. The pandemic has made technological growth faster and we would like to build on that. Using the electronic devices for anything that is not related to the daily studies will not be permitted and it will subject the student to disciplinary measures. The students are forbidden by Law from posting or sharing any photos on social media or WhatsApp of other students, teachers or school staff without the letters' consent. Such incidents will lead to serious consequences that may amount to expulsion from the school immediately and notifying the concerned authorities.

We rely on parents to monitor their children's smart devices and their social media postings as their children's legal guardians.

If a teacher/supervisor sees a student using one of these devices during the school day, they will confiscate the item and turn it over to the Supervisor or Head of School immediately or by the end of the academic day.

Student Dress Code

We want ANPS students to feel the comfort of home at school where they spend most of their time. We have recapped the uniform concept to be trendy, child friendly and most importantly comfortable.

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Students must wear the following uniform, at all times including school trips and school events outside of the school day:

- ANPS shirt
- ANPS comfort trousers
- ANPS jacket
- White socks
- All black leather shoes with a sole grip to avoid sliding

With regards to the student appearance, students should note the following:

- No jewellery
- No facial jewellery
- No long nails and nail polish.
- No makeup
- No hair gels
- No beards for boys
- No long unkept hair for boys
- Clean and hygiene looking appearance
- White or dark blue head scarves (Hijab) and headbands

The school uniform is to be worn during each school day unless special activity days are announced. It is requested that every article of clothing worn to school be plainly labelled with the student's name (shoes included) to facilitate the prompt return of lost items. Students are expected to wear the uniform to and from school. Students and parents should respect ANPS school uniform guidelines as the school will not accept violations. Repeated violations for uniform will result in warning letters that will be kept in the students file and may impact his/her registration in the school for the coming year. It is the responsibility of parents to make sure their children leave home groomed for school and with the full uniform attire on.

Students should wear PE uniform and PE shoes only on days physical education is scheduled as per their time-table. On all other days, normal uniform with black shoes and white socks should be worn.

Extra-curricular Activities

There are many activities and features to enrich the school's environment and student development. Information about the extra-curricular activities will be posted on the school website: anps.co

The activities will also be posted on the school different social media arenas such as Facebook, Instagram, LinkedIn and Google

Parents Community Responsibility for social media

The school website, and all its media hubs are monitored and controlled by an internal Social Media Coordinator and an external media expert company. We invest in what we
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post to the school community audience to celebrate our students who make up the school spirit.

ANPS welcomes comments that are constructive and aim at improving the school to work in a professional language structure that aims at collaboration and not reputation destruction. Parents are our partners in learning and their attitude towards the school affects their children's attitude towards the school as well.

Social media is protected by Law in the UAE; consequently, ANPS legal department will pursue any comment where ANPS name or any of its teachers' names are used negatively for the purpose of destruction. This is also applicable for WhatsApp group communication.

ANPS also welcomes comments, constructive feedback and improvement advice emailed or communicated to the Heads of Schools and the school Director.

Curriculum Documentation

Sharing our program with parents

ANPS teachers will communicate syllabus guides for the material their children are going to study at the beginning of the Year on google classroom. Those guides are of a general nature of what the students will attempt during the school year and may change in the timeline of being given to students depending on the students' achievements and mastery of the subjects. Teachers will post weekly planners and homework diaries on the same platform. They will be posting feedback and comments to parents in case there is an accident or issue that has taken place in school that the parent should be aware of. Parents may request a conference with a teacher(s) if they have questions or concerns about their children. To arrange a conference, parents are invited to contact the teacher directly through email. If parents are not able to contact a teacher, then they should contact the school reception. All these meetings will be online using zoom and not face to face.

The school will host an introductory meeting between parents and teachers. This is an ideal opportunity for the parents and teachers to become acquainted. The school will communicate the meeting time and details during the first few weeks.

Reports are prepared three times a year at the end of each term.

Announcements are posted on google classroom and through iSAMS emails. It is crucial that parents make an effort to make sure they are receiving regular emails from ANPS.

Student Evaluation and Reports

Students are evaluated through continuous assessments of different natures. ANPS benchmarks its internal assessment process through a set of International assessment GL to determine where our students perform in comparison to their peers in the UK studying the same system. Adjustments to the curriculum and the plans are tightly linked to those assessments.

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Term reports will be issued 3 times a year on the iParent which is the parent portal for iSAMS.

External Examinations

The school offers a range of external examinations and is a centre for the Cambridge Examinations Board [AE002]. Examinations offered are:

- IGCSE
- 'AS' Level
- 'A' Level
- IB (International Baccalaureate)

We are proud to be one of the outstanding schools in achieving world class results among all our programs.

Primary School Marking and Feedback Policy

At ANPS we are committed to helping our students strive and make strides towards success. In order for them to do this well, they need clear feedback and targets to aim for.

Below you will find our Marking and Feedback Policy that we will guide our students in the right direction this year.

- Students are assessed continuously through Verbal Feedback (VF), Peer Feedback (PF), Formative Feedback (FF), Self-Correction (SC). You can expect to see these abbreviations on some of their copy corrections, along with the teacher's signature and the date of correction.
- In addition, to make sure that key lesson objectives are understood, students are assigned **one focus-marking task per week for English and Maths**, and **every two weeks for science**. This could be in the form of a writing task, maths questions or summary of science topics. It will be completed in school
- Their class teacher corrects this work and puts a sticker on it depending on how the student has done (red, yellow, or green).
- Students are given written feedback on their work and targets to aim for next time.
- The teacher then uses this information to target specific areas in planning that will help students to continue progressing.

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- Please note that this weekly task is **not a test**, it is a form of continuous assessment that we hope will encourage students to fully engage in their lessons throughout the week.

Here is what you can expect to see in your child's copybook once they have completed their focus task.

A star to demonstrate how comfortable they are with the objectives taught:

Please note that the terminology used is taken directly from our National Curriculum, and corrections are based on the National Curriculum guidelines.



Red - Working Towards



Yellow - Working At



Green - Working at a Greater Depth

Constructive feedback and targets to aim for next time:

Topic:	Date:
	
	
	
	

"To inspire, empower, challenge, and motivate future leaders"

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Middle and Senior School Marking and Feedback Policy

ANPS Marking and Feedback Policy. evaluation

- Students are assessed continuously through Verbal Feedback (VF).
- In the grades applicable, Peer Feedback (PF), Formative Feedback (FF), Self-Correction (SC) abbreviation will be used. You can expect to see these abbreviations on some of their copy corrections, along with the teacher's signature and the date of correction.
- Please note that this weekly task is **not a test**, it is a form of formative feedback that will encourage students to fully engage in their lessons and think independently of their improvement.

Focus Marking Slip

Student Name:				Date:							
Strength:											
Improvement:											
Next Steps	Task1: I can do confidently Task 2: Make me stronger <table border="1" data-bbox="497 1281 849 1545"> <tr> <td>Task 1:</td> <td>Task:2</td> <td>Task3</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> Task 3: challenge me					Task 1:	Task:2	Task3			
Task 1:	Task:2	Task3									
Teacher Signature:											

Focus Marking Rationale:

- Focus marking will be specific and based on a key skill to the topic taught.
- The Focus marking can include numbers that pertain to already specified sentences for easier check (1-4)
- Focus marking slip will be stuck into each student's copybooks or put on googleclass by the subject teacher.

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- The focus marking slip will contain personalised feedback which has its basis in IGCSE syllabus for grades 9 and 10, IB Language ab initio: for grades 11 and 12 IB.
- The teacher will follow up with the student to make sure the student is making progress towards the next steps listed. This could be done by providing the student with extra work in the form of a worksheet or any other form of activity to measure the progress of the student. This will be attached to the copybook as evidence.
- The slip must be dated and signed by the teacher.
- If there is an area for concern from focus marking, an individualised learning conversation should take place with the pupil in the next lesson.

ASSESSMENT POLICY 2024-25

Al Najah Private School believes that assessment is an integral tool that drives learning and teaching. Assessment allows us to identify what students understand, know, can do and where they are in the learning process. Students should be central in the assessment process in order to drive their own self- evaluation skills and promote critical thinking. In addition, assessment at ANPS should provide the opportunity for students to evaluate their individual learner profile attributes. Teachers and leaders at ANPS aim to use assessment data and feedback to inform curriculum planning, enhance learning, identify gaps in knowledge and skills and help students take their next steps successfully.

How assessment is used at ANPS:

- To collect data that drives planning, differentiated instruction, reflection and continuous improvement
- To understand the strengths and barriers of our learners
- To track progress and attainment within a community of learners
- To involve all stakeholders (students, parents, teachers and leadership) in the development of each individual student
- To promote consistency in articulation of the written curriculum
- To promote an understanding of each subject content in connection to the real-world context

Assessment at ANPS

Assessment is a daily part of the life of the school. Assessments, through monitoring of children's work are used, and marking and feedback is used by teachers to inform their teaching and ensure that children know their next step and what they need to do to improve. More formal methods of assessment provide feedback on pupil progress and ensure a rigorous approach to curriculum delivery.

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The purposes of assessment are:

- to be formative, providing information for the teacher to plan the next steps in the children's learning and support children identifying their own next steps;
- to be diagnostic, providing more detailed information about individual children's strengths and weaknesses;
- to be summative, providing a snapshot of each child's achievement –
- these can be reported to parents;
- to be evaluative, allowing the school and individual teachers to evaluate how effective their teaching is;
- to inform the children to enable them to develop their learning

Forms of Assessment Diagnostic Assessments

ANPS uses a range of diagnostic tests to identify how a student is learning and where their strengths and weaknesses lie. Students complete benchmark assessments at the beginning of each academic year for core subjects (Arabic, Math, Science and English). The results of these assessments help teachers to diagnose problems in students understanding or gaps in skills, and to help teachers decide next steps in their teaching. These assessments are repeated at the end of the year and results are compared to measure progress and check if students have mastered specific standards and are ready to move on.

ANPS also makes use of GL Education Progress Tests to understand students' potential, track their progress and identify any barriers to learning they may have. These English, Math and Science tests are completed at the end of the year to measure the progress of the students. Reports are produced with standards set against UK national averages. This allows us to identify where are learners stand in comparison. Reports track progress at individual and cohort level which helps to identify possible gaps in learning and inform planning moving forward for this cohort.

Formative Assessments

Formative assessment is carried out by teachers every day in every lesson. It allows teachers to understand pupil performance on a continuing basis. This type of assessment is used to assess knowledge, skills and understanding, and is used to identify gaps and misconceptions. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. It also enables teachers to identify if children are exceeding expectations. Teachers are then able to provide appropriate support or extension as necessary. The methods of formative assessment we use include; the use of questioning, marking of pupils' work using our marking guidelines (see marking policy) and observational assessment. Formative assessment enables teachers to evaluate teaching of particular objectives of the curriculum and plan future lessons accordingly. For pupils, formative assessment helps them to measure their knowledge and understanding against the lesson objective and success criteria. They can then identify how they can improve.

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Summative Assessment

Summative assessment enables teachers to evaluate both pupil learning and the impact of their own teaching at the end of a period of time. It provides evidence of achievement against the objectives of the curriculum. It is useful in informing teaching and learning in subsequent lessons. This type of assessment is shared with parents at parent/teacher meetings and through report cards which enables them to support their child's learning. Moderation is necessary to ensure accuracy and consistency of teachers' judgements against assessment criteria. Professional Development meetings are arranged for teachers to compare judgements and agree standards within their department and as a whole school. ANPS also partners with other schools to ensure that our judgements are accurate and consistent.

Assessment tasks are prepared and administered at regular scheduled intervals to measure student learning at an individual and cohort level. These are usually completed at the end of a unit to assess the students understanding.

These tasks are devised to include a balanced measurement of the skills required in the subject area and are measured against specific criteria of each year group. They are marked to a consistent standard and moderated within grade levels and as a whole school. Results of these assessments are analyzed in order to improve teaching by informing teachers and departments of student learning gaps.

An internal assessment calendar is created by the Examinations Officer and shared with all teachers to indicate key dates for assessments. This ensures students do not have too many assessments on any day/week. All students are informed of assessment dates.

External Assessments

ANPS students partake in a range of mandatory international assessments set by ADEK including of PISA, TIMMS, PIRLS and PBTS. These are run at regular intervals set by the organizations running the tests.

Grades 10-12 complete external iGCSE, IAL and IB exams at the end of their course. These exams are set by various exam boards and all exams are run in line with the official guidelines released by Pearson, Cambridge and International Baccalaureate.

The examinations are marked in the UK by trained examiners. They are recognized globally and prepare students for further study.

Accuracy and consistency of judgements

Procedure when students are unable to attend an assessment

If a student is too unwell to attend for any formative or summative assessment, a re-sit assessment will be scheduled for the student the week after. Students will be notified with the date of the re-sit exam upon their return to school. A sick certificate must be provided for their absence to qualify for the make-up assessment. This should be sent to their teacher, supervisor and Ms. Reshma (Exams Officer). We do not allow re-sit assessments for any final exams.

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Academic honesty

We expect all students to uphold the highest standards of integrity in their academic work. This includes, but is not limited to, the following principles:

1. Plagiarism: Students must ensure that all work submitted is their own. Plagiarism, which includes copying someone else's work or ideas without proper attribution, is strictly prohibited. Students are required to appropriately cite all sources of information, whether from books, websites, or other media.
2. Cheating: Any form of cheating, including using unauthorized materials during an exam, copying from another student, or allowing someone else to copy your work, is unacceptable. Students must complete their own work and assessments independently unless collaboration is explicitly permitted by the teacher.
3. Fabrication and Falsification: Students must not fabricate or falsify data, research, or any information used in academic work. All submissions must reflect accurate and honest reporting of facts and findings.
4. Intellectual Property: Respect for intellectual property is fundamental. Students must not use, reproduce, or distribute work that infringes on copyright laws or intellectual property rights without permission.

Staff training is arranged when there are changes to assessment processes to ensure all staff have a good understanding of assessment. Staff members attend training and department meetings for their subject to ensure they stay well informed of good practice for assessment and moderating.

Consequences

Violations of the academic honesty policy will be taken seriously and addressed promptly. Consequences may include, but are not limited to, the following:

- A zero or failing grade on the affected assignment or exam
- Notification of parents or guardians
- Documentation of the violation in the student's academic record
- Disciplinary action as outlined in the school's code of conduct
- Promoting academic honesty

ANPS is committed to fostering a culture of integrity and honesty. To support this commitment, we:

- Provide education and resources to students about what constitutes academic dishonesty and how to avoid it.
- Implement fair and consistent assessment practices that discourage dishonest behavior.
- Encourage open communication between students, teachers, and parents about expectations and responsibilities related to academic work.

Reporting to parents

Parents receive a written report at the end of each term. In KG, this comments on the child's academic progress against a set of objectives. In Primary grades students will receive a grade per subject with a written comment by the subject teacher addressing their progress in each subject. Middle and High school students report card gives details

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of their achievement in each subject with details of their grade in term and final assessments. All assessments are revised in class with students by teachers after marking has been completed. This is an opportunity for students to see their errors and the areas they need to revise for future assessments. Term assessments are sent home to assist with final exam revision. Final exams are kept in school after students have revised them. Parent/teacher meetings take place twice per year. During these meetings teachers discuss student attainment, recent report card and assessment results. Parents have the opportunity to ask questions and discuss the next step targets for their child with the teacher.

Staff are available via email to discuss parents' concerns and a meeting can be arranged if required and if the teachers schedule allows it. If a member of staff has concerns over a child they will contact the parents.

General Timings

School Day for students

The school Day for the students starts at 07:45 am and finishes at 2:45 pm from Monday to Thursday and at 07:45 am and finishes at 12:15 pm on Fridays.

Morning Drop Off

Parents are allowed to drop their children at school from 7:15 am onwards (not before this time). All students are expected to arrive on time; all students are expected to be in school at 7:45 am.

Students who arrive on the buses will be dropped off at the school gate. The KG students will be escorted to the school doors by the bus helper.

Dismissal

The school will follow the same system of staggered dismissal routine as the previous year. Parents who come to collect their children will have different access points. They need to send a WhatsApp message to the phone number allocated for your children's classes. Students must be picked up between 2:50 pm to 3:10 pm

The list of phone numbers and grade sections will be shared with all parents.

Parents cannot call teachers on their phone numbers and it is expected that all parents will have enough data packages to send a message.

For the safety of the children and to avoid waiting time for the child, kindly message the teacher only when you are on school premises.

Parents need to be punctual about collecting their children on time. It is the duty of parents to find solutions for their children's collection on time.

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The students will leave with the security as school staff attend to their marking, meetings and planning.

ANPS Early Dismissal Policy

Purpose

The purpose of the Early Dismissal Policy at ANPS is to ensure that all early dismissals are managed in a manner that prioritizes the safety and security of students while minimizing disruption to the educational process.

Policy Statement

ANPS recognizes that there may be occasions when students need to leave school before the regular dismissal time. This policy outlines the procedures for requesting and processing early dismissals to ensure consistency and safety.

Procedures

- Request for Early Dismissal: Parents must send an email to the school supervisor requesting for early dismissal at least 24 hours in advance, except in the case of emergencies.
- The email must include the student's name, grade, reason for early dismissal, date and time of dismissal, and the name of the person who will be picking up the student.
- Approval Process: The school supervisor will review the early dismissal request.
- Approval will only be granted for medical appointments or embassy appointments. Parents need to attach the appropriate documentation needed for approval eg. Copy of the appointment.
- Parents or guardians will be notified of the approval status via email or a phone call from the school supervisor.

Pick-Up Procedure:

- The parent, or the pre-authorized person who the parent has mentioned in the email must come to the school reception to pick-up the student.
- The parent's, or the authorized person, who has been given approval for early dismissal will have their name put at the main gate with the security. Only then the parent or the authorized person will be allowed in to reception for pick-up.
- A valid ID must be presented at the time of pick-up to verify the identity of the person collecting the student.
- The school receptionist will make sure the student has been granted approval for leaving early
- The school receptionist will contact the student's supervisor to arrange for the student (with approvals to leave) to come to the reception for dismissal.
- Emergency Early Dismissal: In the case of an emergency, parents must contact the school office as soon as possible.
- In the case of student found to be sick on school premises, the school nurse will contact parents to come pick up the student.

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The same verification and pick-up procedures apply to ensure the student's safety.

- Documentation: The school will maintain a record of all early dismissals, including the date, time, reason, and the person who collected the student.
- Teachers will be informed of early dismissals to ensure students are prepared to leave on time and with all necessary belongings.
- Attendance Records: Early dismissals will be recorded in the student's attendance record.
- Frequent early dismissals without valid reasons may be addressed with the parents to ensure the student's consistent attendance and participation in school activities.

Please note that no early dismissals after 2:00 PM are allowed. This is to ensure students safety at school.

Responsibilities

- Parents: Ensure early dismissal requests are submitted in a timely manner.
- Provide valid reasons and necessary documentation for early dismissal requests.
- **School Supervisor/School Receptionist/School Security Guard:** Review and approve early dismissal requests.
- Maintain accurate records of early dismissals.
- Ensure the safety and security of students during the dismissal process.
- Teachers: Prepare students for early dismissal when notified.
- Ensure that students leaving early have all necessary assignments and belongings.

Communication

This policy will be communicated to parents and guardians at the start of each school year and will be available on the school's website. Any updates or changes to the policy will be communicated promptly to ensure all stakeholders are informed.

This Early Dismissal Policy at ANPS aims to ensure a clear, consistent, and secure process for managing early dismissals, thereby safeguarding students and maintaining the integrity of the educational environment

Fog Policy

It is the school policy that the school will shift to Distance Learning on fog days to avoid any interruption to learning.

We ask working parents to put mitigation plans in place on such days. Our teachers will not be commuting on this day to school for their safety.

Absences and Late Arrivals

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ANPS prides itself with the high attendance turn out and we have the parents to thank for that. To build on this success we want to communicate the school rules related to attendance.

When students arrive after the morning register is taken, they will be marked late on iSAMS. This will be kept in the student records to track the attendance and accuracy of arrival.

In case a student needs to be absent for medical or any other important reason, it is the responsibility of parents to send a notification to the teacher and to the supervisor responsible for their children's floor as soon as possible, preferably before 8:00 am. The school supervisor will follow up on the attendance with parents and verify the reason and log the attendance report. Students arriving after 7:55 am will be marked "Late"; every 3 times of "late" arrival, the school will consider this a day of absence on the records.

In case children have a medical appointment in the middle of the school day, we prefer that the parents keep their children at home for that day.

Absence Policy

Purpose:

Good attendance is the foundation for academic achievement and it supports all aspects of personal development. It establishes a responsible attitude towards the opportunities available in school and further education. ANPS is committed to providing a full and effective educational opportunity for all pupils. It is the policy of the school to celebrate success. Attendance is a critical factor to a productive and successful school career.

Policy:

ANPS actively promotes and encourages 100% attendance and punctuality for all students. Our aim is to ensure that students arrive at school on time. We strive for attendance that is consistently outstanding for all groups of students. We give a high priority to conveying to parents and students the importance of regular and punctual attendance.

Responsibilities:

The responsibility for raising and promoting attendance is shared by parents, students and by all school staff. By co-operating and working together we can improve attendance and this in turn will raise students' achievement. All members of school staff have a responsibility for identifying trends in attendance and punctuality.

Parents are responsible for:

- Making every effort to ensure that their child attends school every day and arrives on time.
 - Providing the school with a written valid reason for all absences.
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- Scheduling family vacations to coincide with scheduled school breaks
- Helping students to understand the importance of going to school and showing disapproval of missing school
- Making all appointments outside of school time e.g., dentist / doctor. In the event of this not being possible, parents are asked to inform the school of the appointment prior to the appointment date. The school may request to see an appointment card.

Attendance Procedures:

- Attendance is taken at the beginning of each day and again at the start of each lesson.
- Class helpers may help the teacher or supervisor in this process.
- On the day of any unexpected absence parents must contact the teacher and the supervisor before 8:00 a.m., for the safety of the student.
- In some cases, attendance may be taken after the second break as well as part of the safety precautions.
- Sick reports are needed to mark the absence as an “Excused Absence”
- Supervisors will mark the absent students’ names using the school management system iSAMS.
- It is the responsibility of the parents to inform the school with the student’s absence and not the responsibility of the school administration.
- Daily attendance will be sent to Abu Dhabi Educational and Knowledge (ADEK)
- The school is very serious and strict about the attendance logs.

Managing Attendance

Strategies for maximising attendance:

- Being at school every day unless there is a serious emergency or medical condition is expected of every single student from Kg to grade 12.
- If a student’s attendance level drops below 90%, a warning letter will be sent to parents.
- If a student’s attendance level drops below 85% parents will be asked to attend a meeting with a senior member of staff.
- If a student’s attendance drops below 80%, he/she is at risk of not being promoted at the end of the academic year or may not be re-enrolled in the school.
- If a grade 12 student’s attendance drops below 80%, he/she will not attend the graduation ceremony.

The following action will be taken by the school for non-attendance:

- If no explanation is provided from the parents, by 8.00am on the day of absence, a phone call will be made to establish the reason for the student’s absence. If there is no reply, then a letter to request an explanation will be sent.
- The school will record that the parent didn’t inform the school of the student’s absence

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- Students, whose attendance falls below 90% in a given half term with no justifiable reason, will receive a warning letter.
- If attendance does not improve, then a meeting will be arranged with a senior member of staff
- Students with frequent “odd days” off from school will have their attendance patterns carefully monitored by the supervisor and Head of School. A meeting will be called with the parents and student as needed.
- Students who are absent from school for a prolonged period without good reason (more than one week) will have their situation investigated.
- ***The school has the right to suspend students who are absent for more than 10 days continuously or 15 days without excuse during the academic year. The suspension decision will be taken by the director and approved by ADEK then the parents will be informed.***
- Parents who fail to cooperate with the school to ensure good attendance may have the students’ place withdrawn at the end of the academic year and the file will be communicated to ADEK.

Monitoring student attendance

It is the responsibility of the homeroom teachers' and the teachers of the first and second lessons to monitor student attendance. Those teachers will return the register to the Supervisor by 8:20 am. The Supervisor will log the attendance upon a second validation on iSAMS.

Attendance: Prolonged Student Absence

Our school year includes a generous amount of holiday time and therefore an extension of this time is not encouraged. However, if parents ask you to grant permission for prolonged absence or the protocol to seek permission, please inform them that they need to request this in writing to the Head of School.

When a student is absent from school for two consecutive days or more, the parents are asked to provide a letter explaining their absence or a note from the doctor when their child returns to school.

If a student has an illness or is recovering from an illness, and is unable to participate in physical education, the parents are asked to provide a medical certificate indicating the period of time that the child should be excluded from certain activities.

Academic Expectations for Absences

Absenteeism undermines and disrupts learning and it is not possible to “make up” in full the learning lost during a period of absence as the nature of our program is designed for students to learn within their community of peers.

However, we also need to understand that emergency situations happen and while it is not always possible to send class work home, we do request that teachers endeavor to assist a student who has been ill or on approved absence upon his/ her return to school.

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In case of unexcused absence, the student will receive a zero on their assessment. In case the absence was with excuse and it was clearly provided then the student will have to take a retest.

Punctuality

ANPS follows MOE students' attendance regulations. Unexcused attendance exceeding 10% of the number of school days are required to be communicated with ADEK and could result in a no-promotion to the next grade level.

Lateness:

Poor punctuality is not acceptable. Students are expected to be punctual and respectful of other people's time. Lateness (defined as being more than one minute late to a lesson) not only has a negative impact on the student, but is also disruptive to the class and infringes upon the rights of others. A student who is present at the school, but who chooses not to attend a scheduled lesson is considered to have "skipped" the class. This is a major infraction of the attendance policies and will lead to severe consequences.

How we manage punctuality:

- Students will be considered late if the morning register was taken before their arrival usually by 7:55 am

Primary consequences

- If students are frequently late parents will be informed and asked to encourage good punctuality
- If lateness persists a warning letter will be sent to parents
- Parents of students with a persistent late record will be asked to meet with a senior member of staff to resolve the problem.
- Detention may be issued if there is no improvement to punctuality.

Secondary consequences

- students have to be punctual and arrive at school on time.
- Students arriving after 7:55 am to class will be marked "Late".
- Every 3 "late" attendance dates will be considered an absent day and put on eSiS.
- Students who are late for more than 15 days without an excuse will be reported to ADEK

Promotion and Retention Policy

Kindergarten and Grades 1-5

Students in KG to Grade 5 are promoted if they meet the curricular standards and learning expectations of their grade level.

In rare circumstances and with parents' approval, students will not be promoted to the next grade. The decision to retain a student in the same grade will be taken after considering the guidelines in this policy and only after parents' consent.

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Grades 6-12

Students in Grades 6–11 will be promoted to the next grade level except when they do not meet the promotion requirements as per the approved curriculum, the Ministry of Education and the school's promotion requirements of their average in each subject being 60% or above. The following procedures will be put into place to ensure that every student has a chance to be promoted to the next grade level before retention is used:

- At the end of the first term, students who are failing in 3 or more subjects are placed on academic probation.
- Students who achieve less than 60% in 3 or fewer subjects may have the chance to sit for make-up examinations at the end of the academic year. In order to be promoted, students are expected to achieve at least 60% on their make-up examination.
- Students who achieve a grade below 60% in 4 or more subjects are required to repeat the year and are not entitled to sit for make-up examinations.
- A student can be retained in the same grade for no more than a maximum of two consecutive times and no more than two different grades during the entirety of their school education.
- See the graduation requirements for Grade 12 students.
- Any Grade 12 student that does not meet the ADEK and Ministry of Education equivalency requirements will automatically be retained on the eSIS system until they can successfully meet the equivalency requirements.

Guidelines and Considerations for KG to Grade 12 Retention

Before a student is retained or not promoted to the next grade, the following guidelines and considerations will be used:

- All potential alternatives will be explored to avoid retention.
- If a student is failing to make the expected progress, the school will immediately notify the student's parents/guardians and hold a meeting to discuss measures to be taken to provide the student with additional learning support.
- The school will implement the measures and interventions that will be taken to provide support to the student.
- The school will report back to the parents/guardians concerning the impact of the measures and interventions on a regular basis.
- Any decision to retain a student will be taken by the Academic Review committee which consists of the grade level coordinator, the Head of School, the Deputy Director and the Director. Additional information will be collected and used for the decision from the following persons in the school:
 - All teachers who have taught or worked with the student during the current academic year.
 - Social worker
 - Special Educational Needs Coordinator

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- Parents/Guardians
- The following factors will be used in making the final decision of retention:
 - The social and developmental impact on the student that would result if he or she were separated from their peers.
 - School reports showing the progress or lack of progress over two or more years.
 - The school's curriculum as approved by the ADEK
 - The capacity of the school to provide an improved, differentiated learning experience and support for students who have in the past been retained.
 - Whether or not the student has been retained in the past.
 - Whether a student has been assessed for special education needs and whether the student is in need of an individual Education Plan which can better serve his/her individual learning needs.

Students with Special Education Needs

ANPS believes in the right for every child to receive equal opportunity at education. Over the past few years, we have developed and grown ANPS Learning Support Department.

Students who are believed to need special education care will be met with their parents so they can provide the necessary reports. These will be treated with confidentiality. Students who need special learning needs are welcome provided that the parents provide the shadow teacher who is approved by the school. The shadow teacher will be monitored by the SENCO.

- All students on an Individual Education Plan (IEP), who meet their objectives, progress to the next age-appropriate placement and grade-level sequence.
- Students will not be retained or fail a grade.
- If a student, with special needs, is not making the expected progress, the goals and objectives set forth in their personal Individual Education Plan need to be adjusted to ensure that they can successfully pass the grade level.
- ADEK approval will be needed for any student with Special Education Needs that will be retained in a grade level.

Graduation Policy

The school follows the Ministerial rule number 883 for private schools. To graduate from grade 12, students must:

1. Complete the minimum subject requirements as per the ministerial rule # 883 British System, and IB.
2. Show school attendance of at least 90% of school days.
3. Show excellent behavioural record.
4. Receive recommendations from teachers and the head of school.
5. All Arabic native speaking graduates need to pass the Arabic Language Ministry of Education exam.
6. All Muslim graduates need to pass the Islamic Studies Ministry of Education exam.
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Withdrawal from ANPS

Ideally, we wish for all ANPS students to continue their education journey with us. We believe that no other school will take care of their whole rounded development as much as we do.

Having said that, as realists we acknowledge that students may be obliged to leave for various reasons. The withdrawal process is easy and it only takes a few days to be completed.

The first condition for the student withdrawal is the settlement of any financial duties that they may have with the school.

Once the account is settled the admission office will inform the parents of the student leaving to formally fill the school withdrawal form and to sign it.

The school follows ADEK policy for any money refund based on the weeks that the student attended during the year.

Then the admissions office will prepare leaving documents including the students' report cards. Teachers should expect to prepare a short leaving report if term reports have not been completed.

Homework

Homework (HW) is assigned based on the grade level. All teachers will write the HW daily/weekly and post it on google classroom for their classes. Teachers of the same class will coordinate assigning homework in order to check for a reasonable and evenly distribution of homework over the days of the week.

If the teacher does not allocate HW, the objective taught during the lesson, classwork, correction etc... needs to be communicated to parents.

Homework that is correctly and fairly assigned must be completed by the due date. Completion of homework means completing it to the required standard and handing it in at the required lesson. A chart or student list to record incomplete homework will be kept by the teacher and teachers will follow up incomplete homework and make notes to parents in the student diary where necessary. The teacher may choose to mark HW or classroom and use the marks towards the students' accumulative formative assessments.

Where the problem continues, the matter may be referred to the supervisor, to follow up with the student and his/her parents. The teacher is the person to follow up on the actual assignment.

Students who have a valid health or family reason should have a note from parents signed in the diary. Students should attempt all questions, unless there is a specific note from parents communicated to the teacher on google classroom.

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We encourage parents to give their children the chance to finish the HW on their own especially in the primary grades. If the students don't know how to do the HW, the parents can write the letter H and circle it. The teacher will understand that the student was struggling and will go over the HW assignment with them. We encourage parents when this happens to refrain from teaching their children new methods that may confuse the children.

A simple H circled with a short text on google classroom will alert the teacher.

A rough estimate of the total time each night a student with an average ability should spend completing homework assignments is listed below:

Grades 1 to 3:	30 minutes
Grades 4,5 and 6:	50 minutes
Grades 7, 8 and 9:	80 minutes
Grades 10 to 12:	100 minutes

KG homework assignments will be allocated as/when required to a maximum of 15 minutes.

We encourage parents to use the time spent at home for reading rather than heavy studying as students might develop negative feelings towards the school. They should also have enough time for play.

Classroom Management

Child Protection Policy

1. INTRODUCTION

At ANPS we seriously are responsible to protect and safeguard the welfare of students during school hours. This policy is implemented with consideration given to the Child Protection Laws of the Ministry of Interior Child Protection Centre.

2. PURPOSE

2.1 An effective whole-school child protection policy is one which provides clear direction to staff and others about expected behaviour when dealing with child protection issues. An effective policy also makes explicit the school's commitment to the development of good practice and sound procedures. This ensures that child protection concerns, referrals and monitoring may be handled sensitively, professionally and in ways which support the needs of the child

2.2 There are three main elements to our child protection policy:

a) Prevention through the creation of a positive school atmosphere and the teaching and pastoral support offered to pupils.

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b) Protection by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns.

c) Support to pupils who may have been abused.

2.3 This policy applies to all pupils, staff, Board of Trustee members, volunteers and visitors to the school.

2.4 This school is an agent of referral and not of investigation.

3. SCHOOL POLICY

3.1 We recognize that students' high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult/teacher helps in preventing abuse.

Our school will therefore:

- Establish and maintain an environment where students feel safe and secure and are encouraged to talk, and are listened to.
- Ensure that pupils know that there are adults/teachers within the school who they can approach if they are worried or are in difficulty such as (teacher, supervisor or social worker).
- Included in the curriculum are activities and opportunities for Personal, Social and Health education, which equip students with the skills they need to stay safe from abuse.
- Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from outside agencies.

4.1 All adults/teachers working with or on behalf of students have a responsibility to protect them. There are, however, key people within the school who have specific responsibilities under child protection procedures.

4.2 It is the role of the **Social Worker** to ensure that all of the child protection procedures are followed within the school, and to make appropriate, timely referrals if practicable. If for any reason the **Social Worker** is unavailable, the **Head of School** will act in their absence *whenever possible*. Additionally, it is the role of the Social Worker to ensure all staff employed including temporary staff and volunteers within the school are aware of the school's internal procedures, to advise staff and to offer support to those requiring this.

4.3 The Board of Trustees and school leadership team are responsible for ensuring that the school follows safe recruitment processes. As part of the school's recruitment and vetting process, local intelligence checks will be sought on all staff that have substantial and unsupervised access to children.

4.4 The role of the Nominated member of the Board of Trustees for Child Protection is to
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ensure that the school has an effective policy, that the Guidelines are complied with and to support the school in this aspect. Board of Trustee members must not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached.

4.5 The Social Worker and the Director provide an annual report for the Board of Trustees detailing any changes to the policy and procedures; training undertaken by all staff and other relevant issues.

5. PROCEDURES

5.1 All action is taken in line with the following guidance;

- Local Safeguarding Guidelines and Local Child Protection Procedures

5.2 Staff are kept informed about child protection responsibilities and procedures through induction, briefings and awareness training.

5.3 Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred **must** report it immediately to the Social Worker or in their absence, the Head of Schools. In the absence of either of the above, the matter should be brought to the attention of the Director.

5.4 The Social Worker or their Deputy will immediately refer cases of suspected abuse or allegations in accordance with the procedures outlined within this policy.

5.5 The school will always undertake to share an intention to refer a child with the parents unless to do so could place the child at greater risk of harm or impede a criminal investigation. On these occasions advice will be taken.

5.6 A statement from the school will inform parents about our school's duties and responsibilities under child protection procedures. Parents can obtain a copy of the school child protection policy directly from the school.

6. TRAINING AND SUPPORT

6.1 The Director and all other staff who work with children will undertake appropriate child protection awareness training to equip them to carry out their responsibilities for child protection effectively, that is kept up to date by refresher training provided by ADEK and other external organisations where appropriate. This training will then be cascaded to the staff.

6.2 The school will ensure that the Social Worker also undertakes training and refresher training at two yearly intervals to keep knowledge and skills up to date. Temporary staff and volunteers who work with children in the school will be made aware of the school's arrangements for child protection and their responsibilities.

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6.3 Support will be available for staff from the Director in the first instance, and from members of the school's leadership team where there are concerns about queries on child protection. All staff should have access to advice and guidance on the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are referred to in the staff handbook.

7. PROFESSIONAL CONFIDENTIALITY

7.1 Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a pupil nor should they agree with a pupil to keep a secret, as where there is a child protection concern this must be reported to the Child Protection Officer and may require further investigation by appropriate authorities.

7.2 Staff will be informed of relevant information in respect of individual cases regarding child protection on a **"need to know basis"** only. Any information shared with a member of staff in this way must be held confidentially to themselves.

8. RECORDS AND MONITORING

8.1 Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be passed over to other agencies.

8.2 Any member of staff receiving a disclosure of abuse or noticing signs/indicators of abuse, must make an accurate record as soon as possible noting what was said or seen, putting the event in context, and giving the date, time and location. All records will be dated and signed and will include the action taken.

8.3 These file notes are kept in a confidential file, which is separate to other files, and stored in a secure place by the Social Worker. In the same way notes must be kept of any student who is being monitored for child protection reasons.

If a pupil transfers from the school, these files will be copied for the new establishment and forwarded to the student's new school marked confidential and for the attention of the receiving school's Social Worker.

9. ATTENDANCE AT CHILD PROTECTION CONFERENCES

9.1 It is the responsibility of the Social Worker to ensure that the school is represented or a report is submitted to any child protection conference called for children on their school roll or previously known to them. Whoever attends should be fully briefed on any issues or concerns the school has and be prepared to make decisions on registration at the end of the conference.

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9.2 When a child is placed on the Child Protection Register and is, therefore, a child with a plan, it is the Social Worker's responsibility to ensure that the child is monitored regarding their school attendance, welfare and presentation.

10. SUPPORTING STUDENTS AT RISK

10.1 Our school recognizes that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or view the world as a positive place. This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, whilst at school their behaviour may still be challenging and defiant or they may be withdrawn.

10.2 This school will endeavour to support students through:

- The curriculum encourages self-esteem and self-motivation.
- The school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- The implementation of the school's behaviour management policies (Code of Conduct).
- A consistent approach agreed by all staff which will endeavour to ensure the student knows that some behaviour is unacceptable but s/he is valued.
- Regular liaison with other professionals and agencies who support the students and their families.
- A commitment to develop productive, supportive relationships with parents, whenever it is in the child's best interest to do so.
- The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.
- Recognition that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse so staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and / or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.
- Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.

10.3 This policy should be considered alongside other related policies in the school.

11. SAFE SCHOOL, SAFE STAFF

11.1 It is essential that the high standards of concern and professional responsibility adopted with regard to alleged child abuse by parents are similarly displayed when members of staff are accused of abuse.

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12. USE OF THE SCHOOL PREMISES BY OTHER ORGANISATIONS

12.1 Where services or activities are provided separately by another body, using the school premises, the Director will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

13. WHISTLEBLOWING

13.1 All staff are expected to fully comply, at all times, with the School's Code of Conduct.

13.2 All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to a member of the School's Leadership Team.

13.3 If a member of staff has concerns about the conduct of a member of the School's Leadership Team (other than the Director) they should contact the Director.

13.4 If a member of staff has concerns about the conduct of the Director, they should contact the Nominated Governor for Child Protection or the Chairman of the Board of Trustees.

14. POLICY REVIEW

14.1 The School's Leadership Team is responsible for ensuring the annual review of this policy.

14.2 The Leadership Team is also responsible for ensuring that the list of key contacts on the cover sheet is kept up to date.

15. Guidance

15.1 If one suspects bullying at school. One must inform the Social Worker (or Head of Schools) who will in turn contact the parents. If this bullying should be of a more serious nature, then the member of staff is sanctioned to seek police involvement.

15.2 If one suspects that any child has been the victim of sexual, physical or mental abuse by an adult or another child then the police must be informed immediately by the Social Worker or SLT.

Appendix 1

Definitions of Abuse:

Abuse refers to physical abuse, corporal punishment, emotional abuse, sexual abuse and also includes bullying, exploitation, and neglect.

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- **Physical Abuse** is the deliberate physical injury to a student, or the intentional neglectful failure to prevent physical injury or suffering. This involves actions including, but not limited to, hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, confinement, or giving the students drugs not prescribed by a physician to control behaviour or to cause harm. Refer to **Appendix 1** for common signs that indicate physical abuse.

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

- **Emotional Abuse** is the persistent emotional ill-treatment of a student such as to cause severe and persistent adverse effects on the students' emotional growth and development. It involves actions such as, but not limited to, conveying to students that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It involves causing students to feel bullied, frightened or in danger, or the exploitation or corruption of students. Some levels of emotional abuse are involved in all types of ill-treatment of a student, though it may occur in isolation. Refer to **Appendix 2** for common signs that indicate emotional abuse.

- **Sexual Abuse and Exploitation** involves but not limited to forcing or enticing a student to take part in sexual activities. The activities involve actions including, but not limited to, physical contact, including penetrative or non-penetrative acts. They include non-contact activities such as involving students looking at or in the production of pornographic material or, watching sexual activities, sexual hinting or encouraging students to behave in sexually inappropriate ways. Refer to **Appendix 3** for common signs that indicate sexual abuse.

- **Bullying** is unwanted aggressive behaviour(s) from a student or more to another student and involves an observed or perceived power imbalance and is repeated (or is highly likely to be) multiple times. Bullying, as a form of violence, includes physical (hitting, tripping), verbal (name calling, teasing), relational/social (spreading rumours, leaving out of group), and cyber-bullying aggression (occurring through email, a chat room, instant messaging, a website, text messaging, or pictures or videos sent through cell phones or posted on websites). A student can be a perpetrator, a victim, or both.

Definitions of Neglect:

Neglect is the persistent failure to meet a student's basic physical, emotional and/or psychological needs, likely to result in serious impairment of the child's health or development. It involves failing of a parent or a guardian to take actions that are considered necessary to care for children including, but not limited to:

- Provide adequate food, clothing and shelter
- Protect the child from physical harm or danger
- Provide adequate care (including the use of adequate caregivers)
- Provide healthcare and appropriate medical treatment
- Provide education and regular school attendance
- Maintain personal hygiene

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- Ensure adequate stimulation.

Refer to **Appendix 5** for common signs of neglect.

Appendix 2

Possible signs of physical abuse can include:

1. Unexplained bruises or injuries
2. Injuries which have not received medical attention
3. Repeated abdominal pain
4. Withdrawal from physical contact
5. Arms and legs covered in scalds
6. Fear of returning home
7. Fear of contacting caregivers/parents
8. Self-destructive tendencies
9. Displaying aggression towards others
10. Unusual passive behavior
11. Repeated running away from home
12. Cigarette burns
13. Human bite marks
14. Broken bones
15. Multiple burns with a clearly demarcated edge

Appendix 3

Possible signs of emotional abuse can include:

- Regular tiredness
- Fear of a new situation
- Low self esteem
- High levels of anxiety
- Unusually passive or aggressive
- Delayed speech
- Inappropriate emotional response to painful situations
- Running away
- Lying
- Neurotic behaviour e.g. sulking, hair twisting, rocking
- Fear of making mistakes
- Self-harm
- Developmental delay in terms of emotional progress

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Appendix 4

Possible signs of sexual abuse can include:

1. Unusual behavior which could be general or sexual
2. Age-inappropriate sexual behavior
3. Sexually transmitted diseases
4. Physical indicators in the genital and anal areas
5. Pain or itching in the genital area
6. Bruising or bleeding near genital area
7. Vaginal discharge or infection
8. Discomfort when walking or sitting down
9. Pregnancy

Appendix 5

Possible signs of neglect can include:

- Stealing
- Poor social relationships
- Failure to thrive
- Poor personal hygiene
- Frequent hunger
- Untreated medical complaints
- Frequent lateness or absence from school
- Inappropriate clothing
- Substance or alcohol misuse

Appendix 6

Process to report a suspected case of abuse and/or neglect

Step 1: Recognize the signs of child abuse and/or neglect
(Refer to possible signs of child abuse in appendices 2-5 of the Child Protection Policy)

Step 2: Report the case to the Director when suspecting a case of student abuse and/or neglect.

Step 3: Complete the Child Protection document including any evidence collected.

Step 4: Ensure confidentiality and privacy of reported cases

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Step 5: Cooperate with the Ministry of Interior – Child Protection Center by implementing the required measures recommended by the Ministry.

Security Arrangements

ANPS is set to be fully digital. Parents do not need to take time out of their busy schedules to come to school. All ANPS processes are automated and get the same care.

In the rare cases of having parent guests at the school, they should register at the security using the UAE ID card for security reasons. Kindly be familiar with the parent guide posted by ADEK on their official website.

ANPS has a very strict policy that all its employees will be talked to and treated with respect. Angry shouts, insulting words, or any passive aggressive behaviour toward any employee will not be accepted. The school will be sharing Camera recordings of any unacceptable behaviour to authorities. In return, all visitors will be treated with respect.

Emails

We communicate with parents and staff through iSAMS.

Safety and Security

Safety and security are high priorities at the school. Security programs operate at a number of different levels and locations. The school is in close contact with the local authorities, police and accredited foreign representations, all of whom inform the school of any potential security concerns and/or risks. In addition, the school campus is monitored by security cameras.

The School Nurse

The School Nurse is responsible for the assessment, treatment and referral of student injuries and illnesses that occur during the school day.

Parents complete a “Student Medical Record” form prior to admission and update it annually. You will be informed by the nurse if you need to know about any child’s medical conditions. Please contact the nurse if you have any concern about a child’s medical condition.

It is strictly forbidden for parents to send their children to school showing any signs of illness and expect to keep them in the school clinic.

The student's visits to the nurse will now be recorded on iSAMS and it will be reported in case of exaggeration or neglect to parents.

Student Illness

The nurse will contact the parents and ask them to pick their child up or make the necessary arrangements for the child to be seen by his/her doctor, if a student develops an acute illness during school hours.

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We ask parents not to send their child to school if he/she appears to be developing an illness. All students who are well enough to come to school are expected to go outside for recess/lunch. The school health service is not expected to check on injuries that happen outside of school hours.

Any medical condition requiring regular observation, medication for pain or that is contagious; should be managed at home until the student's condition warrants his/her return to school.

When the school nurse calls parents to pick their children up, parents are expected to be in school in less than 40 minutes. If they don't, the school will report this as a case of domestic neglect.

In case of injury

If a student is injured during an activity s/he must be taken by an adult to the school nurse. A blow to the head or neck must be taken very seriously and the student must be taken for assessment and treatment immediately. All students should have active insurance cards. If for any reason the children lost their insurance and the parents failed to inform the school, then the parents are responsible and liable for the medical treatment of the child even if the accident happened on school grounds.

Emergency Procedures

In the event of an emergency during non-school hours, families will be contacted by telephone or by email kindly keep your email notification on alert. . In the event of an emergency during the school day, it may be necessary for all families to be contacted quickly by email.

Extreme weather

During times of extreme weather, rain and sandstorms that happen while students are already on school premises, ANPS 'Extreme Weather' Policy will be employed. Kindly trust that the school is safe and will be communicating procedures to you as the conditions persist. The worst thing parents can do is to start showing up in numbers and creating chaos among the school community.

The students will be trained on exit procedures regularly.

Organising Educational Visits

Educational visits require very careful planning at ANPS; they are beneficial to the school life. The choice of venue needs careful consideration, as does the lead-in time for the trip. ANPS gives careful thought to the learning objectives intended, the adult / student ratio and the specific needs of all students involved.

While parents are welcome to participate and to help in the supervision of such events.

ANPS will seek parental approval; no child is allowed to go out of school without formal approval, through the parent portal on iSAMS. When a child is registered, the parent gives overall permission to attend school excursions, this is an added precaution.

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Transportation arrangements must be as followed:

- Students should be seated with fastened seat belts according to the seating allowed and they must remain seated when the vehicle is in motion.
- Students must not distract the driver in any way, nor should they sing noisily or behave in other high-spirited ways.
- Staff should be distributed throughout the vehicle so that a high level of control can be maintained. Staff should also remain seated unless they are intervening to rectify a dangerous situation.
- Food and drink (other than water) should not be consumed on the vehicle unless there are extenuating circumstances. No canned drinks or glass bottles are to be brought into the vehicle.

Excursions outside the UAE

Trips outside the country require special approval from the Ministry of Education to be obtained 3 months prior to the trip date. ANPS will be communicating with parents about such trips in due time.

School Buses

Please refer to: <https://anps.co/anps-transportation-policy/>

ANPS owns its own buses and provides a bus service for students. Parents can organize and pay for the bus service for their child through the Accounts office and by filling the bus registration form. The bus fees are not refundable as they are used to retain the fleet including the drivers and bus conductors.

All buses meet the safety requirements as dictated by UAE law. Every day the drivers and helpers will collect and drop off children from all over the area. Of primary concern is the safety of each child. Our buses are regularly sent for maintenance by a 3rd party maintenance provider. ANPS fleet is constantly inspected by DOT and they comply with all rules and regulations.

ANPS buses will use Salamah tablets enforced by the DOT in 21-22 to ensure more safety for students traveling using the school buses.

Students are expected to follow the bus rules and behave appropriately on the bus at all times. All parents receive a packet of information pertaining to the bus system at the beginning of the year. Students using the bus and their parents are required to sign the Code of Conduct for the School Bus form. Students who do not observe this Code of Conduct will be given a warning by the Bus Coordinator or the administration. If a problem persists, the student may be denied access to the bus service.

Only students who pay for the bus service are allowed to use the buses and students must only travel on the bus assigned to them. i.e., students cannot switch buses because they are playing at their friend's house.

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School buses are still part of the school premises and students need to observe all the rules and regulations they do in class. Students are expected to talk to both the drivers and the bus conductors with extreme respect.

It is absolutely forbidden and unacceptable for any parent to step on a school bus to address any other student, the bus conductor or the bus driver. The buses are equipped with cameras that capture all footage from all angles. If the bus team reports any violation, the school will take measures that may reach expulsion from the school bus without refund.

Bus Service Policy

ANPS is fully committed to safeguarding our students through a high quality, secure and efficient bus service as they travel to and from their home to school. All our buses have cameras that capture all bus angles at all times.

Aims

Our aim is to ensure that our buses are compliant with the ADEK and DOT School Bus Policy through taking responsibility to protect and monitor the complete journey of our pupils. All buses are equipped with seat/lap belts, a CCTV camera system, and GPS technology. The school will provide buses that are well maintained, meet safety standards and adhere to technical specifications and bus drivers and attendants have clearly defined roles, responsibilities and training is provided.

The school will offer a door-to-door service where students are collected and delivered to their home, the school will aim to minimise journey times through a high-quality service that offers school transportation to the greater Abu Dhabi city and surrounding area. Due to the pandemic, we might not be able to operate at a reduced capacity and in this case the parents will be refunded.

Practice and Procedure

- Places are allocated on a first come, first served basis which takes into consideration the student's home location and number of seats available.
- All enquiries are considered upon receipt of a completed School Bus Registration form which includes a clear location address including landmarks.
- Once availability and pick up and drop off timings have been established, seats will not be secured until such a time as the School Bus Registration form and payment form have been completed and returned to the school with full payment received. There is no pro-rata payment facility or reimbursement of funds where a place is withdrawn, or not used.
- Cost of the bus will be provided at the beginning of each school year.
- Payment must be received by the Finance Department by August 10 as communicated by the school.
- Contact details of the bus driver and bus attendant are provided once payment has been received.

Cancellation and Refund

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There will be no refunds for the bus transportation as the term starts. Please make sure you read the Bus registration form as this is stated directly.

Bus Supervisor Duties

The school will ensure that each bus has a trained and certified bus conductor on the bus. The duties of the supervisor are to:

- Maintain discipline on the bus.
- Ensure that pupils remain seated while the bus is moving, with seat belts fastened.
- Ensure that each student exits the bus at their assigned stop.
- Ensure that no student remains on the bus after the route has been completed.

Behaviour and Bus Safety Rules

In all circumstances, students and parents are expected to behave courteously and respectfully towards drivers, bus supervisors and other students. It is a prerequisite that students traveling on the buses will be familiar with the following Bus Safety Rules and that parents reinforce the mandatory requirement of remaining in seats, fastening seat belts and maintaining the required behavioural standards throughout the journey.

Bus Safety Rules

1. Students are under the authority of the school bus driver/conductor.
2. Students shall be on time in the morning, buses will not wait for late students.
3. Students shall remain seated while the bus is in motion.
4. Students will not use improper language.
5. Students will not take or destroy the property of another school bus rider.
6. Students will talk in a normal voice and not shout at other riders, the driver and bus supervisor.
7. Students will enter the school bus and go directly to their seat and will remain in the seat until leaving the bus.
8. Students will not deface or destroy school property.
9. Students will keep their feet on the floor and not on any portion of the bus seat.
10. Students will not threaten or strike another student.
11. Fighting, loud, indecent, or disruptive behaviour, and bullying will not be tolerated.
12. Students will keep hands, arms, and heads inside the bus at all times.
13. Students will not throw or spit items on the bus or out the bus windows.
14. Students are not allowed to eat on the bus.
15. Drivers and supervisors will treat parents and students travelling on the bus with courtesy and for this to be reciprocated by return. Rude or aggressive behaviour towards drivers and bus supervisors is not tolerated.
16. It is prohibited for parents, housekeepers or other adults other than school staff to accompany students on any journey to, or from the school.
17. Students are not allowed to bring alcoholic drinks, tobacco, illegal substances or potentially harmful devices (lighters, matches, pen knives, etc.) on the bus. If a student is found in possession of any of these items, the student will be

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permanently denied access to the buses and will face further school disciplinary measures. No bus refunds will be issued in this case.

18. Drivers must never be distracted when the bus is in motion.

If a student does not follow these rules and timings, then the school reserves the right to refuse bus service to the students. The Director reserves the absolute discretion to immediately remove a student from the bus where it is felt that a student's behaviour presents an unacceptable safety risk to other students using the bus service.

Parent Obligations

1. That the designated person will be available to receive the student(s) from the bus at the scheduled time and place. No student under the age of 11 will be released from the bus unless the designated person is present to collect them.
2. To provide the school with necessary contact information and update the same as necessary.
3. To pick up students from school if they are returned there due to unavailability of a person to receive them at the designated bus stop.
4. To pay the cost of any damage caused by their children.
5. To educate the children regarding safety during the school bus journey, especially while waiting for the bus, boarding and disembarking, and instructing them to observe the following:
 - a. Reach the assigned bus stop on or before the specified time
 - b. Behave in a way that avoids endangering anyone.
 - c. Remain on the bus until reaching the destination.
 - d. Remain seated during the journey and use seat belts when provided.
 - e. Refrain from misbehavior.
 - f. Report to the school administration if school buses are not clean, or in case of any misbehavior by drivers, escorts, or other students.

If the parent obligations are not followed or the bus rules, the parents understand that the school has the right to ban students from using the school transport service if:

- The student repeatedly violates the safety regulations or endangers himself/herself or others while on the bus.
- The student continues to misbehave or creates a nuisance or participates in any inappropriate or aggressive behaviour toward other students after receiving 3 notices of misconduct during 1 academic year.

Bus timings

For the safety of our students, we have the following bus timings:

- At 2:45 pm, the buses will be leaving the school grounds from Monday to Thursday and at 12:15 pm on Fridays.
- If your child is not on the bus at the above-mentioned time then parents will be called to take them home. This point excludes kg and lower primary students who will be escorted to the buses.

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- Grades 2-12 need to leave their classes immediately to the bus area. If they are late then the bus will leave and the parents will be contacted to pick their children up. The school CCTV cameras are accurate enough to show that students have more than enough time to arrive and get on their buses.
- No bus will not be held after the dispersal time for a late student.
- Students of different grades are given enough time to go to the buses at the end of the day according to their age and class allocation.

Healthy Eating and Food Services

In order to support effective learning throughout the day and to promote a well-balanced lifestyle we ask parents to provide healthy lunches and snacks for their children. Parents are informed of this in the Family Handbook. We also ask the staff to encourage the students to eat a healthy diet.

Students have the option of bringing their food from home. Otherwise, well-balanced snacks and lunches are available to students in the canteen. If a student has allergies to certain foods or is on a restricted diet, they must bring food from home.

Students should not share their food with their fellow students, as they may have allergies to certain foods.

Students may go to the canteen during the times mentioned in their timetables only. Food will not be served at other times.

Students will not be allowed to order and have food delivered to school from outside restaurants.

Nut Policy: Due to the high number of students who have severe life-threatening food allergies, ANPS has a 'Nut Free' policy.

Birthday/special occasions

To play our role in minimising the spread of COVID-19 all parties and gatherings will be prohibited until further notice.

Valuables

Students are not permitted to bring unnecessary valuables, such as toys to school. In the event of valuables being brought to school for learning experiences, parents are encouraged to coordinate with the homeroom teacher.

Sometimes the school activity department organises a special occasion such as crazy hat day. Only on such occasions and after direct communication from the school, students can bring the items asked for.

Students Guests

Unfortunately, this disrupts the learning and continuity of our programs and therefore we do not allow non-Al Najah children to attend classes. Furthermore, we do not expect

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nor want teachers to take responsibility and care for students not officially enrolled at our school.

Lost and found

The School Lost and Found area is located in the grade 1 corridor and the area beside the library. Students and parents are free to look for the lost articles at any time, provided it does not disrupt classroom routine. All unnamed articles are given to charity after being unclaimed at the end of each term.

Parent Support Group

Parents are invited to take a more active role in their child's education through the Parent Council. The aim of the parent council is to communicate the school vision and mission clearly to the larger parent community.

They are also the ones to be contacted first for voluntary work if their time permits. We have 4 parents Councils pertaining to all school grade levels. Kg, primary, middle school and senior school.

The parent council will do 3 official meetings throughout the school year with the SLT. Group emails will be created to continue communication with the school leaders.

Reveal Marks

The teachers are not permitted to reveal marks to the parents or teachers' students without the permission of school senior leaders. We ask parents to refrain from asking teachers to do so. Teachers are not permitted to ask or discuss with other teachers about exam materials, grade books etc. for their children, studying in the school.

Teachers are not allowed to be biased or favour other employee's children studying at ANPS.

Extra Lessons or Receiving Gifts

Teachers are not allowed to give special lessons or receive gifts from any student or parents despite the reason or the occasion.

Smoking

ANPS is a non-smoking environment, and all staff and visitors are to abide by this rule. Any staff member who is caught smoking on the premises or on school transport may be discharged without notice.

Transportation Facilities

All School transport is a non-smoking area.

Facilities

The library

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The role of the library in the school is to facilitate inquiry and learning by both teachers and students. As we adopt a more modern approach to learning, the school invested in an e-library so ANPS students will have access to reading material at their disposal whether in school or at home. Teachers might choose to assign main tasks for students based on reading material from the library.

The library will be available to all students of ANPS from Kg2-grade 12

The bookstore

- Books may be purchased from the School Bookstore
- Books must be paid for in cash. Cheques are not acceptable.
- Payment for fees and books may be made at the Book-Store where the accountant is to be found.
- Copybooks should be purchased from the Book Store. They should be covered with clear film.
- Lists of textbooks are available for each year.
- Books for KG – Grade 6 will be packaged and distributed on the first day of term 1.
- Books for grade 7 – 12 may be purchased from the Book Store as they vary in requirement from subject to subject.
- Once a book has been purchased it cannot be returned to the bookstore.

Useful Addresses, Websites and Telephone numbers

School's Address:

Al Najah Private School
 PO Box 284
 Mohammed Bin Zayed City - 9
 Abu Dhabi, UAE
 Telephone: +97125530935
 Fax: +97125531950
 Email: info@alnajahschol.com

Website:

<https://anps.co/> is the main hub for all school news and procedure. From financial questions to calendar to events, everything can be found on the website.

Email Addresses for Administration

Position	Email
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Director	ahd@anps.co
Vice-Principal	yomen.ghaleb@anps.co
Financial manager	finance@anps.co
Examination officer	examinationofficer@anps.co
Head of Kindergarten	hod.kg@anps.co
Head of Primary	ailbe.power@anps.co
Head of Senior	mohieddin.alfeel@anps.co
Events & Activities Coordinator	leena.mousa@anps.co
Registration	admission@anps.co
Bus Registration	transport@anps.co / operations@anps.co
eSIS and ADEK coordinator	tamara.kurdi@anps.co
Human Resources	hr@anps.co
Bookstore and uniform	rola@anps.co
SEN coordinator	yomen.ghaleb@anps.co
Social worker	reem.mahmoud@anps.co
Clinic	clinic@anps.co

Supervisors contact details.

Sr.No	Name of Supervisor	Email Id	Mobile Numbers
1	Abdallah Fouad	abdalla.fouad@anps.co	0544471508
2	Altaf Mohamad	altaf.mohamad@anps.co	0544009231
3	Maged Wali	maged.mohamed@anps.co	0544009215
4	Mohamed Shoum	mohamed.shoum@anps.co	0544009268
5	Zeina Wehbi	zeina.wehbi@anps.co	0544471512
6	Rowena Joy Albay	joy.te@anps.co	0544009196

ANPS would like to thank the amazing parents we have. You are our partners in improvement. By receiving this guide to your registered email address, parents will be

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asked to consent to reading and acknowledging its content. A form will be sent to parents for acknowledgements.

Regards,

ANPS