SRS FAMILY HANDBOOK

2018 19
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Dear Parents,

On behalf of the School Board of Governors and the Senior Team, it is my pleasure to provide you with this 8th edition of our Family Handbook, which provides a wealth of information about our school. Many people have commented on how useful it is to have all the information in one easy to access document. It is also available online at www.srsdubai.ae.

Established in 1998 the School of Research Science (SRS) is celebrating its 20th anniversary and is embracing significant change to strengthen our internal school standing by responding to the curriculum needs of all our students. This will include developing further aspects of our unique approach to bilingualism and the introduction of a US curriculum pathway for grades 9 to 12. As a school we are committed to excellence in everything that we do. We have worked continuously to improve standards across all phases of the school and continue to do so as the school student numbers continue to grow.

Our Board of Governors have set out clearly the school’s vision, mission and values. The board members include a range of excellent educational practitioners from the UAE, GCC, UK and USA. They are pro-active in monitoring and supporting us with our whole school and subject specific development and we are pleased to have them working closely with us again this academic year to support moving all areas towards outstanding and beyond!

As a school we are truly excellent at self-evaluating our progress and development; thus we will be providing all SRS staff with a full programme of continuous professional training and development to ensure the best outcomes for your children.

We fully intend to share the wealth of expertise and talent we have with others in Dubai, the UAE and beyond; ultimately being recognised as a centre for educational excellence in many areas including Arabic, Islamic Studies, Maths, Science, Sports and the Arts, to name but a few.

Both our school values and our Student Learner Profile, which is skills based, will ensure our students from the youngest to the oldest become creative, independent enquiry based learners and critical thinkers - able to solve problems and adapt to new and difficult situations with ease -
we aspire, as you do, for the very best for our students and the school community. Therefore the curriculum delivered through our exciting, creative and innovative approaches, plus the key focus areas of our Learning Without Boundaries programme (LWB), will ensure all our students make progress and achieve their full potential, whatever their ability or talent.

Our ultimate aim is to be recognised as an outstanding international school, which demonstrates commitment to our students, their families, the staff and the communities around us. In order to secure and maintain outstanding for your children we must work together in partnership. This handbook is detailed, sometimes prescriptive, but endeavours to ensure we are communicating clearly and openly with you. All the projects and many of the areas referred to above in this message can be found in more detail throughout the handbook.

Please read this handbook with your children as it provides you with the essential information that you need to know about the school and its operation. It contains policies, procedures, regulations and other important information about the school. As the school year progresses parents will be kept informed of any changes, amendments, additions to and deletions from this handbook. I encourage you to keep your copy safe for future reference and to incorporate any changes.

If you have any questions or concerns about this document or any other school related issues, please do not hesitate to contact the school. We are very pleased that you have chosen to register your child with The School of Research Science and I look forward to working in partnership with you in the future to help achieve the best for your children.

Thank you for your co-operation and continuing support.

Nan Billingham
Principal
THE VISION OF SRS

The SRS vision is to establish leading nationwide centres of educational excellence that are founded upon the highest international standards.

MISSION STATEMENTS

- Placing first-rate personal development on par with academic excellence
- Creating an environment which enables students to be confident in learning without boundaries
- Promoting our pride in Islamic culture, including its respect for other faiths and backgrounds
- Empowering students with knowledge, skills and attitudes, enabling them to become national and global citizens and leaders of the future equipped to demonstrate environmental, economic and civic understanding at all levels
- Competing with the best by aspiring to prestigious universities

SRS VALUES

1. **Excellence**: SRS is committed to excellence in all that it does, through creating and sustaining a culture of high expectations and continuous improvement.

2. **Independent learning**: We believe that enquiry based learning is at the heart of students' learning experience at SRS and a central feature of all our teaching.

3. **Uniqueness and diversity**: SRS values individual differences and cherishes diversity. We believe in creating an environment that allows each teacher and student to grow professionally and be the best that they can be.

4. **Creativity**: We believe in inspiring and motivating staff and students to try innovative approaches to thinking and problem-solving.
5. **Life skills:** We believe in the importance of self-esteem, leadership, empathy, team-work and other life skills. Therefore, we are committed to developing these skills in our students so that they become highly effective national and global citizens.

6. **Partnership:** We believe that constructive partnerships based on trust between school board, students and parents are essential to the success of all the work we do.

**HOME SCHOOL COMMUNITY**

SRS has a strong sense of community. This is based on traditional Islamic family values, a care and concern for every individual and a belief in childhood.

Many visitors to SRS comment on the feeling of well-being; that the children seem very happy and also remark on the friendliness and helpfulness of the staff. The staff of SRS build good relationships with the children and many have pastoral strengths.

They enjoy spending time with students outside the classroom through the many clubs and activities on offer.

The friendships that students make with each other are a very important factor as they develop into confident and competent young people. We want them to leave SRS with a self-esteem that is intact, knowing that it is good to be you and not be carried along by the crowd.
RESPONSIBILITIES OF PARENTS

Parents play an important role at SRS in the education of their children and all parents have to sign the KHDA Parent-School Contract before your registration will be accepted. In order to achieve the best results from the Parent-School Contract, parents must be aware of the following:

1. Parents should ensure that their child attends school every day and arrives on time ready for lessons (7.25am) and the school is looking for 98% attendance to be outstanding.

2. Manners are a very important aspect of student life and parents should ensure that they too monitor their child in this respect.

3. Parents should ensure their child is aware of the importance of education and should encourage their child to be aware of their own achievements.

4. Parents should ensure their child gets enough sleep and goes to bed early, as children require a minimum of eight hours (though studies recommend 11 hours) sleep a day.

5. Children should eat a healthy meal before coming to school every day.

6. Parents should encourage their child to be independent learners. Older students should complete homework, reading etc., independently but younger children will need support and someone to listen to them read. Parents should support their child with their research skills.

7. Based on equality in Islamic values, parents should encourage their child to be friendly with other students/classmates and not differentiate between other nationalities.

8. Students must not use bad language at school.

9. Parents should encourage and support their child to participate in after school activities.
10. Parents are encouraged to speak to the school’s Pastoral/Welfare Teams if they are concerned about their child’s school friends, teacher or other school related issues.

The Pastoral / Welfare Teams will help to resolve these matters.

11. SRS is committed to providing your child with the best education it can. If you feel your child needs additional support, the Pastoral/Welfare Teams should be contacted.

12. Children should not request additional tutoring from their teachers at home. It is the school’s duty to resolve this issue.
CULTURAL AWARENESS

UNIQUE ENVIRONMENT
At SRS we seek to enable our students to become fully rounded individuals, aware and proud of their traditional, historical and cultural heritage yet able to explore the best of western cultural and educational good practice. Promoting the ability to broaden horizons and widen understanding, whilst retaining core beliefs and values, is at the heart of the school’s unique mission. Of course improving Arabic and English language skills is very, very highly valued!

SALAT
As the second Pillar of Islam, Salat plays a central role in the life of the school. Both the girls and boys sections have their own Musalla and Salat Adh-Dhoor is prayed in school. We feel it is important that the students get into the habit of praying in the school on a regular basis. There is a Mosque for secondary students and prayer rooms for primary; this will help establish Salat as part of their daily routine. It also helps to develop the Islamic atmosphere of the school.

Years 4 - 13 are expected to attend prayer.

SPECIAL EVENTS
See SRS website, VLE (Virtual Learning Environment) and school calendar for current details and regular updates.
www.srsdubai.ae
# Daily Organisation and Routine

## The School Day and Timetable

### Primary Timetable

<table>
<thead>
<tr>
<th>Year 1 Timetable</th>
<th>Year 2 Timetable</th>
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<tbody>
<tr>
<td>Lesson 1</td>
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<td>Lesson 2</td>
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<td>Lesson 3</td>
<td>Lesson 3</td>
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<tr>
<td><strong>Break</strong></td>
<td><strong>Break</strong></td>
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<tr>
<td>Lesson 4,5</td>
<td>Lesson 4,5</td>
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<tr>
<td><strong>Lunch</strong></td>
<td><strong>Lunch</strong></td>
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<tr>
<td>Lesson 6,7</td>
<td>Lesson 5,6</td>
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<tr>
<td>Lesson 8</td>
<td>Lesson 7</td>
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<td>Lesson 9</td>
<td>Lesson 8</td>
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<td>Lesson 9</td>
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### Year 3 Timetable

<table>
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<th>Year 3 Timetable</th>
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<tbody>
<tr>
<td>Lesson 1</td>
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<td>Lesson 2</td>
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<td>Lesson 4,5</td>
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<tr>
<td><strong>Break</strong></td>
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<tr>
<td>Lesson 6,7</td>
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<tr>
<td><strong>Lunch</strong></td>
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<td>Lesson 8</td>
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<tr>
<td>Lesson 9</td>
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</tbody>
</table>

### Year 4 Timetable

<table>
<thead>
<tr>
<th>Year 4 Timetable</th>
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<tbody>
<tr>
<td>Lesson 1</td>
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<td>Lesson 2</td>
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<td>Lesson 3</td>
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<td>Lesson 4,5</td>
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<tr>
<td><strong>Break</strong></td>
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<tr>
<td>Lesson 5,6,7</td>
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<tr>
<td><strong>Lunch</strong></td>
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<tr>
<td><strong>Prayer</strong></td>
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### Year 5 Timetable

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>7:30 – 8:00 am</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>8:00 – 8:30 am</td>
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<tr>
<td>Lesson 3</td>
<td>8:30 – 9:00 am</td>
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<tr>
<td>Lesson 4</td>
<td>9:00 – 9:30 am</td>
</tr>
<tr>
<td><strong>Break</strong></td>
<td>9:30 – 10:00 am</td>
</tr>
<tr>
<td>Lesson 5,6,7</td>
<td>10:00 – 12:00 pm</td>
</tr>
<tr>
<td><strong>Lunch</strong></td>
<td>12:00 – 12:30 pm</td>
</tr>
<tr>
<td><strong>Prayer</strong></td>
<td>12:30 – 1:00 pm</td>
</tr>
<tr>
<td>Lesson 8</td>
<td>1:00 – 1:45 pm</td>
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<tr>
<td>Lesson 9</td>
<td>1:45 – 2:15 pm</td>
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<tr>
<td>Lesson 10</td>
<td>2:15 – 2:45 pm</td>
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### Year 6 Timetable

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Time</th>
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<tbody>
<tr>
<td>Lesson 1</td>
<td>7:30 – 8:00 am</td>
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<tr>
<td>Lesson 2</td>
<td>8:00 – 8:30 am</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>8:30 – 9:00 am</td>
</tr>
<tr>
<td>Lesson 4,5</td>
<td>9:00 – 10:00 am</td>
</tr>
<tr>
<td><strong>Break</strong></td>
<td>10:00 – 10:30 am</td>
</tr>
<tr>
<td>Lesson 5,6,7</td>
<td>10:30 – 12:00 pm</td>
</tr>
<tr>
<td><strong>Lunch</strong></td>
<td>12:00 – 12:30 pm</td>
</tr>
<tr>
<td><strong>Prayer</strong></td>
<td>12:30 – 1:00 pm</td>
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<tr>
<td>Lesson 8</td>
<td>1:00 – 1:45 pm</td>
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<tr>
<td>Lesson 9</td>
<td>1:45 – 2:15 pm</td>
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<tr>
<td>Lesson 10</td>
<td>2:15 – 2:45 pm</td>
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</tbody>
</table>

### SECONDARY TIMETABLE

**Secondary Timetable**

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Time</th>
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<tbody>
<tr>
<td>Lesson 1</td>
<td>7:30 – 8:30 am</td>
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<tr>
<td>Lesson 2</td>
<td>8:30 – 9:30 am</td>
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<tr>
<td>Lesson 3</td>
<td>9:30 – 10:30 am</td>
</tr>
<tr>
<td><strong>Break</strong></td>
<td>10:30 – 10:55 am</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>11:00 – 12:00 pm</td>
</tr>
<tr>
<td>Lesson 5</td>
<td>12:00 – 1:00 pm</td>
</tr>
<tr>
<td><strong>Lunch/Prayer</strong></td>
<td>1:00 – 1:40 pm</td>
</tr>
<tr>
<td>Lesson 6</td>
<td>1:45 – 2:45 pm</td>
</tr>
<tr>
<td><strong>LWB</strong></td>
<td>2:45 – 3:45 pm</td>
</tr>
</tbody>
</table>
Entering The School In The Morning

We request that parents ensure that if their children arrive to school by car that they are dropped and enter the school at their designated gate. By doing this you are helping the school safeguard your child as no unauthorised adult will be permitted to enter the school building. Parents and visitors will only be permitted into the school building once they have shown their Parent ID badge to security. If the parent does not have this badge they will be asked to leave their Emirates ID at the security gates in exchange for a SRS Visitor’s Badge.

Foundation students should be delivered by their parents into their classrooms every morning from 7.15 am – from the primary gates and not through the main reception.

Primary students should assemble in the primary play area and designated areas each morning. They should line-up for collection by their class teacher at 7.25 am. The class teachers will then lead the students to their classroom.

Secondary students only should enter through the boys’ and girls’ secondary gates no later than 7.20 am. Secondary students should not enter the building through the main reception gates or school Reception. Secondary students should assemble in the cafeterias then make their way to their first lesson by 7.25 am.
Registration And Late Arriving Students

- Students should arrive at school each day no later than 7.20 am.
- The first lesson of the day is the time for official school registration.
- A student is designated as being late if they arrive at school after 7.30 am.
- If a student is late on a regular basis then parents are contacted and a parental conference will be held. In secondary, late detentions are held each lunch time with persistent lateness resulting in ‘catch up’ lessons being put in place either at lunch time or after school.
- Lateness to school is unacceptable. Persistent lateness will result in a written warning being issued which may result in student place in the school being put at risk.

Break Times

Foundation classes are flexible in their break timings.

**Years 1-3** students will take their first break snack in their classrooms. Teachers will encourage students to eat their snacks and check that they are drinking enough water and doing so in a socially acceptable manner. Snack time take place during the first 5 or 10 minutes of the break and teachers with class assistants remain with their class during this time.

**Year 4-6** students will be able to purchase healthy snacks from the cafeteria or bring from home, these will be consumed in the cafeteria or designated external areas. Teachers and supervisors will be monitoring the students ‘choices and ensuring they drink plenty of water.
The secondary school break commences at **10.30 am** and lasts for **25 minutes**. All food should be consumed inside, or on the picnic tables immediately adjacent to the school cafeteria.

**School caps and sunscreen are strongly recommended for all students including foundation, primary and secondary students whilst outside during break times and lunch times.**

<table>
<thead>
<tr>
<th>YEAR GROUP</th>
<th>TIMINGS</th>
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<tbody>
<tr>
<td>Year 1</td>
<td>9:00 – 9:30 am</td>
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<tr>
<td>Year 2 and 5</td>
<td>9:30 – 10:00 am</td>
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<tr>
<td>Year 4 and 6</td>
<td>10:00 – 10:30 am</td>
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<tr>
<td>Year 3</td>
<td>10:30 – 11:00 am</td>
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**Lunch at School**

The school operates a ‘cashless’ system from **Year 3 to 13**. Students will be issued with a swipe card and this will be used to purchase food on site. Students will need to credit their cards with cash at one of the designated areas around the school. Healthy lunches, snacks and lunch boxes will be available from the school cafeteria.

As a school we are committed to providing a range of healthy foods, (organically sourced where possible) to allow students to make healthy choices.

**Foundation Stage children are required to bring in their healthy snack**

**Year 1 and 3** will eat in their classrooms. They can choose to order a healthy lunch from the school cafeteria or bring a packed lunch from home.
Year 4, 5 and 6 will be able to select a healthy lunch or snack and these will be consumed in the cafeteria-designated areas or they can bring a packed lunch from home.

Secondary students will have the choice of healthy meals and snacks from the cafeteria or they can bring in packed lunches from home.

<table>
<thead>
<tr>
<th>YEAR GROUP</th>
<th>TIMINGS</th>
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<tbody>
<tr>
<td>Year 1</td>
<td>11:00 – 11:30 am</td>
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<td>Year 1 and 2</td>
<td>11:30 – 12:00 pm</td>
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<tr>
<td>Year 2, 4, 5 &amp; 6</td>
<td>12:00 – 12:30 pm</td>
</tr>
<tr>
<td>Year 4, 5 &amp; 6 Prayer</td>
<td>12:30 – 1:00 pm</td>
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<tr>
<td>Year 3</td>
<td>1:00 – 1:45 pm</td>
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**Extreme Weather Arrangements (EWA)**

If extreme weather conditions are forecast and/or the temperature/humidity reaches an unacceptable level, the Principal will use her professional judgment in declaring an ‘EWA ‘break. The students will be required to remain inside during breaks and teachers and other staff will supervise.

**End Of Day**

Students are expected to leave the school at their designated gate. By doing this you are helping the school safeguard your child as no unauthorised adult will be permitted to enter the school building. Parents and visitors will only be permitted into the school building once they have shown their Parent ID badge to security. If a parent does not have this badge they will be asked to leave their Emirates ID at the security gates in exchange for a SRS Visitor’s Badge.

Foundation Stage 1 and 2 should be collected at 1 pm from classrooms

Primary gates will be open from 12.55 pm
Year 1 to 5 students should be collected by parents from their designated pick-up areas Years 1 and 2 from their classrooms by parents or siblings.

Years 3-6 from Primary Canteen or ground floor open area at 2.45 pm each day. Families with siblings in both secondary and primary school will be collected from the secondary cafeterias from 2.45 pm.

Year 7 to 13 students finish at 2.45 pm and leave the school building by the designated secondary student exits and make their way to agreed pick up point (either bus or car park area).

Any parent wishing to arrange early collection should contact their child’s Supervisor. Any students collected consistently will be subject to an intervention plan and a written warning may be issued which could put the student’s future placement in the school at risk.

Attendance
Attendance is a key factor in student achievement and therefore, students are expected to be present each day in session. SRS uses the KHDA attendance levels as follows; 94% acceptable, 96% good and 98% outstanding. This is also supported by the KHDA Parent-School Contract which must be signed by the parents before the registration process is complete.

The Board of Governors fully supports the Principal to take measures to ensure that the school’s attendance is at least 98%.

Please Note: if your child’s attendance falls below 92% this could have a serious impact on his/her attainment & progress. Research evidence shows the impact of low attendance will result in students achieving at least 1 GCSE grade less than predicted. Students’ attendance is regularly monitored and intervention will be put in place. Parents of that student will be contacted and a parental conference is arranged.

Students whose attendance continues to fall below 90% of the academic sessions despite interventions being put in place will risk penalties being applied. This will include de-registration, delayed promotion to next academic year and entry to external examinations may be refused.
A written warning will be issued prior to the above sanctions being implemented. See appendix 2- Attendance Policy

**Absenteeism**

Recording of absent students is the responsibility of the class teacher. If a child is absent due to illness, parents should notify school as soon as possible by telephone or send a note in advance explaining the reason for the absence. If parents do not inform the school of their child’s absence, they will be contacted on the first day of absence. If your child is ill please keep them at home until they are fit enough to cope with the busy school day. This is particularly important to prevent the spread of communicable disease. Students should provide a pastoral supervisor with a medical certificate upon their return to school in order that records can be maintained.

It is preferred that doctor/dentist/optician appointments are arranged out of school time. If this is not possible the class teacher in primary or a pastoral supervisor in secondary should be informed in writing and a copy of the appointment card should be brought to school. The student should be collected from the primary and secondary supervisor not the main reception, where an exit note will be issued. School security will not allow a child to leave the premises during the school day without an exit note that has been signed by a member of SMT. Students will not be allowed to leave during the school day for any reason except authentic medical appointments or where permission has been sought from the school in advance.

If a student has a number of unauthorised/unexplained absences with no medical certificate/permission (e.g. Omra Trip) then in the event of a student continuing to have a number of unexplained absences then the school will follow the Ministry of Educations regulations regarding student absenteeism.
Prolonged Absence & Academic Expectations For Absences

Parents are requested to seek permission in writing from the Principal if they wish to take their child out of school during term time. The school strongly discourages unauthorised absences for any age group/s as this has implications for the child’s academic progress. Teachers will not be able to make exceptional lesson planning arrangements for students who miss school because of holidays taken during school days. Missed work can be accessed through the VLE.

If your child has an illness or is recovering from an illness, and is unable to participate in physical education or swimming activities a medical certificate should be issued by the child’s doctor. The certificate should indicate the period of time that the child should be excluded from specified activities.
LEARNING WITHOUT BOUNDARIES PROGRAMME

LWB And The SRS Award

The LWB programme is an all-inclusive approach to developing and widening the curriculum offering experiences to all students of SRS outside the normal classroom environment. Our LWB programme includes a wide range of extra-curricular clubs in both primary and secondary including after school clubs, an extensive sports programme, over 30 camping activities annually, a number of overseas trips, opportunities to volunteer for charitable projects, opportunities to help the environment and economic based activities and projects. We believe participating in the LWB programme will promote student confidence, develop their social skills and encourage lifelong learning. Research has shown that ‘busy’ or ‘active’ children achieve as well if not better than those solely focused on academic pursuits. Parents should support their children in choosing the right activities for themselves.

Summary of Activities

Charity Work - the students will choose a number of local and national or international charities to support over the year through Dubai Cares. They will be involved in planning and organising the support for the charities of their choice. The focus will not be just on giving a donation but on understanding the needs and workings of these charities so students can decide how best they can have a positive impact on helping others less fortunate than themselves.
Volunteer Activities - these opportunities can be internal or external. For example Year 5 students may be playground leaders at lunchtimes and Year 12 students support the younger students as ‘reading buddies’ as part of their enrichment programme. Externally students will have opportunities to engage in volunteer activities through the school careers programme.

Environmental Projects - the whole school will continue to be involved in making the school an environmentally/sustainable place starting from September with a local or international focus day each month. Students will also be investigating the environmental issues of the UAE and how they can in some way contribute in protecting the environment. Although some of these activities will take place during curriculum time they will also be integral to our wider LWB programme.

STUDENT LEADERSHIP PROGRAMME
Student leadership is a key focus within the school and our Life skills and PDC programme will enable students to develop leadership skills throughout the year. In addition, there will be specific training for Prefects and Student Council members. These workshops will focus on ensuring our students understand their rights and responsibilities and how to use them correctly. Throughout the year we will provide students with many opportunities to put these skills into practice. The weekend camps will also focus on developing further leadership and team building skills.
STUDENT HAPPINESS

WELL-BEING AND HEALTHY LIFESTYLES PROGRAMMES

Every day schools strive to provide the best possible experience for their students in helping them to reach their full potential. SRS ensures that the following takes place:

Well-being as an educational theme
Students' feeling of well-being is significant for their social improvement and personal growth. We consider what we teach, how we teach it and how students are organised to be very significant for well-being development. Our curriculum will embed the UAE Moral Education Programme (MEP) which was officially launched in March 2017. The aims of the programme are to build character, instil ethical outlook, foster community and endear culture. It is believed that the MEP will help contribute to the UAE’s happiness agenda. SRS has worked closely with KHDA Lighthouse programme to enable the school to focus on wellbeing, happiness and holistic development of our students. This has given students the opportunity to be part of ‘Treasures of Hatta’ well-being project, contributed to KHDA ISB design thinking project and help pilot the Dubai Student Well-being census.
Relationships, care and society
It is important that students experience school as caring and respectful. Academic success can contribute to overall feeling of well-being. Feeling socially valued and included is also important. It is also clear that a sense of belonging and good relationships with the school community foster feelings of well-being. SRS strives to establish and develop good relationships between teachers and students, students and students, and teachers and teachers.

Including the voices of students
Student council and other forums support and encourage students to become confident and articulate, able and equipped to make informed decisions and take part in the decision making process of the school. Students are elected annually by their peers and are responsible for communicating ideas, opinions and recommendations for school development and improvement. They will be trained in leadership, decision-making, advocacy and communication skills to support the provision of an effective student voice. – This paragraph is repeated in Part 14 under Pastoral Care.

HEALTHY LIFESTYLE
A healthy lifestyle is key to ensuring all students recognise that good food, daily physical activity and a healthy environment will support learning and growth vital for students to reach their full potential; we will be providing them with activities and information through assemblies and welfare sessions to develop healthy lifestyle attitudes for life. Research shows that students who are healthy in body perform better academically and socially. Healthy Lifestyles are promoted throughout the year by students being provided opportunities to take part in a number of activities both in and outside of the curriculum to support raising awareness.

Inclusion
SRS inclusion aims to provide the individual learning needs of all children in the school and to maximise the learning potential for all students so that they may all experience success.
Our Inclusion strategic goals are as follows:
1. Students with SEND develop learning and life skills to be independent
2. Strong collaboration between school, parents and other stakeholders
3. Staff are empowered to provide an inclusive learning environment to enable academic and personal growth

**Gifted And Talented (GT) Programme**
The school believes that each student has individual and unique needs and we are committed to creating opportunities for all students to identify their strengths and for their abilities to flourish. All lessons will ensure that students are stretched and challenged to the best of their abilities and we will provide additional support for children who are working at a significantly higher level than their peers both in school and through LWB.

**Students With Determination**
(Special Educational Needs – SEND)
SEND students happiness, wellbeing and healthy lifestyles is a priority and is supported through the high quality SEND provision that is in place and expanding. We believe that all students are valued equally, irrespective of additional educational needs whether it be SEND, ability, English as an additional language or GT.

The school recognises the vision for Dubai to become a fully inclusive city by 2020 and is fully committed to supporting inclusive educational principles as laid out in the ‘Dubai Inclusive Education Policy Framework’. We have already put in place recommended strategies along with roles and responsibilities to comply with existing and forthcoming legislation.

**SCHOOL TRIPS/ FIELD TRIPS**
School trips are most likely to be educational and help support subject specific areas or topics, however, trips are sometimes used to reward outstanding attendance and achievement.
POSITIVE BEHAVIOURAL EXPECTATIONS

The school prides itself in being a calm, safe and family friendly learning environment. Relationships between teachers, staff and students are excellent. Recent KHDA Inspection Report and Student Voice interviews support these claims. Students without exception said they felt, safe and secure; they thought a strength of the school was the family atmosphere and they all felt confident there was a teacher or another adult they could go to for support and guidance if they had any worries or concerns. The school welfare/counselling team are always on hand to offer support and guidance.

GENERAL EXPECTATIONS

At SRS we aim to nurture and encourage all students, whatever their age. We promote independence in personal and academic development. In order to maintain an orderly learning community we ask that your children adhere to the guidelines set out below. Students should:

• Take responsibility for their actions.
• Demonstrate self-respect through cleanliness, grooming and diet.
• Respect all persons regardless of race, colour, religion, gender, and mental or physical ability.
• Use only language and gestures appropriate in a school setting and in keeping with an attitude of respect for all individuals.
• Attend all lessons punctually and be prepared with correct equipment.
• Keep classrooms, personal and common areas (e.g. cafeteria & playground) in the school clean, tidy and litter free.
• Recycle paper and plastic (aluminium cans and glass bottles are not allowed in school).
• Not bring any soft drinks or energy drinks into school at any time.
• Not chew gum whilst in school or on school grounds.

Secondary students will be expected to adhere to further SRS Secondary procedures/expectations which will be issued to them at the beginning of the year and can be referred back to via the VLE SRS Student Information Booklet.

SRS aims to provide an atmosphere that is supportive and caring. If students enjoy coming to school and find the experience both stimulating and interesting then, as a general rule, this is reflected in good behaviour on the part of the students.
At the heart of the school's Behavioural Policies (Section 7 of the School Policy Manual) are the beliefs that children develop best in an atmosphere which encourages and rewards them rather than upon a system which relies solely upon the deterrent of punishments as an incentive to promote good behaviour.

An essential element in the success of any behaviour policy is a close partnership between the school and home and SRS is committed to pursuing these policies. If there is anything you think the teacher needs to know about your child that may affect his/her behaviour or work in school please let us know. The KHDA Parent-School Contract also supports parents and teachers working together in order to achieve the highest standards of behaviour from students.

REWARDING POSITIVE BEHAVIOUR AND EFFORT
SRS has a rewards system that promotes positive behaviour and attitudes amongst students. The rewards will be presented at assemblies and underpin SRS school values.

In Primary they include:
- Dojo Points and certificates (www.classdojo.com)
- Stickers and badges
- Star of the week
- Arabic awards
- Certificates for attitude, effort and achievement
- SRS Award
- Trophies

In Secondary they include:
- Electronic achievement points leading to certification
• Star of the Week
• End of Term Awards Ceremony
• Outstanding Attendance and Punctuality awards
• SEND Passport to Achievement
• SRS GCSE Awards Ceremony (October 2018)

The achievement points may be awarded for a number of reasons including:
• Uniform
• Homework
• Positive contribution in class
• Effort in lesson
• Academic excellence
• Progress
• Special celebrations
• Sports
• Arts
• Community
• Achievement
• Global Ambassador Award
• Reading or performing in English and/or Arabic

SOME IMPORTANT GUIDELINES FOR STUDENTS

Mobile Phones
• In accordance with the SRS policy mobile phones are not permitted in school. The school strongly advises that student mobile phones should not be brought into school and this includes the use of mobile phones when on trips.

• The school accepts that there may be particular circumstances in which a parent wishes to contact their child via a mobile phone but the school strongly advises that if you need to contact your child during the school hours you must contact them via the school’s Student Supervisors, on the contact numbers provided at the beginning of the school year, or through the main school number (04 6011011).

• If a student is seen using a mobile phone in the school the phone will be confiscated and given to senior management for safe keeping.
The mobile phone will be returned at the end of the day and parents will be notified verbally of the consequence if a further incident happens. Persistent non-compliance of the above will mean the confiscated phone will be held until the end of the school term.

**School Tablet/Bring Your Own Device (Byod)**

BYOD, a personal technology device (PTD), is a privately owned wireless and/or portable electronic hand-held device/equipment. This includes, but not limited to, laptop and mobile computers, portable internet devices (iPod, iPad, Kindle, tablet PC), personal digital assistants (PDA), or any other portable information technology systems that can be used for word processing, wireless internet access, image capture and recording, sound recording and the transmitting, sending and storage of information. **At SRS, mobile phone usage as BYOD is not permitted.**

SRS will allow students to use their own devices in lessons. Wireless access is available to students and this has been created to enhance learning experiences. Connecting to the SRS wireless network with personal technology devices is a privilege not a right. Permission to bring and use personal devices is contingent upon adherence to SRS guidelines. Please note that if a personal device is used by a student for malicious purposes, or to cause disruption to the educational environment, student’s privileges may be revoked or limited.

The use of personal digital cameras in school is not allowed unless a student can provide written permission from a teacher. The use of the personal digital camera can only be allowed under the supervision of the teacher that the student has received permission from. The Internet ‘Acceptable Use’ policy has been implemented to protect the school staff and students from undesirable materials, intimidation or harassment.

**Bullying**

All students have the right to learn in a safe environment without fear. Bullying can undermine and can prevent students from progressing academically and socially and it can have life-long negative
consequences for both the victim and the bully. We therefore have zero tolerance on bullying. Any student involved in bullying will be disciplined and will receive appropriate counseling from the school. Following any report received about bullying, both verbal or physical, an investigation will be undertaken by the Welfare/Pastoral Team. Appropriate school action will be applied after each case once the incident has been investigated fully.

**Cyber Bullying**
SRS students are expected to act with respect and concern for all others both in and outside school hours. Any form of cyber bullying will not be tolerated and any SRS students who target another child through the use of the internet, interactive and digital technologies or mobile phones will be subject to the consequences for bullying as set out in the Bullying and BYOD Device/Internet ‘Acceptable Use’ policies that can be found in Section 7 of the School Policy Manual.

**Unacceptable Use of Information Technology**
Use of the network, Internet and email by students is permitted and encouraged where such use supports the goals and objectives of the school and have a positive impact on teaching and learning.

The Internet ‘Acceptable Use’ Policy for the use of the network, Internet and email clearly states that students must ensure they:
- Comply with current legislation.
- Use the Internet and email in an acceptable way.
- Do not create unnecessary risk or harm to the school or other individuals by their misuse of the network, Internet or email.

Failure to adhere to this policy will result in the school taking action in accordance with relevant behaviour policies that can be found in Section 7 of the School Policy Manual.
Academic Integrity and Plagiarism
We are committed to academic excellence. Students are encouraged and expected to use outside sources as appropriate and should seek extra help if and when needed. However, they must accept the responsibility for creating and submitting their own original works. Any student who is in doubt about any aspect of the principles and practices of academic honesty should consult his/her teacher or the librarian for advice and guidance. They must always make it clear which words and ideas are theirs or whether the words and ideas written originally by someone else.
## Uniform

<table>
<thead>
<tr>
<th>General Uniform</th>
<th>Boys FS to Year 6</th>
<th>Girls FS to Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tartan bermuda shorts</td>
<td>Tartan divided skirt</td>
<td>Navy blue trouser (FS 1-Y3)</td>
</tr>
<tr>
<td>White shirt</td>
<td>White blouse short sleeve (FS 1-Y3)</td>
<td>White blouse long sleeve (Y4-Y6)</td>
</tr>
<tr>
<td>White socks</td>
<td>White socks</td>
<td></td>
</tr>
<tr>
<td>Navy blue/black plain footwear</td>
<td>Navy blue or black plain footwear</td>
<td>Preferably Velcro fastening for FS</td>
</tr>
<tr>
<td>SRS winter jacket</td>
<td>SRS winter jacket</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Uniform</th>
<th>Boys 7 to Year 11</th>
<th>Girls 7 to Year 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Navy blue trousers</td>
<td>Navy blue trouser or navy blue long skirt</td>
<td></td>
</tr>
<tr>
<td>White shirt</td>
<td>White blouse long sleeve with tartan gilet</td>
<td></td>
</tr>
<tr>
<td>White socks</td>
<td>White socks</td>
<td></td>
</tr>
<tr>
<td>Black or navy plain footwear</td>
<td>Black or navy plain shoes</td>
<td>No other colours or logos are permitted on footwear</td>
</tr>
<tr>
<td>SRS winter jacket</td>
<td>SRS winter jacket</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Uniform</th>
<th>Boys 12 to Year 13</th>
<th>Girls 12 to Year 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Navy blue trousers (not jeans)</td>
<td>Navy blue trouser or navy blue long skirt (not jeans)</td>
<td></td>
</tr>
<tr>
<td>White shirt with collar</td>
<td>White shirt/blouse with collar</td>
<td></td>
</tr>
<tr>
<td>SRS Senior jacket</td>
<td>SRS Senior jacket</td>
<td></td>
</tr>
<tr>
<td>PHYSICAL EDUCATION (PE)</td>
<td></td>
<td>PHYSICAL EDUCATION (PE)</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Boys FS to Year 6</td>
<td></td>
<td>Girls FS to Year 6</td>
</tr>
<tr>
<td>Green Lycra Bermuda shorts</td>
<td></td>
<td>Orange Lycra Bermuda Shorts</td>
</tr>
<tr>
<td>White T-shirt with Green Collar</td>
<td></td>
<td>White T-shirt with Orange Collar</td>
</tr>
<tr>
<td>White Trainers or Plimsolls and white socks</td>
<td></td>
<td>White Trainers or Plimsolls and white socks</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION (PE)</td>
<td></td>
<td>PHYSICAL EDUCATION (PE)</td>
</tr>
<tr>
<td>Boys FS to Year 6</td>
<td></td>
<td>Girls FS to Year 6</td>
</tr>
<tr>
<td>Navy Blue Sports Pants I Green Lycra Bermuda shorts</td>
<td></td>
<td>Navy Blue Sports Pants I Orange Lycra Bermuda shorts</td>
</tr>
<tr>
<td>White T-shirt with Green Collar</td>
<td></td>
<td>White T-shirt with Orange Collar</td>
</tr>
<tr>
<td>White Socks</td>
<td></td>
<td>White Socks</td>
</tr>
<tr>
<td>Trainers or Plimsolls with laces</td>
<td></td>
<td>Trainers or Plimsolls with laces</td>
</tr>
<tr>
<td><strong>SWIMMING</strong> Students should bring their own swimming kit including their own towel, goggles and robe to cover while they are changing</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Boys</strong></td>
<td></td>
<td><strong>Girls</strong></td>
</tr>
<tr>
<td>Trunks shorts and T-shirt/Hat</td>
<td></td>
<td>Swimming shorts and T-shirt/ costume/Hat</td>
</tr>
</tbody>
</table>

**Bags:** NO TROLLEY BAGS

**Note:** It is recommended that foundation stage children should have a spare set of clothes in their school bag every day. As per the school policy (7.39) students should dress appropriately in school uniform at all times.

Dress should never distract from school activities or prove a hazard to the student’s safety or the safety of others.

If a student is not appropriately attired or exhibits grooming which constitutes a distraction or disturbance to the school environment, the student may be sent home and not be readmitted until he/she is properly attired or groomed.

Grooming includes appropriate hair style - short and smart for boys and tied back for girls if they have long hair.

*Caps and hats must be worn during the hotter months whilst playing outside.*
ACADEMIC PROGRAMME

BRIEF INFORMATION

SRS was established in response to a need in this community for a school that provides skills based education and one in which the learning experience will be challenging, exciting and enjoyable.

The school provides a happy, safe and caring learning environment in which each child’s abilities are nurtured, together with the pursuit of academic excellence, in an atmosphere. Which encourages Islamic values. We as a team at SRS are committed to shaping a future generation who will be creative, independent thinkers able to adapt their knowledge and skills to the ever-changing needs of this technological age. The education of children in the widest sense takes place in and out of school and therefore the best results can only be obtained by forming a partnership with parents, children and teachers.

THE CURRICULUM

The school follows the English National Curriculum and Early Years Foundation Stage Curriculum (EYFS) in most subjects. This is delivered through using the topic based International Primary Curriculum (IPC) to support a more contextualised and creative approach.

We are also a BSO (British Schools Overseas) accredited school. In addition to offer more choice and scope to our student community we are adding a US curriculum pathway for the high school students from grades 9 to 12. The US curriculum pathway will offer an additional quality educational route for our growing number of students and will be delivered with the utmost integrity. Having a choice of curricula and being fully supported by both our UK governors and Cambridge Education, delivered by the highest quality, experienced, native English speakers will ensure as a school we aspire to realise our vision:

‘To establish a leading nationwide centre of educational excellence that is founded upon the highest international standards’.
THE ARABIC CURRICULUM
A thorough and comprehensive programme is offered for Arabic Language, Islamic Studies, Social Studies and Islamic History. Particular emphasis is laid upon Tajweed and the Islamic programme has been developed in conjunction with Advisory Bodies on Qur'an Learning.

THE ENGLISH NATIONAL CURRICULUM
The National Curriculum is a framework used by schools to ensure that teaching and learning is balanced and consistent. For each subject and for each key stage, programmes of study set out what students should be taught, and attainment targets set out the expected standards of students’ performance. It is for schools to choose how they organise their school curriculum to include the programmes of study.

The structure of the National Curriculum sets out:
• The subjects taught.
• The knowledge, skills and understanding required in each subject.
• Standards or attainment targets in each subject, teachers can use these to measure your child’s progress and plan the next steps in their learning.
• How your child’s progress is assessed and reported.

For more information, visit:
www.gov.uk/government/collections/national-curriculum
US CURRICULUM PATHWAY – Grades 9 to 12

- SRS will deliver a comprehensive, high quality international accredited US Curriculum Pathway for Grades 9 to Grade 12; this will be offered to students dependent upon their needs and future career pathways. The students will study a number of core subjects, these include: English Language, Arabic Language, Islamic Studies, Mathematics including Algebra, Social Studies and History, Sciences including Life Sciences and Physics, Arts and Technology, Business Studies, Economics. All student will participate in Physical Education activities weekly.

- In addition, we will offer a number of optional courses (electives) some are short courses others are for a year; these include: Public Speaking and Debate, Engineering, Media, Computer studies and Programming
THE NATIONAL CURRICULUM COMPRISSES

Three core subjects and other foundation subjects.
The core subjects are English, Mathematics and Science. The foundation subjects are **ICT (Information Communication Technology)**, Technology (including Design), Geography, History, Art and Physical Education. The following chart shows the comparison of the year group descriptions with each key stage of the National Curriculum.

<table>
<thead>
<tr>
<th>AGE</th>
<th>YEAR GROUP</th>
<th>KEY STAGE</th>
<th>KHDA PHASE</th>
</tr>
</thead>
</table>
| 3 – 4 Years
  4 – 5 Years | Foundation 1
  Foundation 2 | **EYFS**
  (Early Years Foundation Stage) | Phase 1 |
| 5 – 6 Years
  6 – 7 Years | Year 1
  Year 2 | 1 | Phase 2 |
| 7 – 8 Years
  8 – 9 Years
  9 – 10 Years
  10 – 11 Years | Year 3
  Year 4
  Year 5
  Year 6 | 2 | Phase 2 |
| 11 – 12 Years
  12 – 13 Years
  13 – 14 Years | Year 7
  Year 8
  Year 9 | 3 | Phase 3 |
| 14 – 15 Years
  15 – 16 Years | Year 10
  Year 11 | 4 | Phase 3 |
| 16 – 17 Years
  17 – 18 Years | Year 12
  Year 13 | 5 | Phase 4 |
The National Curriculum

Foundation Stages 1 and 2:
Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development:

• Personal, social and emotional development
• Communication and language
• Physical development
• Literacy
• Mathematical development
• Understanding the World
• Expressive arts and design

These 7 areas are used to plan your child’s learning and activities. The professionals teaching and supporting your child will make sure that the activities are suited to your child’s unique needs. This is a little bit like the curriculum in primary and secondary, but it is suitable for very young children.

Children in the EYFS learn by playing and exploring, being active and through creative and critical thinking which takes place both indoors and outside.

KEY STAGE 1
Aims and objectives: the distinctive purpose of Key Stage 1 which covers students from Year 1 to Year 2, is to lay the foundation of future learning by:

• Developing the basic skills in reading, writing, speaking, listening, number and information and communication technology.
• Developing appropriate skills and correct attitudes in investigations.
• Introducing young children to a broad range of interesting content spanning the subjects of the curriculum.
• Including using IPC – a thematic/topic based approach to support contextualized and relevant learning experiences.
• Promoting positive attitudes to learning and helping young children to work and play together harmoniously.
KEY STAGE 2 AND 3
This stage covers 8 years of learning between the ages of 7 - 14 years.
Over such a long period the learning needs of the children will gradually change. As they become more proficient in their reading and writing, the time they need to concentrate upon English will gradually reduce, and as a consequence, more time will be available for Science and the other foundation subjects.

KEY STAGE 4
This stage covers the ages of 14 - 16 years when students are prepared for GCSE /IGCSE and BTEC courses and the Ministry Thanawiyah. The GCSE/IGCSE and BTEC are internationally recognised British courses accredited by the University of London and Cambridge Examinations Syndicate and other recognised English examination boards.

KEY STAGE 5
This stage covers the ages of 17-18 years when students are prepared for three different pathways. The chosen pathways are based on students’ achievement at KS4 and they will include:
A level, AS level at GCE, BTEC and additional GSCE courses not offered before, plus retake opportunities, enrichment and work experience

High School Grades 9 to 12
Students may be eligible to follow the US curriculum pathway. This pathway is for students in Grades 9 to 12. Students are prepared to graduate with an accredited US curriculum high school diploma

Students of Determination (SEND) if they cannot access the full courses offered at KS4 and 5 will be able to complete a High School Certificate and also access additional vocational qualifications including BTEC and Asdan.
KEYSTAGE 1 – 3
Programme Of Study

ENGLISH
Students will be taught to communicate effectively, speak with confidence, listen with growing attention and concentration and extend their vocabulary. They will be taught to read and write with fluency, accuracy, understanding and enjoyment. English is vital for communicating with others in school and in the wider world, and is fundamental to learning in all curriculum subjects.
In studying English, students develop skills in speaking, listening, reading and writing that they will communicate with others confidently and effectively.

MATHEMATICS
Mathematics is an integral part of our lives and our aim is to provide our students with the opportunity to develop their understanding of mathematical concept, in a creative and applicable way. We have adopted the changes in the New National Curriculum and have designed our lessons to incorporate the mastery of specific skills. As a result, our curriculum coverage comprises of delivering Mathematics through a model that involves reflection, reasoning and a deeper understanding of methodology. The aim is for students to become confident at using efficient mathematical processes and to use these to solve logical problems through exploration. We follow the new guidelines that suggest:

‘Students who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content’.

Mathematics has been divided into four specific strands: Number Sense, Multiplicative Reasoning, Additive Reasoning and Geometric Reasoning. A number of weeks is dedicated to each strand and these inter-relate and build on each other, ensuring a fluid curriculum coverage. This allows teachers to progressively challenge and revisit mathematical processes with a view to mastering concepts and methodologies. Mental computation is awarded a high priority and teaching of this is fundamentally built into all lessons.
SCIENCE
Science is taught by encouraging students to become more aware of scientific concepts and through encouraging them to acquire knowledge relating to specific disciplines of biology, physics and chemistry. Students develop an awareness of the links between Science, Mathematics, Engineering and Finance though cross-curricular learning and by building their learning on tangible links. There is an expectation that students will be able to learn and develop scientifically and be able to relate these disciplines to their surroundings. Lessons are taught with a view to consolidating the students' scientific skills, designed to merge their skills with their knowledge and further develop their critical thinking skills.

Moreover, the aim is to develop a cross-curricular learning process where students are provided with opportunities to explore and investigate theories and test ideas. Acquiring scientific language is an important consideration in the teaching of Science. Assessments are used to ascertain the level of progress made by students and will be based on the knowledge, reflection of skills acquired and ability to reason, expand and explore.

INFORMATION AND COMMUNICATION TECHNOLOGY
(including Computer Science/Enterprise)
The increasing use of technology in all aspects of society makes confident, creative and productive use of ICT an essential skill for life. ICT capability encompasses not only the mastery of technical skills and techniques, but also the understanding to apply these skills purposefully, safely and responsibly in learning, everyday life and employment. ICT capability is fundamental to participation and engagement in modern society. ICT can be used to find, develop, analyse and present information, as well as to model situations and solve problems. Computing programming is also offered.

HUMANITIES
The study of Humanities stimulates an interest in and a sense of wonder about places. It helps young people make sense of a complex and dynamically changing world. It explains where places are, how places and landscapes are formed, how people and their environment interact and how a diverse range of economies, societies and environments are interconnected. It builds on students’ own experiences to investigate
places at all scales, from the personal to the global. Students will be
given opportunities to investigate the physical and human features of
their surroundings.
They will undertake studies that focus on geographical and historical
questions that are based on direct experience, practical activities and
field work in the locality of the School. They will also learn geographical
and historical vocabulary.

**DESIGN & TECHNOLOGY (including Food Technology and Textiles)**
In Design and Technology students combine practical and
 technological skills with creative thinking to design and make products
 and systems that meet human needs. They learn to use current
technologies and consider the impact of future technological
developments. They learn to think creatively and intervene to improve
the quality of life, solving problems as individuals and members of a
team. Students will be taught to develop their design and technology
capability through combining their designing and making skills with
knowledge and understanding in order to design and make products.

**ART (including craft and design)**
In Art students explore visual, tactile and other sensory experiences
to communicate ideas and meanings. They work with traditional and
new media, developing confidence, competence, imagination and
creativity. They learn to appreciate and value images and artifacts
across times and cultures, and to understand the contexts in which they
were made. Students reflect critically on their own and other peoples’
work, judging quality, value and meaning. They learn to think and act as
artists, craftspeople and designers, working creatively and intelligently.
Students understanding and enjoyment of art, craft and design will be
developed through activities that bring together requirements from both
Investigating and Making.
PE
PE develops students' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school. A high quality PE curriculum enables all students to enjoy and succeed in many kinds of physical activity.

They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When they are performing, they think about what they are doing, analyse the situation and make decisions. They also reflect on their own and others’ performances and find ways to improve them. Students are given the opportunity to represent the school in a variety of different sports.

STEM
In Primary, The School of Research Science has developed our STEM facilities this year. Science, Technology, Engineering and Maths has been at the forefront of teaching and learning. As part of the National Agenda target to promote innovation the school has invested in a new state of the art STEM lab. Pupils in Primary have a wealth of learning resources to explore; from experimenting with materials and creating rafts with different sails in Year 1, to using robotically programmed Lego in Year 4 using tablets. In the Upper Phase pupils move onto more intense coding and programming and working with EV3 kits in a move towards embedding IT into their learning.

KEY STAGE 4
PROGRAMME OF STUDY (i)GCSEs
Students will be expected to continue with the core subjects in Key Stage 4 including Arabic, Islamic Studies and English Literature, and will sit external exams called (i)GCSEs mainly at the end of Year 11. The GCSE is an academically rigorous internationally recognised qualification awarded in a specified subject. Students can then choose a number of subjects to study and they are called option choices. The option choices offered this year is detailed in the KS4 Option Booklet that can be found on the school website and on the VLE:
KEY STAGE 5
PROGRAMME OF STUDY

AS and A2 levels are the traditional qualifications offered by schools for 16 – 19 year olds. They are highly valued by universities and employers and focus on academic subjects. AS levels can be taken as a stand-alone qualification or as the first part of an A level course. AS levels are completed at the end of Year 12. A2 exams and coursework are added on to an AS level at the end of Year 13, bringing it up to A level standard. At this school AS is a compulsory year and A2 is an optional year for those students who wish to study in universities outside the UAE.

Most students take four subjects in Year 12 and should they wish to continue into Year 13 to complete their A levels will drop one subject and continue with the other three.

AS/A2 levels are mostly assessed by written exams, although there is also some coursework in most subjects.

The option choices offered this year in the KS5 Option Booklet can be found on the school website and on the VLE.

In addition to the above, all Year 12 take Arabic and Islamic Studies following the UAE Ministry of Education syllabus. Students will also have 1 PE session each week.

Please note:
Students are unlikely to progress to an AS subject unless they gain minimum GCSE grade B/6 in that subject.

KHDA requirements to graduate Year 11 and gain Emirati equalisation students must pass minimum 5 GCSE examinations A* to E grade which cannot include Arabic.

KHDA requirements to graduate Year 12 and gain Emirati equalisation students must pass 4 AS Level examinations A* to D. Some students will be advised to do this over 2 years.

Good GCE pass grades (C and above) in at least two AS levels as well as 5 I/GCSE grades A*(9) – C(4) are required by a wide range of colleges.
and universities within the UAE and at some institutions elsewhere in the world. To secure a place at the world’s most prestigious universities a further year of study in Year 13 is recommended.

UAE National students are required to pass EmSAT assessments. Good scores ensure that students do not have to enrol onto the foundation year. All UAE Nationals following the British curriculum must do this assessment as it is a requirement to pass Year 12.
SRS STUDENT LEARNER PROFILE

SRS Student Learner Profile has 7 skill groups that are essential to success in learning, life and work. In essence, the profile captures the essential skills of: managing self; managing relationships with others; and managing own learning, performance and work. It is these skills that will enable our young people to succeed in school as confident and capable individuals.

The skills are set out below. For each group of skills, a focus statement sums up the range of skills. This is accompanied by a set of outcome statements that are indicative of the skills, behaviours and personal qualities associated with each group. Each group is distinctive and coherent. The groups are also interconnected. Young people are likely to encounter skills from several groups in any one learning experience.
<table>
<thead>
<tr>
<th>SKILLS</th>
<th>OUTCOMES</th>
<th>FOCUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Enquiry</td>
<td>• Identify issues</td>
<td>Students process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.</td>
</tr>
<tr>
<td></td>
<td>• Problem solving</td>
<td></td>
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<tr>
<td></td>
<td>• Persuasion</td>
<td></td>
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<tr>
<td></td>
<td>• Involvement</td>
<td></td>
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<tr>
<td></td>
<td>• Analytical</td>
<td></td>
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<tr>
<td></td>
<td>• Reviewers</td>
<td></td>
</tr>
<tr>
<td>Creative thinking</td>
<td>• Imagine</td>
<td>Students think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.</td>
</tr>
<tr>
<td></td>
<td>• Make links</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Question assumptions</td>
<td></td>
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<tr>
<td></td>
<td>• Take creative risks</td>
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</tr>
<tr>
<td></td>
<td>• Thinking critically</td>
<td></td>
</tr>
<tr>
<td>Reflective learning</td>
<td>• Self &amp; peer assessment</td>
<td>Students evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.</td>
</tr>
<tr>
<td></td>
<td>• Target and goal setting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Evaluate experiences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Communicate to a range of audiences</td>
<td></td>
</tr>
<tr>
<td>Team working</td>
<td>• Responsibility</td>
<td>Students work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.</td>
</tr>
<tr>
<td></td>
<td>• Collaboration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Adaptability</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Able to give and accept constructive feedback</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Empathy (&amp; fairness)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Negotiators</td>
<td></td>
</tr>
<tr>
<td>Self-Managing</td>
<td>• Organised</td>
<td>Students organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.</td>
</tr>
<tr>
<td></td>
<td>• Manage self</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Manage emotions and relationships</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Perseverance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Manage risk and challenge</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Principled</td>
<td></td>
</tr>
<tr>
<td>SKILLS</td>
<td>OUTCOMES</td>
<td>FOCUS</td>
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<tr>
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</tr>
<tr>
<td>Effective participating</td>
<td>• Persuasive</td>
<td>Students actively engage with issues that affect them and those around them. They play a full part in the life of the School and its wider community by taking responsible action to bring improvements for others as well as themselves.</td>
</tr>
<tr>
<td></td>
<td>• Practical</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Improving</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Influence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Advocacy</td>
<td></td>
</tr>
<tr>
<td>Effectively communicating</td>
<td>• Combing sources</td>
<td>Students develop communication skills essential to every area of life. Communication is needed in all aspects of education and uses a range of forms. They could be using anything from the telephone or writing e-mails to giving presentations and report writing.</td>
</tr>
<tr>
<td></td>
<td>• Discussions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Presenting to an audience</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Writing</td>
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</tbody>
</table>
HOMEWORK

In Years 1-6 homework booklets are provided with details of homework expectations for each week. Each week includes English, Maths, Science and Arabic homework. Homework tasks include work in textbooks, online activities and projects.

In secondary homework will be different and diverse according to each subject. There will be a big emphasis on a range of research activities and tasks. Also working independently is a key skill to promoting reflective and self-motivated students. The school VLE will ensure students can access any homework set.

**SRS Homework Guidelines: Key Stage 3**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Time per Week</th>
<th>Additional Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>30 – 45 minutes</td>
<td>One/week. This will be an independent task and an extension to learning that is already taking place in class. This would usually be in the form of extended writing, which will be discussed during the next English lesson. Students are also expected to undertake independent reading for personal pleasure as well as for academic enhancement.</td>
</tr>
<tr>
<td>Arabic</td>
<td>60 minutes</td>
<td>Two/week. This includes a task from the weekly file, where the student takes the sheet on Thursday and returns to their teacher completed on Monday. In addition, students will be required to complete a number of exercises from the teacher’s book.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>60 minutes</td>
<td>This will include weekly online myimaths homework as well as additional learning tasks which will be focused on both consolidation of lesson learning as well as extension tasks related to problem solving.</td>
</tr>
<tr>
<td>Science</td>
<td>60 minutes</td>
<td>Homework is set on a topic by topic basis. Tasks generated allow students to apply knowledge in a range of contexts in order to provide them with the opportunity to experience assessment style questioning.</td>
</tr>
<tr>
<td>ICT</td>
<td>30 minutes</td>
<td>One/week. This is set from the ICT KS3 workbook as well as additional topic specific homework.</td>
</tr>
<tr>
<td>Islamic</td>
<td>60 minutes</td>
<td>A variety of homework is set in Islamic studies. This includes writing reports and homework in the form of extended projects and memorizing Quran.</td>
</tr>
</tbody>
</table>
| Non Core | 45 - 60 minutes | D&T: Homework is set once per two weeks or in the form of an extended project. The homework may take the form of research, planning, or idea creation.  
Art: Homework is set once per two weeks this is in the form of research. Research can include projects about artists, culture, and history of art as well as many other aspects of study.  
Geography: Homework takes many forms from research tasks, presentation of ideas, completion of an activity started in class, to a thinking task that requires time to process into a constructive answer. This is in the form of a project lasting 6 weeks.  
PE: Homework is personalised to the topic being studied and is usually in the form of verbal instructions which involves the students carrying out practical exercises at home. |
SRS Homework Guidelines: Key Stage

<table>
<thead>
<tr>
<th>Subject</th>
<th>Time per Week</th>
<th>Additional Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>45 – 60 minutes</td>
<td>Homework is often linked to the course work and exam preparation, all the classes are expected to it once a week, as the deadline approaches the homework requirements may be more than that. Students are also expected to undertake independent reading for personal pleasure as well as for academic enhancement.</td>
</tr>
<tr>
<td>Arabic</td>
<td>60 minutes</td>
<td>One/week. This is normally writing a report from the internet or a descriptive essay.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>90 minutes</td>
<td>This will include exam questions set weekly along with additional learning tasks which will be focused on both consolidation of lesson learning as well as extension task related to problem solving.</td>
</tr>
<tr>
<td>Science</td>
<td>60 minutes</td>
<td>Homework is set on a topic by topic basis. Tasks are in the form of extended assignments that enable students to utilise secondary sources and develop reasoning as also provided to students.</td>
</tr>
<tr>
<td>ICT</td>
<td>60 – 120 minutes</td>
<td>At least one/week. Homework is set is related directly to the topic being studied. The time allocated to the completion of coursework and homework increases between Year 10 and Year 11.</td>
</tr>
<tr>
<td>Islamic</td>
<td>30 minutes</td>
<td>A variety of homework is set in Islamic studies. This includes homework in the form of extended projects.</td>
</tr>
</tbody>
</table>
| Non Core   | 45 - 60 minutes| D&T: Homework is set weekly in year 10. In year 11 the ability to complete homework is limited due to CAT constraints and so will often be revision-based.  
  Art: Homework is set regularly in year 10 and 11. Students are expected to continue work on their extended project by collecting primary sources and developing their ideas through research.  
  Law/Business/Enterprise: Homework is related to the topics that we cover, an extension to our topics, a sheet or a question from the textbook, to give them more background information about our topic  
  Geography: Homework takes many forms from research tasks, presentation of ideas, completion of an activity started in class, to a thinking task that requires time to process into a constructive answer.  
  PE: Homework takes is a combination of practice for the practical examination such as completing an exercise programme as well as written tasks which are set to build on knowledge and understanding of theory based elements covered within class lessons. |

You will be able to check your child’s homework through the school VLE. Other ways to encourage your child to independently learn is to regularly check their copy books as you will find there is ample work that your child could be doing at home. There are times when a student has not finished the work in class or they need to respond to feed forward comments given by the teacher.

INCOMPLETE HOMEWORK AND SCHOOL WORK
All students must make every effort to complete work set in lessons or for homework. If they cannot do this or they are struggling with the work set they should seek the help and support of their teacher/s.

Failure to complete work set either in lessons or for homework is taken very seriously.
Incomplete or unsatisfactory work will result in subject teachers and leaders issuing:

- A warning on the first occasion - with an opportunity to complete work in their own time.
- Finishing the work at break or lunch time.
- Attending a ‘catch up' detention after school on one of the activities evenings.

Persistent inability to complete work will then become a disciplinary matter after these departmental sanctions have been applied. Please support your child and the school by ensuring your child completes their homework and check progress with class work on a regular basis.

CAREERS AND INFORMATION
ADVICE AND GUIDANCE (IAG)
Teachers will provide CEIAG about the choices needed to support future development and careers. We work in partnership with universities, the private and public sector; young people are given work experience opportunities at different stages of their schooling. At SRS, we create and exploit opportunities for CEIAG through assemblies and the Personal Development Curriculum (PDC)/Lifeskills programmes as well as offering one to one tutorials, trips, work placements, guest speakers, via the school curriculum and the VLE.
REPORTING TO PARENTS
ABOUT STUDENT PROGRESS

ASSESSMENT
Assessment takes a variety of forms at SRS. It is important that students see all their work as important. A variety of summative and formative assessments are used in an ongoing way to inform students of their progress. Assessment is designed to incorporate best practice in ‘Assessment for Learning’. All assessment data is recorded on a regular basis for all aspects of student work, practical as well as written. At the end of each term an assessment is given to students. These assessments are formative in nature in December. At the end of June, the assessment will be a summative review of learning for the year.

Students’ progress will be carefully monitored to ensure that they are achieving the very best they can individually. Baseline tests will be administered on entry to the School and standard is testing used at the start of and during each school year in both the primary and secondary School.

CAT4 baseline assessments and Progress Tests are administered throughout the year as part of the UAE National Agenda drive to improve standards.

REPORTING
SRS uses a variety of reporting practices to keep parents informed about the progress of their children.

- In the Foundation Stage students work towards EYFS profile.
- In Years 1 and 2, students work towards the end of Key Stage 1 formal teacher assessments.
- In Years 3, 4, 5 and 6 students work towards the end of Key Stage 2 formal teacher assessments.
- In Years 7, 8 and 9 students work towards the end of Key Stage 3 formal teacher assessments.
- In Years 10 students work towards the end of Key Stage 4 formal teacher assessments.
- In Year 11 students work towards external GCSE exams.
- In Year 12 students work towards external AS exams.
- In Year 13 students build on their Year 12 subjects, developing qualifications into A2 qualifications.
In the Foundation Stage and primary you will receive four reports each year regarding your child’s attainment and progress. In Year 7-13 you will receive five reports during each academic year.

We inform parents about our target-setting process and our targets for their children. The parents have regular opportunities to talk about their children’s progress towards their targets. This helps parents identify the ways in which they can support their child with work and encouragement at home.

TARGET SETTING
At SRS we are committed to giving all our children every opportunity to achieve the highest of standards. Target setting is the means by which we identify specific and measurable goals for the students to work towards as a minimum. At all opportunities students are encouraged to better the target given to them. The targets are challenging but realistic and take into account an individual student’s starting point. Regular feedback orally and in copy books and coursework from teachers makes students aware of how they can improve their work and achieve their targets. Target setting for our students means that they have to make decisions about their own learning. This helps them learn more effectively, by making clear what it is that they need to do next in order to improve.

We inform parents about our target-setting process and our targets for their children. The parents have regular opportunities to talk about their children’s progress towards their targets. This helps parents identify the ways in which they can support their child with work and encouragement at home.
COMMUNICATION

CLASSDOJO FS – Year 7
ClassDojo is a communication app for the classroom. It connects teachers, parents and students who use it to share photos, videos and messages through the school day. We use ClassDojo in order to work together as a team, share in the classroom experience and bring big ideas to life in classrooms and homes.

SRS VIRTUAL LEARNING ENVIRONMENT (VLE) - Secondary
The VLE is a Web-based collaboration, communications, and content delivery framework that serves all stakeholders in the secondary school.

The VLE will create an e-learning environment that supports students, teachers, and parents, allowing them to engage together to tackle education issues in a more facilitated way that is not dependent on time or place. Delivering education-specific functionalities, the VLE-based e-learning solution means that every associated teacher, student, and family can be securely connected from their home or school to the VLE. Using Web-based services, students can participate in lessons and complete assignments online through the portal, both from home and at school. Parents can track homework assignments and completion on a real-time basis. Teachers get the completed work and students receive their marks and feedback quickly.

The VLE also includes collaboration tools and the sharing of media and information between all education stakeholders.
COMMUNICATION TECHNOLOGY

SRS is committed to providing integrated, efficient and responsive communication systems for all parents in order to keep information flowing in a timely and targeted manner. SRS is continually trying to improve its different systems.

This communication system includes the following:

- An extended digital PRI line for our phone switchboard with additional lines to cut waiting time when contacting the School.
- Direct extensions and voicemail for all departments for easy access.
- SMS Messaging - SRS uses an SMS system to notify parents of special events, reminders or emergencies. Parents need to ensure they notify the school if there are any changes in their contact no., address, etc.
- Email - Messages may also be sent by email to infoprimary@srs.ae or infosecondary@srs.ae or by letter delivered to the school reception.
- Access to students’ profiles (including homework assignments, real-time behaviour achievement, attendance and test result data) through our VLE Portal. Access is available through a totally secure, confidential web portal.
- Announcements specific to each child (for example regarding trips) will be transmitted through SMS and the VLE portal.
- The VLE portal also features the schools calendar of events.
- The school’s website provides essential information for prospective new students and parents whereas the portal is only accessible to registered students and parents.

Face-to-face interaction is not forgotten and curriculum information events during the day and in the evenings are frequent and increase contact time between teaching staff and parents. Regular parents’ evenings take place throughout the year.

We are confident that the communication between parents and the school will continue to improve through new technology so that students, teachers and parents can all work closely together and participate effectively to ensure student progress and ultimately, success.
CONTACTING AND COMING INTO SCHOOL
Parents are welcome to make an appointment to see their child’s teacher/s if they have matters of concern regarding their children. Appointments can be made through Pastoral Supervisors and they will be able to assist you or ensure messages are passed to the appropriate members of staff.

Please allow adequate time for messages to be passed to teachers as they are in the classrooms teaching for most of the school day. Parents are requested not to enter classrooms to discuss matters of concern with teachers without a prior appointment, as this would interfere with any teaching that may be going on at the time.
PARENT COMPLAINTS AND GRIEVANCES PROCEDURE

At SRS we are working as a team to give your child the best possible opportunities for their future. However, we realise that from time to time communication can break down and problems arise. We want to keep these to a minimum by being open and consistent and working in partnership with you, the parents. However, if a problem should arise the complaints procedure will ensure that difficulties are resolved quickly and smoothly. To help your child’s school life to be happy and successful, we ask that the complaints procedure be followed in all instances as detailed in the Parent Complaints and Grievances Policy that can be found in Section 2 of the School Policy Manual and also in the KHDA Parent School Contract.

All subject-related queries should be raised by arranging an appointment with your child’s teacher (primary) or subject teacher (secondary) in the first instance. All pastoral matters should be raised by arranging an appointment with the class teacher (primary) or tutor (secondary) in the first instance. The majority of queries and anxieties can be dealt with informally in this way.

If the complaint cannot be resolved in this way, then an appointment should be made with the relevant member of staff. This could be the Year Leader (primary) or Head of Department/Pastoral Team (secondary).

More serious complaints can be referred straight to the Assistant Head teachers in primary and secondary or Welfare Officer who should be able to resolve matters. If not, then they will be passed on to either the Head of Primary/Secondary or Vice Principal. If any complaint cannot be resolved through these informal methods it should be put in writing to the Principal to be dealt with.

Parents have the right to request that the Board of Governors should discuss any grievance that they feel has not been properly addressed by the School’s Principal and the Administrative Office.

The parent concerned should inform the Board of Governors of the problem in writing. The letter should be passed to the Administrative Manager who in turn will give it to the Chair of the Board of Governors and Principal. The Board of Governors will be required to set up a committee comprised of a teacher, a parent, a school leader and a member of the Board of Governors. None of the members of the
committee shall have any connection to the original concern or complaint.

The parent may attend the committee hearing, however legal representation is not considered appropriate. The committee shall study the matter and within 10 working days issue a written report to the Principal of the school and to the parent and where relevant the person complained about.

The Principal will be asked to provide the nominated governor with all the information relevant to this complaint.

All parental complaints are recorded with details of action taken and outcome. Written records indicate whether complaints are resolved at the preliminary stage or whether they proceed to a panel hearing. Parental complaint documents are presented at the next Board of Governors meeting. All correspondence, statements and records of complaints are kept confidential, except in cases where local legal requirements permit access or enable restriction by local Ministries.

The Board of Governors can be contacted through the Secretary of the Board: 04 6011011 Ext. 5014 or email at contactgovernors@srs.ae

If a parent is still not satisfied, then the parent has the right thereafter to refer the matter to the KHDA by contacting the Compliance and Resolution Commission on CRC@KHDA.gov.ae
SRS BOARD OF GOVERNORS

The Board of Governors has full authority and responsibility for all matters connected with SRS. In implementing its function the Board of Governors determines strategy and such policies as may be required for the proper and efficient operation of the School. The Board of Governors members include educational professionals from the UAE, UK, and other Arab countries. The members of the Board of Governors collectively take their duties very seriously and have identified a number of key objectives this year; including implementing KHDA recommendations following their annual inspection, maintaining recognition as an outstanding school, developing ways to keep parents better informed and to ensure more consultation with parents and other members of the community to inform the decision making process. The governors are also keen that parents should contact them about ideas, issues or concerns through the School Website. Regular updates on progress, developments or issues raised will be communicated back to parents via the School Website.

PARTNERSHIP
The school works in partnership with the wider community and in particular with parents, recognising the vital contribution parents make in ‘student learning development’. Parents’ Days, meetings, training sessions and focus groups are only a part of on-going dialogue and communication. Feedback from parent’s identify one of our greatest strengths as our caring family atmosphere.

PARENT VOICE
We care about parents’ opinions, suggestions and ideas. You can contact us by email, telephone, arrange meetings and by attending events formal and informal. Parents are also represented on the Board of Governors and through the Community Advisory Groups.

PARENT SUPPORT GROUPS
Without our strong partnership with parents we would not be able to run many of our successful events that happen throughout the year; these can be found on our calendar focus months. We always welcome parents support and help with careers workshops and with special events and educational trips. If you have any educational or work related experience or contacts, which can help us, we would love to hear from you.
We too will be offering ‘parenting' workshops to support and help parents with greater understanding of psychological and academic issues for their children. In addition, we are happy to help and advise parents who need help at any time. We are also able to provide advice on how to secure a suitable home environment, which is conducive for children’s development and learning.

**GENERAL SCHOOL RULES AND ADDITIONAL INFORMATION**

**GENERAL SCHOOL RULES**

- Students are expected to be courteous to all staff and visitors at all times.
- All students are expected to wear the correct school uniform.
- All students are expected to adhere to school procedures and expectations at all times.
- Permission slips are required when students have to leave the school at any time, for example dental/doctor appointments.
- Students must not bring mobile phones, chewing gum, toys, radios, fire crackers, electronic games etc. to school.
- The dropping of litter in the school is prohibited. All rubbish must be placed in the designated recycle bin.
- No student is to deface any part of the school’s property.
- Food and drink should only be consumed in the cafeteria or other designated areas.
- Students are not allowed to leave the school grounds at any time without a parental permission note and without an exit note available from the Pastoral Supervisors and signed by a member of the Senior Management Team.
ADDITIONAL INFORMATION

VALUABLES
We discourage students bringing large amounts of cash to school. Any deposits for payment should be paid directly to the Accountant by parents. Students are not permitted to bring unnecessary valuables, such as toys, jewellery and electronic entertainment items to school. In the event of valuables being brought to school for learning experiences, parents must coordinate with the class teacher.

The health and safety of all our students is paramount so in the first instance and if permission is given this should follow the procedures below:

- As stated above items should only be brought in to school in special circumstances and with agreement with the class teacher.
- Items relating to project work or class topics, which have been specifically requested by the school, should be detailed explicitly in a letter informing parents of the school’s requirements.
- Articles or items, which are, brought in which have no educational use or value should only be brought in after permission is sought from the school.
- No electric powered items must be allowed as they require electrical testing and we do not have the facilities to do this.
- All toys, games or similar items brought in to school must be handed over to the teacher for safe keeping. If the teacher at this point has any doubts she should ask the parent to return the item/s home or lock securely away from the students until this can be done.
- If teachers are in any doubt they must consult with their line managers but in the first instance refuse permission, as it is likely SLT will be in agreement with the teacher’s initial assessment.
- Articles which are brought in to school must be handed over to a responsible adult and it is from this point our responsibility to check i.e. risk assess for suitability, age related appropriateness, health and safety issues. If in any doubt seek the advice of their line manager.
- Once the item or article is in the school’s possession we are at that point responsible for its use or misuse as we would be for any of our own resources.
- Teachers or other adults who work with students will follow the above rules regarding items brought into school at all times.
ANIMALS AND PETS
Animals, birds or fish (including family pets) must not be brought into school without prior permission from the Heads of School.

CELEBRATIONS
Since respect for others and their feelings is an important part of our school values, we ask that invitations not be sent to school for distribution unless you are inviting all the children in the class.

No celebration cakes or food to be brought on the premises without written permission from Year Leader (primary) or Assistant Head Teacher/s (primary or secondary).

LOST & FOUND
Lost property is collected and stored in the primary and secondary administrative offices.
Students and parents seeking lost property should report or contact primary or secondary secretaries administration. All unclaimed lost property is given to charity at the end of the academic year in June.
Please ensure all clothing items are clearly labeled.

PASTORAL CARE
Each class has a tutor who takes a personal interest in each student.
In secondary the tutors monitor the students' attendance, punctuality, progress, behaviour and provide advice and support and encourage students to get the best out of their time at school. Academic advisors will identify and intervene for those students requiring additional support. Assemblies and PSHE/PDC lessons throughout the year will be used to support developing areas of citizenship and personal development.

STUDENT COUNCIL AND OTHER FORUMS
These important groups support and encourage students to become confident and articulate, able and equipped to make informed decisions and take part in the decision making process of the school. Students are elected annually by their peers and are responsible for communicating ideas, opinions and recommendations for school development and improvement. They will be trained in leadership,
decision-making, advocacy and communication skills to support the provision of an effective student voice.

SCHOOL TRIPS - RULES AND REGULATION

Important Note: if you do not want your son/daughter to participate in a planned trip/visit he/she must attend school that day where a full programme of study will be in place.

SECONDARY - SCHOOL TRIPS

1. To participate in a school trip, students must submit their parent’s permission in writing before the trip date and contact details.
2. Participating students must attend the first 2 lessons of the day. Failure to do so will result in them not being allowed to go on the trip. Students must be in school uniform and have all the required equipment necessary for the first 2 lessons.
3. Students who do not participate in the trip or outing must attend school. Appropriate and meaningful work will be provided for these students.
4. School trip rules and regulations should be explained to all students and they should be reminded of them before going on a trip.
5. Students and accompanying supervisors whilst on school trips are representative of SRS and should conduct themselves in a respectable manner at all times. Students should be encouraged by the trip supervisors to pray on time even when out of school.
6. Music is not allowed on the bus or during the school trip.
7. Any student violating the rules of conduct and discipline may not be allowed on any further school trips.
8. Students are to adhere to the school uniform and no national dress unless a celebratory event.
9. Secondary trips start at 10 am and end at 3 pm unless there is a specific reason for different timings.
10. When a school trip has been organised by a student the student must not collect or be instructed to collect money until a risk assessment has been completed and authorised by SMT.
PRIMARY - SCHOOL TRIPS
1. To participate in a school trip, students must submit their parents’ permission in writing before the trip date.
2. Participating students must arrive at school at the normal time on the day of the trip.
3. Teachers are to organize lessons for students who are not participating in the trip.
4. Students and accompanying supervisors whilst on school trips are representative of SRS and should conduct themselves in a respectable manner at all times.
5. Music is not allowed on the bus or during the school trip.
6. All students going on a school trip should wear the correct school uniform. If a child is not wearing the school uniform he/she will not be allowed to go on the trip.
7. School trip rules and regulations should be explained to all students and they should be reminded of them before going on a trip.
8. Any student violating the rules of conduct and discipline will not be allowed on any further school trips.

THE SCHOOL COMMUNITY AND SERVICES

MEDICAL INFORMATION
The school has its own doctor and nurses and liaises closely with the Dubai Schools' Health Service.
The school nurse must be informed of any medical problems a student may have. This can be accomplished by making an appointment to see the school nurse through the School Clinic on 046011019. The school treats all student medical information with complete confidentiality. Staff can be located in the Primary Clinic on the ground floor by the LWB desk or the Girls Clinic by the sports hall in secondary. When there is a valid reason for a student not to take part in physical education, it is important that a note is sent explaining the circumstances. If a genuine note is not presented, students are expected to take part in physical activities. Over a prolonged period a doctor’s certificate will be required.

In cases where parents have been requested to treat their child for head lice, students should remain absent from school until this treatment is
completed as per the school policy. Head lice checks take place daily if there is an outbreak.

ADMINISTRATION OF MEDICINE IN THE SCHOOL
Parents are asked to consider seriously whether students should be attending school if medication is required. However we recognise that in some cases students are fit to resume school but need to complete a course of medication. In this case the medication should be brought to the school by the parent and handed over to the school nurse together with a note of authorisation with the student’s name and precise instructions.

Medicines should never be sent with a student as they could be mislaid and taken mistakenly by another student.

SRS FOOD SERVICES AND HEALTHY EATING EXPECTATIONS
To further develop and maintain an ethos in SRS in which healthy eating is the easy choice we aim to:
- Provide cross-curricular education that enables students to make an informed choice
- Involve the whole school community in developing and maintaining healthy eating habits
- Have a pleasant and sociable dining experience, which enhances the development of all students and allows students to demonstrate good table manners and social etiquette.
- Encourage the use of foods that are rich in vitamins, iron, and calcium
- Encourage a balanced diet to promote effective learning
- Offer water to drink and encourage fluid intake with an easily accessible water supply throughout the day.
- Take into account and accommodate dietary requirements where possible.
- Develop healthy eating and drinking habits that will last a lifetime.
- Support parents as well as students in the choices available or providing healthy snacks.
- Include staff in the education programme and ensure healthy options are available for staff consumption.
- Ensure that the catering provider conforms to the legal guidelines and is a willing partner in our aims.

STUDENT SNACK /LUNCH
We encourage healthy eating at SRS and therefore expect our children to come to school with a healthy snack/lunch. Please do not send chocolate, potato chips, sweets or fizzy drinks to school with your child.

The school cafeteria provides snacks and hot meals in accordance with our healthy eating policy. The school meals are reviewed by the school doctor and school nurse. The school menu is available on the school’s website. If your child in FS 1 to Year 3 is not enrolled for the school’s meal deal parents should provide their children with a nourishing, healthy snack/lunch. Students in Year 4 to Year 6 have the option of using the school cafeteria. Please ensure drinks are in an unbreakable container. Bottled drinking water is provided by the school and there are many water fountains throughout the buildings for student usage. Due to possible allergies, nuts or nut products e.g. Nutella are not allowed to be brought in to school.

**SRS CAFE**

SRS Cafe is located in Reception and provides refreshments to parents and staff. **Students are not allowed to purchase drinks or food items from the cafe.**

**THE SCHOOL BUS SERVICE**

Students travelling to school by bus must: **Arrive on time at departure points**

- Always wear seat belts.
- Board the bus sensibly and place their bags in a safe position that does not cause obstruction to those disembarking at the designated drop-off points.
- Behave in a sensible, courteous and safe manner at all times, remain seated for the duration of their journey. This also means obeying any instructions given to them by the driver, conductor, and escorts or teachers onboard.
- Not request to disembark at any other point other than the designated point.
- Not eat or drink on the buses.
TRAVELLING TO AND FROM SCHOOL
After parking safely in the designated parking areas primary school parents and drivers are asked to escort their children to the school gates so as to ensure their safety. Students will NOT be allowed out of the school gates on their own and parents will be expected to arrange collection of students from designated areas.

SCHOOL BUS PICK-UP/DROP-OFF CENTRAL POINTS
The school may implement central pick-up and drop-off points for school bus services that are continually late arriving in the mornings or upon the return journey in the afternoons due to persistent heavy traffic in certain routes.

For areas that cannot be reached by bus (due to unforeseen circumstances such as road construction, floods etc.) parents must bring in/pickup their child from the nearest pick-up/drop-off point specified by the bus supervisor.

SAFETY AND SECURITY

HEALTH AND SAFETY POLICY STATEMENT
SRS recognises and accepts that all of their employees, students and visitors are entitled to a safe and healthy environment in which to work. With this in mind the Board of Governors, management and staff will take appropriate steps to meet statutory requirements, use recognised codes of practice and guidance notes to establish a safe and healthy environment. Decisions affecting SRS will be in consideration of all health and safety issues and where necessary in consultation with the Ministry and following their guidelines. The Health and Safety Policy and procedures can be found in Section 4 of the School’s Policy Manual.

OFFSITE VISITS AND EDUCATIONAL TRIPS
SRS takes seriously its responsibility to protect and safeguard the interests of its learners. Its role in promoting safe environments for off-site learning, which enhance each student’s feelings of competence and self-worth, cannot be underestimated. We provide opportunities for children and young people to develop physically, emotionally, spiritually and creatively whilst learning away from SRS site. We recognise that safe, healthy environments are those, which enhance self-esteem, encourage learning and promote and encourage respect for others.
Staff involved in educational visits will clearly demonstrate high levels of safety awareness. The systems, guidelines and responsibilities are part of the procedures laid down and are designed to help the Principal, Board of Governors and staff ensure that students stay safe and healthy on external visits and also aim to give clarity and address any concern that may be expressed by parents.

**CHILD SAFETY/PROTECTION**

Any student who is the victim of abuse or is concerned for the safety of another student should report this to the School Welfare Officer who is the nominated child protection officer. Students must understand that they will be fully supported by the school and that swift and appropriate action will be taken as the wellbeing and safety of all students is of the utmost importance.

Students must understand that once they have passed on information to the nominated person or another adult that the information although handled with sensitivity will not remain confidential and that other parties may have to be involved or informed but strictly on a need to know basis. The School’s Child Safety/Protection Policy and procedures can be found in Section 7 of the School’s Policy Manual.
APPENDIX 1

ADMISSION PROCEDURE
To apply for a place for your child at SRS you must complete the online Application Form via the school website (www.srsdubai.ae) and your child will be placed on the waiting list. If a place is available the school will contact you and arrange an appointment for your child to sit an assessment.

If your child passes the assessment you will be invited back to the school to complete the school’s registration process. This will involve you completing the ‘Application of Admissions’ form (please note you must be the parent/guardian to complete this form) and visiting the accounts department to arrange payment of school fees.

Each child entering education in Dubai must be registered with KHDA. It is important the following documents are presented at the time of completing the admissions form to register with KHDA and secure a place at SRS:

- 6 recent passport size photographs
- A copy of the child’s passport (with UAE entry stamp or valid Residence Visa if non-Emirati)
- A copy of father’s/guardian’s passport (with UAE entry stamp or valid Residence Visa if non-Emirati)
- A certified copy of the child’s last school report (requires the school stamp)
- Birth certificate
- Copy of inoculation record
- A copy of the child’s and father’s/guardian’s Emirates ID card
- School transfer letter

Please note as part of the registration process parents and senior students must visit the school to personally sign the KHDA parent contract before the process is complete – this is mandatory.
SCHOOL TRANSFER LETTER
You must obtain a school transfer letter from your child’s previous school. The school transfer letter must include the following information:

• Date of enrolment
• Date your child left the school
• The Year (Grade) your child was in at the time of leaving the school
• Proof that your child has passed that Year (Grade)

Recent report from current school that includes attendance, punctuality, academic progress, behaviour conduct and SEND need.

The school transfer letter must also include the school stamp and a signature for certification purposes. Children coming from African, Asian and CIS States must have this document attested by the local Ministry of Education, Foreign Office and UAE Consulate in the country where the document was issued.

Please note that the Year (Grade) group must be certified by the previous school as it is of vital importance and the Ministry of Education may refuse the child place at SRS if there is no evidence that the Year (Grade) group has been authenticated.
APPENDIX 2

ATTENDANCE

GENERAL ATTENDANCE/POLICY # 7.5
Attendance is a key factor in student achievement and therefore, students are expected to be present each day school is in session. Students who do not attend for at least 90% of the academic sessions will risk penalties being applied. This will include deregistration, delaying promotion to the next academic year and entry to external examinations may be refused. A written warning will be issued prior to the above sanctions being implemented.

The Principal shall be responsible for ensuring that:
1. Attendance is checked and reported daily for each class.
2. All student absences are verified.
3. Written excuses are submitted for absences and lateness.
4. Procedures for reporting are followed.
5. The name of all students to be enrolled in each school will be identified through student registration and the transfer of records.
6. The names of students enrolled the previous year who do not reregister will be noted by the Registrar.

Reasons for absences include:
1. Personal illness.
2. Illness of immediate family member.
3. Death in the family.
4. Extreme weather conditions.
5. Religious observances.
6. Doctors appointment.
7. Circumstances, which in the judgment of the Principal create emergencies over which the student has no control.

Students participating in school-sponsored activities whether in or out of school shall not be counted as absent. In order to qualify as “school-sponsored”, the activity must be school-planned, school-directed, and teacher-supervised.
Early dismissal disrupts the learning day and is strongly discouraged. Such dismissals will be allowed only:
1. In case of emergencies
2. With a valid doctor's appointment card
Early dismissal or late arrival of any students shall not be permitted for any reason except for emergencies such as weather or another avoidable situation.
Holidays and travelling in term time - this is not permitted, and students removed from school during term time will be counted as absent.

Parent is required to complete the ‘Student Absence Request’ form a month before the absence for it to be considered authorised.

MAKE-UP WORK
All missed class work or tests may be made up if the student makes the request prior to the absence or immediately upon returning to school and if class time is not taken from other students.

Student attendance record shall be given the same level of confidentiality as other student records. Only authorised school officials with legitimate educational purposes may have access to student information without the consent of the student or parent/guardian.