



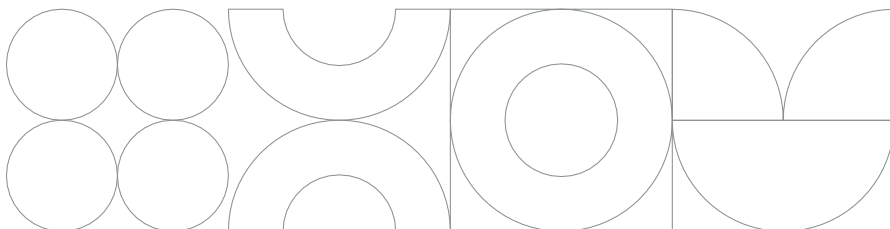
مدارس البحث العلمي
SCHOOLS OF RESEARCH SCIENCE

PARENTS' GUIDE 2024-2025



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PRINCIPAL'S WELCOME

Welcome to the School of Research Science in Dubai (SRS Dubai). We are a forward-looking international school that never tires to push the boundaries to be the best that we can be. By definition therefore, we are always on an improvement journey to achieve and maintain world class provision and quality of education.

Our central mission is to provide our students with the best possible foundation to build their future. We do this by delivering an outstanding

curriculum - British and Arabic - taught by subject and phase specialists, relentlessly promoting the full growth of the student, both academic and personal. Our Student Learner Profile (SLP) is well-embedded in the life of the school community, developing in students the competences they need to become responsible global citizens.

Choosing SRS means exposing students to memorable learning experiences of exceptional quality that prepare them to take their rightful place as future leaders of the world.

SRS VISION AND MISSION

SRS VISION

To provide an exceptional quality of education in every school, phase, class and subject by enlightening young minds with the gift of powerful knowledge.

SRS MISSION

To maximise the potential of every student to achieve more than what they think they can achieve. This is achieved through the principle of personalisation, which is a core SRS value.



SRS VALUES

Personalisation

Nothing matters more at SRS than ensuring that the needs of every child are met. Every student must feel well supported and well connected by being enveloped in an all-inclusive and caring environment. Preparing every student with the knowledge, skills and attributes they need to become great leaders and prosper in the modern world.

This will be achieved through our commitment to our Student Learner Profile (SLP):



Our curriculum is designed to prepare students for life in today's world and as such transferable skills and strong character attributes are given as much prominence as specific subject knowledge and academic challenge. These qualities are firmly embedded in learning and behaviour across our school. Pupils and staff regularly consider the attributes of the Learner Profile and have a genuine understanding of each of the qualities, starting in the Foundation Stage and developing as the children move through the school.

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 support your children to achieve the best results and outcomes, parents should be aware of the following:

- Encourage full attendance and being on time daily (7.25am) is so important – we aim for least 96% attendance annually.
- Please ensure your children understand the importance of respecting each other, all the staff and visitors to SRS. Bad manners and unacceptable language will not be tolerated.
- Encourage your children to be researchers and independent learners during school, at home and during activities and experiences outside school to support personal achievement.
- Underpinned by our Islamic values encourage your children to be friendly and tolerant of each other and not to discriminate in anyway.
- Ensure your children understand the importance of good sleep, healthy eating and daily exercise.
- Encourage your children to participate in after school activities, clubs, competitions and the many opportunities on offer.
- If your children have any worries or concerns they should discuss with their Pastoral/Welfare team member - no problem is too small.
- 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.
- Parents must not request additional tutoring from their teachers at home. Please contact your child's teacher for additional support in class.

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 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 MusaIla and Salat Adh-Dhohr 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 and Grade 9-12 are expected to attend prayers.



SPECIAL EVENTS

See the SRS website and the school calendar for current details and regular updates.

www.srsdubai.ae | www.srsdubai.ae

ENTERING THE SCHOOL IN THE MORNING

We request that parents ensure that their child is dropped off and enters school through 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.

REGISTRATION AND LATE ARRIVING STUDENTS

- Students should arrive at school each day no later than 7:20 am for start of the lesson to ensure they are prepared for learning and before the playing of the National Anthem.
- To ensure your child does not miss valuable learning, please ensure they arrive on time for the first lesson every day. Punctuality will be enforced from the start of the academic year and any students arriving after 7:45am will be marked as 'late arrival'.
- US High School, Grade 9-12, Late arrival and attendance are 10% of your child's subject grade on their quarterly, semester 1, semester 2, and end of year reports.
- British Curriculum school, FS1, FS2, Year 1 to 12/13, late arrival and attendance will be highlighted in the termly and end of year reports. Late arrival and increased absences will result in your child missing learning and therefore, not making expected progress which will be reflected in their end of year report.
- Please ensure that your child arrives on time and that late arrival, absences and non-attendance are kept to a minimum throughout the school year.
- Parents who are unable to drop-off their children in the primary building should encourage secondary siblings to take FS1, FS2 and Year1-4 to their classes. Please note however, that secondary siblings must also be on time for the first lesson and will be refused entry into the primary building from 7:20am onwards.

BREAK AND LUNCH TIMES

Foundation classes are flexible in their break timings during the school day.

Year 1, 2 and 3 will eat their lunch in their classrooms. They can choose to order a healthy lunch from the school cafeteria trolley service or bring a packed lunch from home.

Year 4 can choose a healthy lunch or snack from Foody Park.

Year 5 and 6 can order from the juniors school cafeteria during break and lunch time.

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



IMPORTANT NOTE: no foods, including cakes or snacks or hot drinks must be sent into school for individuals or classes without prior permission from the senior management team. This should be adhered to strictly for the following reasons:

- To keep children safe who may have allergies e.g. nuts.
- Students are not allowed to consume or purchase hot drinks for safety reasons.
- Celebration cakes are not encouraged as this is not part of the school ethos.

END OF DAY

Students must leave the school at their designated gate. This will ensure the school safeguard your child as no unauthorised adult will be permitted to enter the school building.

EXTREME WEATHER ARRANGEMENTS (EWA)

The weather and outside temperature are closely monitored throughout the school day. If extreme weather conditions are forecast and/or the temperature/humidity reaches an unacceptable level, the School Principal and Heads of School in consultation with medical staff make a professional judgement and declare an EWA break. The students will be required to remain inside during break/lunch with supervision from all year group staff.

School caps and sunscreen are strongly recommended for all students including FS1, FS2, primary and secondary students whilst outside during break times and lunch times.

PARENTS VISITING THE SCHOOL

During the school working day parents and visitors will only be permitted to enter the primary school reception, and main building reception through the **Main Gate**. Parents/visitors may be asked to leave their Emirates ID at the security gates in exchange for an SRS Visitor's Badge.

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 96%.

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.



ABSENTEEISM

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 the year group 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 and the Supervisors in secondary should be informed and a copy of the appointment should be shown. The student should be collected from the primary and secondary entrances 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 senior leaders. 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 the school will follow the KHDA regulations regarding student absenteeism.

PROLONGED ABSENCE & ACADEMIC EXPECTATIONS

Parents are requested to seek permission in writing from the Head of School 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 term time.

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

The LWB programme is an all-inclusive approach to developing and widening the extra curricula activities offering experiences to all students of SRS outside the normal classroom environment.

Our LWB programme includes a wide range of extra-curricular clubs in all schools 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.

EXTENDED PROGRAMMES/MY PROGRAMMES

Charity Work - the students will choose a number of local, national or international charities to support over the year. 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 in understanding the needs and workings of these charities.



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'. Externally students will have opportunities to engage in volunteer activities through the school's My Social Responsibility Programme.

Environmental Projects - The school will continue to support our Green Flag Award by further investigating the environmental issues of the UAE and how SRS can contribute to protecting the environment. The ECO Council promote this through meetings, competitions and assemblies.



STUDENT LEADERSHIP PROGRAMME

Student leadership is a key focus within the school for all our students. There will be opportunities to develop leadership skills for all age groups (year 1- 13) throughout the year, in a number of different settings, including contributing to our Student Leadership Body as an elected representative.

Digital student leaders, playground and reading buddies, environmental champions to name a few roles. In addition, there will be specific training for Prefects and Student Leadership Body members. These workshops will focus on ensuring our students understand their rights and responsibilities as well as those of their peers.

Throughout the year we will provide students with many opportunities to put these skills into practice.

In Year 12 all students are given the opportunity to apply to be a prefect, Head of House or Head boy/girl. The role of a prefect includes many duties supervising younger students, representing the school in public events, running extra-curricular clubs and competitions, promoting student wellbeing and supporting the House System too. Being a prefect or House Captain provides an excellent opportunity for students to hone their soft skills in preparation for life at university. The Head Boy and Girl also take an important role in the leadership of the student council.

STUDENT HAPPINESS

WELL-BEING AND HEALTHY LIFESTYLES PROGRAMMES

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

Wellbeing

Students' emotional and physical well-being is central for their social improvement and personal growth. Our curriculum embeds the UAE Moral Education Programme (MEP) and educates our whole school community on Wellbeing topics such as looking after your mental health and the benefits of a healthy lifestyle. SRS regularly takes parts in surveys such as the Dubai Schools Wellbeing Census (DSWC) as well as numerous internal surveys and uses the feedback to develop a rigorous action plan and a Wellbeing Calendar.



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. Our experienced Welfare team coordinates with all stakeholders to ensure this aspect continues to flourish.



Student Voice

Student Leadership Body 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.

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; 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.

INCLUSION

At SRS, our inclusive practices aim to provide for the individual learning needs of all children in the school.

High Attaining and Gifted and Talented (G&T) Students:

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 of Determination

(Special Educational Needs Department – SEND)

SEND student's happiness, wellbeing and healthy lifestyle is a priority and is supported through the high quality SEND provision that is in place. The school recognises the vision for Dubai and is fully committed to supporting inclusive educational principles as laid out in the 'Dubai Inclusive Education Policy Framework'.



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/visits 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 believe in instilling a culture of being PROUD to be part of the SRS community at all times. This is in line with our PROUD statement:

We are

- | **P** repared and ready to learn
- | **R** espectful of our environment
- | **O** pen minded and aspirational
- | **U** nderstanding and accepting of others
- | **D** isciplined

to be part of the SRS community

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 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.

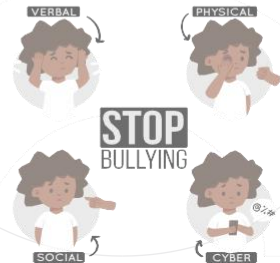


REWARDING POSITIVE BEHAVIOUR AND EFFORT

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.

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 counselling 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.



SOME IMPORTANT GUIDELINES FOR STUDENTS

Mobile Devices

Mobile phones are a distraction to teaching and learning throughout the school day therefore to ensure that staff and students are focused on 'education' SRS is a 'mobile free zone'.

The purpose of this policy:

- to ensure clarity on what is 'acceptable' and 'unacceptable' use of mobile phones by the whole school community (students, staff and visitors)
- to prevent unacceptable use of mobile phones and to protect the School's staff and students from undesirable materials, filming, intimidation or harassment.
- to provide clear instruction to students that mobiles are not allowed in school and be made aware of the strict boundaries and consequences.



SRS Mobile Rules:

1. Students must NOT bring mobiles into school.
2. Use of a mobile is strictly forbidden in the bathroom or changing rooms
3. Mobiles must not be used to take photographs/video recordings not even for educational purposes.
4. Mobiles must not be used to send images via Bluetooth or other sharing functions
5. Teachers are authorised and fully expected to enforce the school's mobile rules and will be held accountable if they allow students to have and use mobiles during lessons, in corridors or other areas of the school during the school day
6. SRS reserves the right to search the content of any mobile on the school premises where there is reasonable suspicion that it may contain undesirable material, violence or bullying.

If a student breaches the school policy the mobile will be confiscated until the end of term

Mobile phones brought into school are the responsibility of the owner. The school accepts no responsibility for the loss, theft or damage of personally-owned mobile phones.



Mobile Usage at SRS

SRS strongly discourages students from bringing mobiles into school.

Mobile phones brought into school are the responsibility of the owner. The school accepts no responsibility for the loss, theft or damage of personally owned mobile phones.

The mobile policy can be viewed on the school's website: www.srsdubai.ae

If a student breaches the school policy:

- The mobile will be confiscated and given to the Pastoral Leaders
- The mobile will be returned to parents after signing an undertaking that their child will not use their mobile during the school day.
- In the event of a 2nd incident the mobile will be confiscated until the end of term
- Mobile phones brought into school are the responsibility of the owner. The school accepts no responsibility for the loss, theft or damage of personally owned mobile phones.

School iPads/Bring Your Own Device (BYOD)

At SRS we are committed to integrating the effective use of technology to enhance our learning experiences. From Year 5 to 12, Grade 9 to 12 we provide 1:1 iPad for students. To complete their learning and coursework on. These iPads are owned and managed by the school but become the students own personal device. More information is found in the SRS Acceptable Use Policy for Students. **All students and parents MUST sign this before an iPad is allocated.**

At SRS, mobile phone usage as BYOD is not permitted.

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.

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 provides clear guidance and protocols. 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.

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. Students must always make it clear which words and ideas are theirs or whether the words and ideas were written originally by someone else.



SCHOOL UNIFORM

GENERAL UNIFORM Boys FS1 to Year 4	GENERAL UNIFORM Girls FS1 to Year 4
Chequered Bermuda shorts	Checked Divided Skirt
White shirt/Short Sleeves	White blouse/Short Sleeves
White socks	White Socks
Navy blue/black plain footwear	Navy blue/black plain footwear
SRS Navy Blue Jackets	SRS Navy Blue Jackets
GENERAL UNIFORM Boys Year 5 to Year 12	GENERAL UNIFORM Girls Year 5 to Year 12
Navy Blue Trousers	Navy Blue Trousers / Long skirt
White shirt/Short Sleeves	White blouse long sleeves
White socks	Checked vest
Navy blue/black plain footwear	White Socks
	Black or navy plain footwear
SRS Navy Blue Jackets Optional for Y12 – Seniors Jacket No hoodies or tops with logos	SRS Navy Blue Jackets Optional for Y12 – Seniors Jackets No hoodies or tops with logos
Boys Year 13	Girls Year 13
Smart Business Attire	Smart Business Attire

PHYSICAL EDUCATION (PE) Boys FS to Year 4	PHYSICAL EDUCATION (PE) Girls FS to Year 6
Green Lycra Bermuda shorts	Orange Lycra Bermuda Shorts
White T-shirt with Green Collar	White T-shirt with Orange Collar
White Socks	White Socks
White Trainers shoes	White Trainers shoes
PHYSICAL EDUCATION (PE) Boys Year 5 to Year 11	PHYSICAL EDUCATION (PE) Girls Year 5 to Year 11
Navy Blue with green strip sport pants	Navy Blue with orange strip sport pants
White T-shirt with Green Collar	White long sleeves blouse with orange strip
White Socks	White Socks
White Trainers shoes	White Trainers shoes
SWIMMING Students should bring their own swimming kit including their own towel, goggles and robe to cover while they are changing	
Boys Trunks shorts and T-shirt/Hat	Girls Swimming shorts and T-shirt/costume/Hat
BACKPACKS, 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

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.

CURRICULA

The SRS approach is embedded through Student Learner Profile (SLP) philosophy so that curriculum development ensures that all students, regardless of background and ability, are provided with work that engages, challenges, excites and motivates, thereby ensuring achievement for all. We believe that by equipping our students with the core subject knowledge and skills first and then providing exciting opportunities for them to apply their learning in a range of ways, we are able to cater to their distinct and unique learning needs in an integrated context. For more information about the UK, US and Arabic curricula please visit our website <https://srsdubai.ae/curriculum>

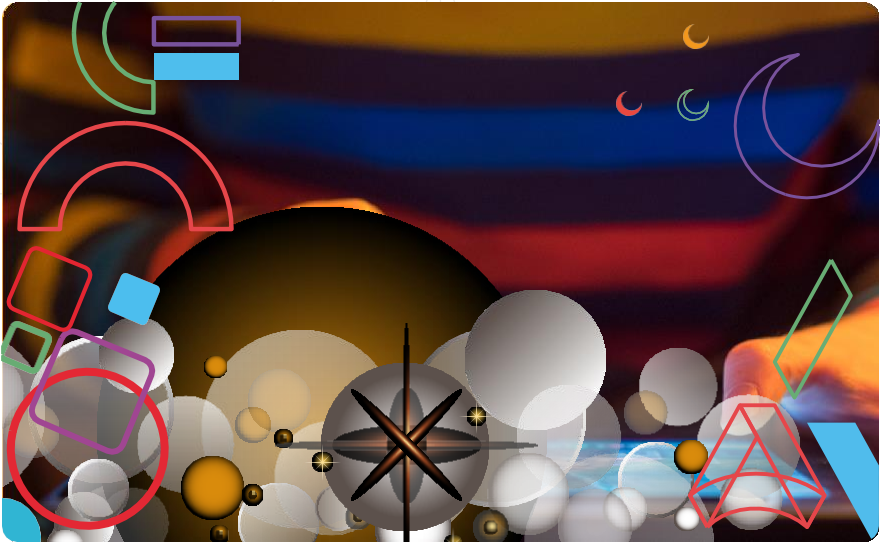
PASTORAL CARE

Each student is allocated to a 'House' and 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. Pastoral Year Leaders and the Welfare team work together to 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.



GUIDED INDEPENDENT LEARNING



At SRS, we are passionate about your child's education and ensuring they are well prepared for their future. With this in mind, we plan to move away from the traditional notion of homework with its connotations of doing prescribed work at home, to the exciting concept of Guided Independent Learning (GIL).

The **GIL Programme** will ensure that your child is ready to take on challenges and become responsible decision makers, able to handle life in the most difficult of situations. As you know, the benefits of independent learning is very important and the GIL will start with short periods of learning at home when they are young and this time will be extended as your child gets older.

To deliver this programme, we will maximize the use of our existing platforms...

Century in the UK school and IXL in the US secondary school. Students will be set age appropriate and curriculum appropriate guided independent learning tasks in Arabic, English, mathematics, science and Islamic Studies, each subject on a different day.



The importance of reading cannot be understated as it is the gateway to the whole curriculum. Therefore, it is an expectation that the reading of appropriate English and Arabic texts takes place at home every day to support learning.

The tasks will be directly linked to the curriculum they are learning in school, but the objective will be for your child to learn the same topic in greater depth to achieve consolidation, fluency, and gain independence.

The beauty of the Century and IXL platforms is that they automatically adjust the content and depth of the tasks depending on the students' response. Although the tasks are done independently, they are supported by a clear structure built into the platform to help the student make continuous progress.

MONDAY ENGLISH اللغة الإنجليزية 

TUESDAY MATHEMATICS الرياضيات 

WEDNESDAY العلوم SCIENCE 

THURSDAY اللغة العربية 

FRIDAY ISLAMIC STUDIES التربية الإسلامية 

GIL TIME EXPECTATION FOR PRIMARY AND JUNIORS	
Year 3 & 4	Year 5 & 6
20 mins.	20 mins.

GIL TIME EXPECTATION FOR UK SECONDARY	
Year 7	Year 8
30 mins.	30 mins.
Year 9 & 10	Year 11 & 12
60 mins.	90 mins.

GIL TIME EXPECTATION FOR US SECONDARY	
US Grade 9 & 10	US Grade 11 & 12
60 mins.	90 mins.

To ensure the success of the **GIL Programme**, everyone has their part to play. We are here to help and support you with **GIL** and if you need any guidance, please do contact your child's teacher or welfare team member who will be only too happy to help you achieve **success with GIL**.



INCOMPLETE GUIDED INDEPENDENT LEARNING AND SCHOOL WORK

All students must make every effort to complete work set in lessons or for Guided Independent Learning. If they cannot do this or they are struggling with the work set, they should seek the help and support of their teacher/s.

All classwork, Guided Independent Learning and resources are accessible via Century and Showbie. Failure to complete work set either in lessons or for Guided Independent Learning is taken very seriously.

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG)

Research into the effectiveness of careers education, information, advice and guidance always highlights two key points:

- Teachers and tutors are the key influence on student career decision making – preceded only by the influence of parents and carers.
- Students with career goals are more likely to attain academically and recognise the relevance of subjects studied to the world of work.

The school offers 'My Careers and Work Experience' annually. Furthermore, at SRS we have adopted the **Gatsby Career Benchmarks** as our framework to ensure we deliver the very best careers provision. The Gatsby Career Benchmarks is a framework of eight indicators about what makes the best careers provision in schools and is based on research that was conducted across the world.

The **Gatsby Benchmarks** further enrich our curriculum by making stronger links to the skills and knowledge required in the local and global economy.

REPORTING TO PARENTS

ASSESSMENT

At SRS, we work on the principle that assessment and feedback are curriculum led, and therefore fully informed by the way in which powerful subject knowledge is organised and sequenced. Students will carry out a variety of assessments across each learning cycle (four (4) cycles throughout the year) to inform and guide teachers regarding their students progress.

As part of the UAE National Agenda, external assessments, such as CAT4 and GL Progress tests are carried out. CAT4 tests are carried out at the start of the year with select year groups to determine and measure the potential of our students, allowing us to formulate targets and provide targeted intervention where required. GL Progress tests are carried out at the end of the year, allowing us to determine the standard of our students against a standardised international benchmark.

REPORTING

At the end of every cycle, teachers report on the progress and attainment of all students based on the variety of assessments conducted. As a result, parents receive a report at the end of term to outline the relative performance of their child. The information below indicates the specific areas reported on across each phase of the school.

- **Foundation Stage** – Students work towards the EYFS profile, where they are assessed against the prime and specific areas of learning based on teachers' observations of daily activities and events. At the end of FS2 for each early learning goal, teachers will judge if a student is meeting the level of development expected.



- **Primary** - Students are assessed by their teachers against the National Curriculum objectives for writing, PIRA tests for reading and curriculum-based assessments in maths and science. These assessments are designed by the school based on the curriculum delivered by teachers.
- **Secondary** – Students are assessed across all of their subjects, based on National Curriculum objectives. As students move through secondary school, assessments are designed to prepare them for their GCSEs and will be based on a rigorous curriculum in line with a specification laid out by the examining board.
- **Post 16** – Regular assessment is vital at post 16 to ensure students are well-prepared for their AS and A level exams, which take place in January and June each year.

A detailed **Report Portfolio** is provided for parents at the end of Term 1 & 2, which includes how students are performing in their various subject areas, feedback from their child about their learning and examples of some of their child's work..

TARGET SETTING

Students are set challenging and aspirational targets at SRS. These are reviewed at the beginning of each academic year and ensure they are based on the most recent academic achievement of each student.

COMMUNICATION

CLASSDOJO FS - Year 6

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.

E-Praise Year 7 - 13

A communication app used for older students in secondary. In addition, through Epraise students and families are automatically alerted every time a milestone is reached and this provides a way for the school to recognise and reward students who are consistently doing the right thing. It also provides parents and students with a detailed overview, not just of the positive achievements, but also of negative behaviours or demerits that have been recorded.

WHOLE SCHOOL COMMUNICATION APPS

Microsoft Office is our web-based collaboration, communication, and content delivery framework that serves all stakeholders across our school. All students have free access to this platform with their own unique log in. As part of this platform we use MS Teams to teach lessons online as well as being a valuable meeting and communication tool with parents.

Showbie is used throughout the school so that 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. In our primary school, we also use



Class Dojo to ensure there is daily communication and feedback with parents so that you know how well your child is doing and can seamlessly communicate with the teacher.

COMMUNICATION TECHNOLOGY

SRS is committed to providing integrated, efficient and responsive communication systems to keep information flowing in a timely and targeted manner through:

- An extended digital PRI line for our phone switchboard with additional lines to cut waiting time when contacting the School.
- Mobile and Whatsapp contact for Supervisors, Secondary Year Leader Assistants (YLAs) and Welfare Officers for immediate assistance
- 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
- FS, Year 1-6 Dojo
- Year 7-12 Epraise
- Whole School UK SIMS Parent App
- Grade 9-12 US High School PowerSchool
- Whole School UK & US SMS – text message
- Schools Whatsapp Business Account - to receive the latest information and updates through WhatsApp, please ensure you save the school's number: +97146011011

Assistance Emails:

- infoinfants@srs.ae
- infoprimary@srs.ae
- infosecondary@srs.ae
- Infoussecondary@srs.ae
- junior_clinic@srs.ae.
- primary_clinic@srs.ae
- contactgovernors@srs.ae

The school's website provides essential information for prospective new students and parents whereas the portal is only accessible to registered students and parents.

CONTACTING AND COMING INTO SCHOOL

Parent meetings will be held throughout the year as per the parent and student calendar.

Foundation Stage & Primary

Parents are welcome to make an appointment to see their child's class teacher/s if they have concerns regarding their children's education or would like to discuss their child's progress. Appointments can be made through the Primary Supervisors who can be contacted directly.

Secondary

Parents can make an appointment to meet with their child's Year Leader of Form Tutor with the YLA if they need to discuss any academic concerns.



Please note:

Contact numbers are sent out regularly by SMS from the start of the academic year.

Please allow adequate time for messages to be passed to teachers as they are in 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 work as a team to give your child the best possible opportunities for their future. Parents concerns are kept to a minimum through the school parent partnership by being open and consistent and working together. If a problem should arise the complaints procedure will ensure that difficulties are resolved quickly and smoothly. Please follow the procedures in all instances as detailed in the Parent Complaints and Grievances Policy. This 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 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) form 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, the next step is to make an appointment with the Year Leader (primary) or Head of Subject or Year Leader (secondary).

More serious complaints can be referred to the Assistant Head teachers in primary and secondary or Welfare Officer as the next step. If necessary, parents' complaints will be passed onto either the Heads of Schools 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.



- They should inform the Board of Governors of the problem in writing and the letter or email will be passed to the Principal and the Chair of the Board of Governors by the Administration Manager.
- The Principal will provide the Chair, or nominated governor, with all information relevant to this complaint and the Chair will determine if a hearing is necessary for the Board of Governors.
- If a hearing is necessary, the Board of Governors will be required to set up a committee comprising of a teacher, a parent, a school leader and a member of the Board of Governors. None of the members will 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.

All parental complaints are recorded with details of action taken and outcomes. 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 to the Board: 04 6011014 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 provides on-going support and challenge to the senior leadership of the school. Governors are experts in school evaluation and inspection, bringing in expertise from early years, primary and secondary phases, as well as a wide range of curriculum subjects. Most governors are from the UK, but there is also strong support for the delivery of our Arabic and Islamic studies programme.

Governors carry out evaluations of the quality of education the school provides on a regular basis. Their recommendations are taken on board by leaders to further improve the impact of the school's work. The Board of Governors also consult parents both formally and informally to gauge their views and inform school improvement planning. The support and challenge provided by expert governors enables the school to move forward and improve at a solid pace.

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.
- Students must not bring 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 permitted to bring in any food deliveries or accept food deliveries on the school premises or school trips.
- 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. School fees or re-registration payments should be made directly by parents to the registration and accounts department in the main reception. 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 prior 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.
- Electric powered items are not allowed for safety reasons.
- All toys, games or similar items brought in to school must be handed over to the teacher for safe keeping. The teacher may request that the parent return the item/s home.

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.

There is a strict no nuts policy at the school as some students may have severe allergies. Celebration cakes or food should also not be brought in for this reason.

LOST & FOUND

Lost property is collected and stored in the primary and secondary lost property cupboards/rooms.

Students and parents seeking lost property should report or contact primary or secondary 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 labelled.

Please note we have for Health and Safety reasons a no jewellery policy. The school including the PE department will not be responsible for any lost or missing items of jewellery.



THE SCHOOL COMMUNITY AND SERVICES

MEDICAL INFORMATION

The school operates 3 clinics with experienced medical staff and liaises closely with the Dubai School Health Service. Contact details are listed below.

The school treats all student medical information with complete confidentiality.

Nurse Amal - Primary School Clinic

Email: primary_clinic@srs.ae

Contact: Ext 5030

Dr Walaa Mohamed Ali Hussein - Primary & Secondary Boys Clinic

Email: junior_clinic@srs.ae

Contact: 055-2066120 or Ext.5019

Nurse Bahia - Girls Secondary Clinic

Email: junior_clinic@srs.ae

Contact Number - 050-3839951 or Ext. 5036.

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 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.
- 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 Chef and team conforms to the legal guidelines and is a willing partner in our aims.



STUDENT SNACK /LUNCH

We encourage healthy eating at SRS and children should come to school with a healthy snack/lunch. Please do not send chocolate, potato chips, sweets, fizzy drinks or any nuts/nut products to school.

The school cafeteria provides snacks and hot meals in accordance with our healthy eating policy and Municipality Guidelines. If your child in FS 1 to Year 3 is not enrolled for the school's trolley service parents should provide their children with a nourishing, healthy snack/lunch. Students in Year 4 can choose a healthy lunch or snack from Foody Park and Year 5 and 6 can order from the juniors school cafeteria during break and lunch time.

Please ensure drinks are in an unbreakable container. Bottled drinking water is available in school but students should bring their own labelled water bottle which can be refilled throughout the day. No hot drinks should be brought into school or sold to students this is not permitted.

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.

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.

TRAVELLING TO AND FROM SCHOOL BY CAR

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.

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.

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. 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

Safeguarding and promoting the welfare of children is everyone's responsibility. SRS is committed to providing a safe and secure environment for children, staff and visitors and promoting a climate where children and adults will feel confident about sharing any concerns which they may have about their own safety or the well-being of others.

We have a Child Protection and Safeguarding Policy and procedures in place which can be viewed on our website. All staff, including supply staff, volunteers and governors, ensure that they have a full understanding of these procedures. All adults who may have unsupervised access to children in school will undergo the relevant Disclosure and Barring Service checks to ensure their suitability to work with your child.

Sometimes we may need to share information, and work in partnership with other agencies, when there are concerns about a child's welfare. We will ensure that our concerns about our children are discussed with his/ her parents or carers first, unless we have reason to believe that such a move would be contrary to the child's welfare.



Notes

Handwriting practice lines consisting of multiple horizontal dotted lines for writing notes.



Notes

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PARENTS' GUIDE 2024-2025



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