



مجلس أبوظبي للتعليم

Abu Dhabi Education Council

Education First **التعليم أولاً**

Private Schools Policy and Guidance Manual

2014-2015

Disclaimer

Disclaimer

The Private Schools Policy and Guidance Manual (“Manual”) applies to all Private Schools in the Emirate of Abu Dhabi. Users of this Manual, including school owners, Principals, staff, students and Parents/Guardians, must note the following:

- The Arabic version of the Organising Regulations of Private Schools in the Emirate of Abu Dhabi for the year 2013 is the binding version. In case of any discrepancy with the English version issued by the Council, the Arabic version supersedes.
- This Manual will be updated periodically as needed in response to developments in private education. Stakeholders will be notified in such instances.
- Whenever there is a reference to the Irtiqa’a Framework for the Inspection of Private Schools in the Emirate of Abu Dhabi, the current version of this framework should be referred to.

For any additional support regarding this Manual, please contact the Policy Planning and Performance Management Division, Policies Team at the Private Schools and Quality Assurance Sector by email: PSQA-policy@adec.ac.ae

* This document is a translation of the original Manual in Arabic. It is provided as general information for the convenience of non-Arabic speakers. The Manual in Arabic is the official reference and shall supersede the English (or any other) translation and shall govern in case of any conflict or inconsistency.

Foreword

Foreword

“The real asset of any advanced nation is its people, especially the educated ones, and the prosperity and success of the people are measured by the standard of their education.”

Sheikh Zayed bin Sultan Al Nahyan

The Abu Dhabi Education Council (“ADEC”) has built its policies for the Private Schools sector guided by the Emirate of Abu Dhabi’s Economic Vision 2030, which requires an effective and influential private education that competes with public education and fulfils the ambitious goals of the Emirate of Abu Dhabi.

This manual and its policies are guided by the Council’s strategic plan, which aims to build a sustainable private education system that relies on self-improvement, good governance, and mature operational capabilities. This will ultimately raise the overall quality of education in our Private Schools and provide students with the opportunity to be equipped with the knowledge, skills and values necessary to embark on further education that supports a knowledge-based economy and achieves sustainable development. The education system will prepare graduates to enter the workforce and be competitive in the global society, while preserving the national identity of the UAE and its culture, traditions and customs.

The Private Schools and Quality Assurance Sector (“PSQA Sector”) has exerted great efforts in developing this Manual, in order to achieve the Council’s standards, requirements and expectations as they relate to private schools. It is consistent with the most up-to-date and best local, regional and international standards, and is aligned with the government directives in the UAE, and provides clear direction for the advancement of private sector education.

Therefore, it provides an essential trusted reference for private education in the Emirate of Abu Dhabi.

Dr. Amal Abdullah Al Qubaisi

Director General

Abu Dhabi Education Council

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Chapter 1

Definitions

Definitions

The following terms and phrases shall have the meaning shown beside them unless the context dictates otherwise:

Term	Definition
State / UAE	The United Arab Emirates
Emirate	The Emirate of Abu Dhabi
Ministry	The Ministry of Education
Council / ADEC	Abu Dhabi Education Council
Director General	The Director General of the Abu Dhabi Education Council or the person to whom he deputises to assume his duties.
PSQA Sector	Private Schools and Quality Assurance Sector, a sector at the Council specialising in regulating the affairs of Private Schools.
Labour Law	Federal Law No. (8) of 1980 regarding the organisation of labour relations and its amendments, or any law amending or replacing it.
Organising Regulations	The set of regulations laid down by Resolution No. 26 of the Year 2013 by the Chairman of the General Secretariat of the Executive Council concerning the Regulations of Private Schools in the Emirate of Abu Dhabi.
Private School / Private Schools / School/Schools	Every non-government institution concerned with education from kindergarten to high school.
Principal/Headmaster	The school principal, head or leader (may also be referred to as a headmaster or director by schools) who is the leader responsible for the management of the daily operations of the school.
Vice Principal/ Assistant Headmaster	The person who acts on behalf of the Principal and represents him. The Vice Principal supports the Principal's leadership role and leadership.
Administrative Faculty: Teaching Faculty; and Technical Faculty	Administrative Faculty: Administrative faculty at a Private School, including the school's Principal, Vice Principals, supervisors and others who carry out administrative tasks or other administrators.

	<p>Teaching Faculty: Teachers and teaching assistants.</p> <p>Technical Faculty: Technical staff at a Private School, including lab technicians, librarians, social workers, psychologists and others who perform technical duties.</p>
Educators	Anyone who works in the education field, whether in schools or at the Council (e.g. Principal, Vice Principal, teachers, teaching assistants, librarians, lab technicians and other specialists).
Parent/Guardian	Father or mother of the student or someone who legally performs their duties.
License	The document issued by the Council for a Private School which allows it to operate and provide services in accordance with the procedures and standards stipulated in the Organising Regulations and this Manual.
Owner/School Owner	The natural or legal person awarded a License from the Council to establish a Private School in the Emirate.
Operator	The qualified legal person with experience managing schools, appointed by the Owner to manage the daily school operations, and whose appointment is subject to the Council's approval.
Commitments Committee	The permanent committee to be formed by the Director General decree and which has the authority to issue a commitment order concerning the violations committed by Private Schools.
Grievance Committee	The permanent committee to be formed by the Director General decree and which has the authority to consider the grievances of Private Schools and to take appropriate decisions therein.
Complaints Committee	The permanent school committee that is responsible for dealing with all written complaints made against the school and its operations, whether presented by Parents / Guardians, staff or other stakeholders.
School Disciplinary Committee	A school committee formed by the school Board of Trustees to look into and discuss student behavioural issues and review disciplinary procedures taken against students who violate according to the Guidelines for Managing Student Behaviour in Abu Dhabi Schools.

School Development Committee	The permanent sub-committee formed by the school Board of Trustees, which is the committee in charge of preparing and monitoring the performance of the school's development plan, and any subsequent plans resulting from a Development Order issued by the Council, or inspection results or self-evaluation.
Accreditation Agency	The agency approved by the Council to accredit schools after schools complete the self-evaluation and go through a review process conducted by the named agency. It ensures the school fulfils standards of excellence to assure quality, meeting Council requirements.
Appointment Letter	A letter issued by the Council to a person nominated by the school to be appointed as Principal, Vice Principal, or as member of the Teaching Faculty at that school.
Electronic Student Information System (eSIS)	Student Information System developed and operated by the Council for public and private schools in the Emirate.
Irtiq'a Framework for the Inspection of Private Schools in the Emirate of Abu Dhabi	A framework for the evaluation of Private Schools in the Emirate of Abu Dhabi; being a combination of criteria (performance criteria, evaluation criteria, self-evaluation, and the application of the Council's evaluation process) used by inspectors to judge the School's performance.
Professional Code of Ethics	A set of principles by which the staff at the Council and its regional offices as well as Private Schools' staff, trustees, and Owners (Educators) are expected to adhere.

Chapter 2

The Core Values of Education

Policy 1: The Core Values of Education and Moral Obligation Corresponding to Articles (2) and (6) of the Organising Regulations

DEFINITION(S):

For the purposes of this policy, the core values of education are defined as follows:

- **Teamwork:** emphasising the values of cooperation with others.
- **Integrity and honesty:** commitment to the right behaviours under any circumstances.
- **Transparency:** dealing with others in a clear, sincere and honest manner.
- **Respect:** respect for students, colleagues, guardians and community.
- **Accountability:** the individual bears responsibility of his words and deeds.
- **Care and compassion:** caring for others and feeling of responsibility toward them.

The **moral obligation** is defined as a set of ethical values and principles which are in accordance with the religion of Islam and the values, ethics, identity and culture prevalent in UAE society, and which respects other religions (see Policy (30)).

PURPOSE(S):

- To ensure that the core values of education are seen as integral to all aspects of a School's work, a task shared by all professionals responsible for it. These core values represent a common foundation for all School policies and, where necessary, should be strengthened through discussion at every level of the School's operation, and through staff professional development.
- To continuously promote and adhere to the moral principles in the educational practices of all Schools.
- To ensure a shared and clear understanding among School leaders, teachers, staff and students that allows them to differentiate between acceptable and unacceptable practices, within the framework of values, ethics and customs of UAE society, and to promote mutual respect and understanding of cultural diversity.

POLICY:

Schools must apply these core values in all day to day work consistently. They must share these core values actively among all in the School community. In this way, the core values become shared values that play a significant role in safeguarding the rights of individuals. Schools must establish and maintain a moral purpose and positive environment in all aspects of their work. Schools will also secure the rights of all students to an education that honours and follows the core values. Each School is required to emphasise the importance of these core values to all its students, staff and visitors.

All educational practices and school operations shall be governed by a moral obligation. School staff in the field of education shall exhibit good moral character, consistent with UAE society's morals, values, customs and traditions. Schools must develop a clear

statement of guiding moral principles and communicate it to staff. Schools should also take full account of the religion of Islam and the values, morals, customs and traditions of UAE society. The statement should be accessible to all members of the School community and should be sent to students, staff, Parents/Guardians and other stakeholders. School leaders, teachers and staff are required to take active steps to promote these principles during everyday life at Schools through curricula, activities, events and services, etc.

All Schools must show respect to all religions and encourage respect, tolerance and understanding for cultural diversity. Schools must never allow staff or students to denigrate or abuse adherents of different religions, but must instead encourage students to be culturally sensitive toward other religions.

ROLES AND RESPONSIBILITIES:

Schools will:

- Comply with all aspects of this policy and related regulations, including those relating to curricula, extra-curricular activities, staff and students in daily operations and strategic planning.
- Effectively implement this policy through the creation of a positive environment engendering the spirit of teamwork.
- Incorporate into all of the School's policies and strategies the principles of the religion of Islam and the moral values of UAE society as prescribed by this policy.
- Convey a clear message that no educational activity can take place without having a moral basis, whether it concerns leadership, administration, counselling, curricula or extra-curricular activities.
- Afford respect to the religion of Islam and all religions, and ensure that students and staff behave in a way that does not offend other religions.
- Appoint staff who are in tune with the moral values of education, and provide leadership based on moral principles as stipulated by this policy.
- Create a positive environment that engenders teamwork, whether amongst staff or between staff and students, and facilitate the involvement of Parents / Guardians and the local community where possible.
- Promote the adoption of the values of integrity and honesty in all the School's operational, teaching and assessment aspects, and instil these values in students.
- Monitor the application of the principles of transparency in dealing with staff, teachers, students and Parents / Guardians in a manner that is clear, honest and trustworthy.
- Conduct all School affairs in a manner that ensures respect for students, Parents / Guardians and the community, and encourage students to treat others in the education process with respect as a core value.
- Work within a monitoring and follow-up framework to exercise their authority in a manner in which people take responsibility for the consequences of their actions, and in which people are held accountable for any shortcomings, thereby enhancing accountability as a value associated with the exercise of rights and powers.

- Apply these policies in all School operations, with emphasis on empathy, caring and responsibility for others. This includes having School management showing care to staff, students and Parents/Guardians, and teachers showing care to students and their educational interests.
- Ensure that all contractors and service providers to the School, in particular those related to extra-curricular activities, abide by the core values of education. All contracts made with them should include an explicit commitment to consider and abide by the values, morals and traditions of UAE society.

Policy 2: Ethical Leadership

Corresponding to Article (4) of the Organising Regulations

DEFINITION(S):

For the purposes of this policy, ethical leadership is exemplified by the adherence of Principals, Boards of Trustees and Operators as well as Owners to the moral principles and culture and heritage of the UAE, the core principles of education, and the Council's Professional Code of Ethics. In order to achieve this goal and to ensure that Schools engender solid and positive educational values, relations within Schools must be based on integrity, trust and mutual respect.

PURPOSE(S):

- To ensure that all School leaders adopt and apply the highest ethical standards at all times, at all levels and in all aspects of their professional roles, and lead by example in this regard.
- To make sure that School leaders deliver the most beneficial outcomes for their Schools and students rather than obtaining personal gains through improper use of position and abuse of power.
- To ensure that relationships in Schools are based on integrity, trust and mutual respect.

POLICY:

School Leaders (including Principals, Boards of Trustees, Operators as well as Owners) shall adopt ethical principles in all their actions and implement the core values of education and the Council's Professional Code of Ethics (see Policies (1) and (30)). They must act at all times and at all levels with integrity, honesty and transparency. School Principals must demonstrate excellent leadership skills through professional practices and ethical values that are based on respecting the UAE's culture and heritage. School leaders and its Owners must not be conflicted between their business interests and the quality of education provided.

Teachers are leaders in the classrooms must positively promote good ethics and values. School leaders must create a healthy environment and must promote the Professional Code of Ethics through fairness, respect, equality and trust, and through standing firmly against oppression, discrimination, racism, prejudice and favouritism among staff, between staff and students or among students. School leaders must put in place a system to deal with oppression, discrimination, racism, abuse or any other improper behaviour, which includes dealing with job applicants and Parents/Guardians wishing to enrol their children at the School.

For example, the leader shall ensure that all appointments or promotions of staff are done objectively without the influence of personal preferences, and based on the most suitable characteristics and personal skills that match the position's requirements. School Leaders must take individual rights into account as much as possible during the decision-making processes and the exercise of authority. School leaders shall consider, as much as

possible, the participation of members of the School community in its decision-making processes, discussion of ideas and exercise of authority.

ROLES AND RESPONSIBILITIES:

School's Owner and Board of Trustees will:

- Appoint Principals and Vice Principals who embody ethical principles as prescribed by this policy.
- Review the procedures necessary to bring their leadership fully in line with this policy.
- Provide training and development to School leaders and potential leaders to meet the expectations stated in this policy.

School's Principal will:

- Share a copy of the Professional Code of Ethics with all Educators, as written guidelines that will act as a reference and support in all day-to-day actions and decision-making processes.
- Ensure a consistent practice of ethical principles in the School and taking action when staff fail to adhere to such principles during the performance of their duties.
- Build ethical leadership capacity of potential leaders consistent with this policy.
- Carry out self-evaluation and gathering evidence about how others judge their leadership, for example through offering those in their teams the opportunity to participate in '360 degrees' feedback to assess their leadership.
- Put in place audits mechanisms to ensure that Schools are free of unethical practices.

Policy 3: Students Protection

Corresponding to Article (5) of the Organising Regulations

DEFINITION(S):

For the purposes of this policy, **students protection** is defined as all those measures, steps and actions that must be taken to avoid subjecting students while at School or outside it, during any School activities and during their transportation to any danger or harm, be it exploitation, violence, physical harm, sexual abuse, any verbal insult, moral threat or harm of any kind. It is every student's right to be in a safe School environment that is free of any form of abuse and that continuously offers care, support and protection to all students without discrimination.

PURPOSE(S):

- To emphasise the protection of students as a core principle, which stems from the moral obligation, and to safeguard them from abuse or harm and to ensure their security and welfare, as required pursuant to applicable laws in force in the UAE.
- To guide Private Schools in the Emirate to prepare comprehensive School policies and procedures to:
 - Protect students and prevent the exploitation, bullying, physical and/or sexual abuse, insult or harm of any other kind which students may face, and to identify those who may have suffered harm.
 - Promote students' cultural, social, and mental growth to enable them to become strong, self-confident members of society.

POLICY:

All Schools are fully responsible for the care and protection of students whilst they are in the School's care, or travelling to and from the School using School-provided transportation means, and while moving between all activities organised by the School. Schools must take all possible measures to protect students from any form of exploitation, abuse, oppression and insult and/or any other physical, sexual or emotional threat, danger or harm. All Schools must exercise the utmost care over the security of students in their care.

The School's Principal shall accept *in loco parentis* (in the position of a Parent/Guardian) responsibility for all students whilst they are in the School's care, including travelling to and from the School using School-provided transportation means, and while moving between, waiting for, and taking part in all activities organised by the School.

School management must also ensure the supervision of students 45 minutes before the start of the school day and 90 minutes after school hours, and must notify Parents/Guardians of their responsibility toward their children outside of these two periods.

Schools shall develop a student protection policy that follows, adheres to and aligns with all the relevant laws and regulations issued by ADEC and the relevant authorities in the

UAE. This policy shall act as a reference in respect of all measures and procedures taken by Schools to protect students from any form of abuse or harm. This policy shall include, for example, the following:

- The safety of School buildings, transportation and School activities.
- Students' health, welfare and well-being.
- Conduct and discipline of students.
- Confidentiality of students' personal data.
- Security of School IT systems.
- Supervision of students at all times during school day hours and related School activities.
- Counselling and School support services, enabling students to have access to a trusted professional counsellor, or a social worker, or someone in an equivalent position.
- Conducting the necessary background checks on all School personnel in association with the relevant authorities.
- Reporting procedures in respect of any incident affecting the security of students within the School to Parents/Guardians, ADEC and other related government entities.
- Confidentiality of reports and investigations related to any kind of student abuse and communications when dealing with the Council and relevant government entities.
- Provision of on-going First Aid training, and dissemination of knowledge regarding all health, safety and prevention matters so that all School staff know what is expected of them and what to look out for with respect to the protection and safety of students (e.g. First Aid, CPR).
- Communicating with students and their Parents/Guardians to hear their opinion through a variety of means, which may include surveys, group discussions and opportunities for them to express their views while ensuring their privacy. Additionally, Parents/Guardians shall be continuously informed of and given clarification regarding the roles and responsibilities they share with the School to protect their children.

Such a policy shall not only be concerned with prevention, reporting and investigation. It should also foster a safe and positive environment inclusive of the School's care system as well as the accommodation of the personal and learning needs of the students, and their rights and responsibilities, together with the School's expectations of students' behaviour.

Effective student protection is based on support and encouragement, as students need (above all else) to feel a well-placed sense of trust and confidence in those they work with, without fear of exploitation or abuse.

Reporting of Incidents

It is mandatory for all Schools to thoroughly investigate and report immediately to ADEC all incidents of abuse which students may face including exploitation, violence and/or any

other physical harm, sexual abuse, or any emotional threat, or harm of any kind, all of which will be referred to as “abuse of students”. If any such incident is proven or suspected, it is the responsibility of the School’s Principal (or in the case of the abuse being carried out by the School’s Principal, the Chair of Board of Trustees/School Owner) to:

- Take immediate steps to safeguard all those involved, such as reporting incidents to the relevant official entities, taking into account other laws that may be related to the incident.
- Immediately inform the PSQA Sector, Licensing and Accreditation Division, of the incident by telephone, and in writing within 24 hours of the incident.
- Report the incident immediately to concerned Parents/Guardians.
- Immediately suspend any member of staff who is accused of an offence involving student abuse if the alleged staff abuse involves a crime according to the provisions of prevailing UAE Laws, as per article 112 of the Labour Law (including notifying the relevant authorities), until an investigation in this matter is completed and a decision is made concerning this member of staff’s fitness to continue to work at the School.
- Carry out a formal investigation obtaining written statements from those involved;
- Provide the PSQA Sector, Licensing and Accreditation Division, with a written report within 24 hours of the incident via the official email account (private.schools@adec.ac.ae).
- Immediately terminate the employment of anyone found guilty by a competent authority of an offence of student abuse, in accordance with the provisions of United Arab Emirates Federal Law No. (8) of 1980 Labour Law and its amendments.

ADEC shall require Schools, when handling cases of student abuse, to conduct an investigation, and to maintain clear and scrupulous communications and actions when dealing with relevant government entities such as the Health Authority – Abu Dhabi (“HAAD”), the social welfare institutions and police departments. Schools should keep relevant records and inform ADEC of such communications if so requested.

Where the School uncovers a case of severe abuse to a student outside of School, it must take the matter seriously and follow up the case with the social worker. Schools shall take the necessarily steps to protect the student, including by communicating with the Parent/Guardian to discuss the matter, or by forwarding the case to the relevant official entities in the UAE (social support institutions). Schools must prepare a detailed report concerning the incident and procedures taken in this regard. This report should be kept in the student’s folder. If the abuse is a crime, the School is required to notify the relevant official entities.

Failure to Comply with this Policy

Anyone who fails to comply with this policy shall be subject to legal accountability and the penalties stipulated in accordance with the Council’s regulations, policies and

requirements, notwithstanding any other penalties imposed by the Penal Code or any other relevant law.

ROLES AND RESPONSIBILITIES:

School's Owner and Board of Trustees will:

- Ensure that buildings provide secure and supportive environments that comply with ADEC's requirements.
- Approve the School's student protection policies, procedures and updates.
- Ensure that the School's recruitment policy and procedures include a condition of completing the required background checks on all School staff, in association with the relevant authorities.
- Make sure that the School's policy includes procedures that will prevent situations which could give rise to the abuse of students, for example by supervising students at all times while they are in the School's care.

School's Principal will:

- Develop a student protection policy and publish it in School, implement it effectively, and review and update it as necessary.
- Ensure that all School staff have undergone the required background checks.
- Ensure that procedures are in place to prevent situations that could lead to the abuse of students.
- Ensure that there is consistent emphasis within the School on the protection of the students and for taking immediate action when there is suspicion of cases of student abuse.
- Ensure that students and others can safely report their concerns without fear of retribution or punishment.
- Canvass the views of students and Parents/Guardians regarding security and protection inside the School.
- Report for investigation any case of possible abuse or harm to students in the School, as required by ADEC's guidelines.
- Ensure that all staff are appropriately trained in the area of awareness of student protection issues and confidential investigation procedures.
- Maintain clear student records and update them periodically.

Chapter 3

School Licensing

Policy 4: Compulsory Licensing

Corresponding to Article (7) of the Organising Regulations

DEFINITION(S):

Licensing refers to the permission granted by the Council regarding the application made by natural or legal persons to open and run a Private School in the Emirate.

PURPOSE(S):

- To clarify ADEC's requirements for opening and running a School by a natural or legal person.

POLICY:

Compulsory Licensing

Any natural or legal person is prohibited from establishing a Private School before obtaining a Private School License from the Council, and such License shall be subject to the School meeting the Council's conditions and standards for the PSQA Sector.

Conditions Required in Applicants

If the applicant for a Private School License is a company, the following conditions must be met:

- The company must be registered in the Emirate in accordance with the current laws and regulations in this regard.
- The company must include one or more United Arab Emirates nationals as shareholder(s)/partner(s), holding a minimum of 51% of the share capital.
- The company must provide evidence of adequate financial capability that would enable it to fulfil all financial requirements listed in ADEC's regulations, policies and requirements, including those relating to licensing and operations, and must show that it is capable of covering the cost of constructing or leasing an appropriate building, and preparing it in accordance with licensing requirements, such that it satisfies all ADEC's requirements in this regard.
- The company must appoint a representative, who shall conform to the requirements prescribed below for a natural person (with the exception of the financial capability condition).
- The company must successfully pass the required auditing processes.
- The company must submit a complete licensing application, in the form issued by the Council.

A natural person wishing to procure a Private School License must demonstrate the following:

- That he is a national of the UAE.
- That he is not less than twenty five years old.
- That he enjoys full legal capacity.

- That he not be convicted of a crime carrying custodial sentence, being a felony or a misdemeanour involving moral turpitude or dishonesty, unless said person has been rehabilitated pursuant to the law.

That he has proved his financial capability which would enable him to fulfil all financial requirements listed in ADEC's regulations, policies and requirements, including those relating to licensing and operations, and must show that he is capable of covering the cost of constructing or leasing an appropriate building, and furnishing it in accordance with licensing requirements, such that is satisfies all ADEC's requirements in this regard.

- That he must successfully pass the required auditing processes.
- That he submit a complete licensing application, in the form issued by the Council.

Despite what is mentioned above with regard to an applicant that is a company having to have United Arab Emirates nationals having a minimum share capital of 51%, or an applicant that is a natural person being a national of the UAE, applications submitted by citizens of countries of the Gulf Cooperation Council are subject to Cabinet Resolution No. (4) of 2007, regarding granting citizens of countries of the Gulf Cooperation Council the permission to exercise economic and professional activities in the UAE, or any resolution that changes or replaces that resolution. The exemption is in accordance with the resolution as adopted by the Department of Economic Development in the Emirate.

Financial Capability

The Council requires investors wishing to apply for a School License to provide proof of their financial capability. For this purpose, the Council requires the following:

- Investors not wishing to submit a land request from the Council should submit proof of their financial capability to build a School.
- Investors wishing to request an educational land from the Council, should:
 - In case of personal finance, 50% of the project value should be deposited in the School's bank account in one of the UAE's banks prior to applying for a license from the Council. After obtaining a temporary license letter, the full amount should be deposited in the same school bank account designated for the project. This should be done before submitting a request to obtain a land from relevant entities, in addition to submitting a bank statement of the School's bank account for the last six months.
 - In case of using bank finance, a bank letter should be submitted approving the financing of the project and stating the total project value whether 100% or a percentage of the total value of the project. The Owner should deposit the remaining value of the project capital in the bank.

License Application Conditions

Applications should fulfil licensing conditions, and must include the main and important points according to the Council's licensing standards, procedures and regulations. The application should not include inappropriate content or any copied or adapted content without proper referencing. Anyone who seeks to establish and operate a School in a

manner that does not comply with the regulations for licensing Schools as outlined in this policy, and in Policies (5) to (11), shall not be awarded a License to operate a School.

Acceptance of Applications

In the event that an application meets the licensing requirements of the Council, a letter shall be issued to the License holder enabling them to complete the remaining procedures with the relevant government entities.

Rejecting Applications

- Any application that does not fulfil licensing requirements will be rejected.
- The Licensing and Accreditation Division shall issue a report detailing the application's shortcomings. The applicant can resubmit an amended application within thirty working days of receipt of the report, or forty working days from the date the report was prepared, whichever is shorter.
- If the amended application is rejected because it does not fulfil licensing conditions, then it cannot be amended again. The applicant may submit a new application a full six months after the date of issuance of the decision rejecting the amended application.

Transferring Licenses

A School is not allowed, during the Temporary License period or the General License period, to change the company's ownership whether by amending, adding or removing partners, except after the approval of the Council. The Council's approval is deemed a pre-condition of the change; and will only be granted after ensuring that the transferee fulfils the financial and legal conditions provided in the Council's regulations, policies and requirements and any other conditions and requirements that may be further specified by the Council from time to time.

Amending the License

A School is required to amend their existing School License under the following circumstances:

- Adding/reducing classes with no construction of sections involved.
- Adding/reducing classes with construction of sections involved (see Policy (66)).
- Adding/reducing curricula, keeping in mind that a School is not allowed to teach more than one curriculum although it may add an international diploma to a British or American curriculum for the high school period after the School receives certification from the relevant international organisation and after it submits a request to the Council for approval to add the curriculum (see Policy (41)).
- Changing Owners or partners.
- Changing the legal entity.
- Adding new buildings (see Policy (66)).
- Changing the name or address of the School.

A School wishing to undertake any of the above must submit an electronic application form and obtain the prior approval from the Council. An application to amend an existing School License must also be submitted. The application form for amending a Private School License is available in the Council's offices and on its website.

ROLES AND RESPONSIBILITIES:

Anyone intending to open or operate a Private School and amend its License will:

- Complete the requisite forms within the given timeframe as per the Council's policy.
- Satisfy the requirements for natural or legal persons as outlined in this policy.
- Pass the required audit procedures.

Policy 5: License Categories

Corresponding to Article (8) of the Organising Regulations

PURPOSE(S):

- To identify the different categories of Licenses available for Private Schools.

POLICY:

The Council offers three different License categories: the first and second categories are compulsory, while the third (being the Council-Accredited License*) is an optional high-status License that is only granted to outstanding Schools eligible to be awarded it pursuant to the conditions and requirements associated therewith.

As such, the categories are as follows:

1. A Temporary License for new Schools.
2. A General License.
3. A Council-Accredited License.

More details can be found in Policies (6), (8) and (10).

ROLES AND RESPONSIBILITIES:

Qualified person(s) intending to open a School or acquire a License of a certain category will:

- Familiarise themselves with the different categories of Licenses available and the characteristics, and understanding the requirements of each one.

(*Note: all policies included in this Manual that relate to accreditation or the Council-Accredited License are not yet in effect. The Council will announce the start of their implementation at a later date.)

Policy 6: Granting a Temporary License for a New School and Approving the Operational Plan

Corresponding to Articles (9) and (10) of the Organising Regulations

DEFINITION(S):

Temporary License: a License that is granted by ADEC to the applicant to allow the School to commence educational operations. Once the School's request for a Temporary License is approved by the Director General, the application together with any additional conditions imposed by the Council, become in this case the suggested and approved operational plan. This plan consists of the detailed documents submitted with the School's approved application, covering the three aspects: technical, financial and construction aspects.

Technical aspect: is the aspect of the operational plan that shows grade levels, curricula, assessment instruments, policies, number of classes, number of students, the educational and administrative expertise that the School will attract, and other information that the Council may require, in addition to adherence to the Council's Professional Code of Ethics.

Financial plan: a plan prepared by the License applicant or their representative that identifies the School's capital and expected operating expenses for the first years of operation depending on the License category, whether it is a Temporary License application or obtained through a Request for Proposal. The financial plan can take between five to seven years.

Construction aspect: is the aspect of the operational plan that shows the initial building design and specifications of the School, reflecting its conformity with the Council's requirements and compliance with the required License category, and which allows for future expansion if needed. This is subject to the Council's approval, and the approval of local relevant authorities in the Emirate.

PURPOSE(S):

To ensure that:

- School Owners and administration adhere to the Professional Code of Ethics.
- Owners have sufficient financial capability to establish and sustainably operate a School.
- The application fulfils the technical, financial, building and design requirements.
- To ensure that each licensed School has an approved operational plan that is sustainable and approved, focused on high quality education and suited to the educational needs of the Emirate.
- To ensure the setup of each School, including all its settings and equipment, is consistent with its approved operational plan.

POLICY:

Granting a Temporary License for a New School

- The License applicant must provide a completed electronic License application which contains the School's technical, financial and construction aspects based on the Council's templates, which includes for example: capital, operating expenditures, the projected student enrolment figures and academic matters pertaining to teaching and learning.
- The Council requires that proper checks are undertaken for all people applying for a License (see Policy (7)).
- The Director General may grant a Temporary License to operate a new School based on the application submitted to the Council provided the application meets the relevant requirements as set out in the Council's regulations, policies and requirements.
- Such License shall be valid for one year from the start of operation and may be renewed pursuant to the rules and regulations applied by the Council (see Policy (11)).

Any natural or legal persons successfully awarded land or vacant government-owned School buildings by the Council for setting up and operating a Private School through a Request for Proposal process shall be granted a Temporary License when they commence their educational operations that are approved by the Director General (see Policies (77) and (86)). All eligible proposals must meet the related requirements as set out in the Council's regulations, policies and requirements.

Operational Plan

Schools must adhere strictly to the Operational Plan without modification unless prior approval by the Council is granted. Each School is responsible for adhering to and implementing the approved plan during the establishment and operation of the School.

Those applying for a School License shall seek the issuance of an office license for the School administration from the Department of Economic Development; and obtain approvals on the building designs from other official entities.

Schools must submit a monthly report to the Council to demonstrate progress against the Operational Plan and provide evidence of its compliance with the specified aspects outlined in their Operational Plan.

By completing all aspects related to School facilities, teaching staff and curriculum, the School becomes in a position that qualifies it to commence its educational operations after obtaining the Council's approval.

Schools must submit all required documentations and approvals from relevant government entities to the Council and undergo an inspection by the Council. If the School is deemed ready to commence operations and receive students, the Council will issue it with an approval to commence its educational operations.

ROLES AND RESPONSIBILITIES:

Applicants for new Schools' Temporary License will:

- Procure the required approvals from relevant entities such as the Ministry of Interior and Department of Economic Development.
- Complete the application and submitting all required documents within the provided timeframe as per the Council's policy.
- Pay the appropriate application fees (see Policy (16)).
- If the application is approved, adhere strictly to the Operational Plan based on which the License was granted. The plan cannot be modified or amended without the Council's approval.
- Submit monthly reports to the Council during the establishment of the School to demonstrate progress achieved against the Operational Plan.
- Submit all required documentation and undergo an inspection by the Council once the School is ready to commence the educational operations.

Policy 7: Temporary License Renewal

Corresponding to Article (11) of the Organising Regulations

PURPOSE(S):

- To familiarise Owners with the requirements for renewing the Temporary License.

POLICY:

The Temporary License for a new School remains valid for one year from the date of the commencement of its educational operations. It may be renewed for one additional academic year if:

- The School did not meet the requirements to obtain a General License after undergoing a field inspection.
- The School submits a renewal application at least sixty days before the current License's expiry date.
- The School submits proper evidence to prove sufficient accomplishments through the Operational Plan.
- The School has undergone a field inspection and the inspection results were consistent with the Council's requirements.
- The School submits valid licenses issued by other relevant government entities (such as the Department of Economic Development, the Civil Defence Directorate and HAAD).
- The latest School Development Plan is submitted along with the latest audited report of financial accounts and any other requirements.
- Approval by the Council's Health and Safety team.
- The School pays the stipulated renewal fees.

Schools will need to submit renewal of License documents as required through the Council's online licensing system.

ROLES AND RESPONSIBILITIES:

Schools will:

- Submit the application and required documents within the specified timeframe.
- Adhere to the Council's approved Operational Plan, without making any amendments to it without prior approval from the Council.
- Pay the Temporary License renewal fees.

Policy 8: Granting a General License

Corresponding to Article (12) of the Organising Regulations

PURPOSE(S):

- To outline the Council’s requirements and procedures for a School to obtain a General License.

POLICY:

In order to remain operational, the School shall obtain a General License within two years from the date of commencement of educational operations at the School. The General License shall be valid for two years and may be renewed by a resolution of the Director General. The Council grants such License for each School that is inspected and received a grade of no less than “satisfactory”.

The Council’s General License requirements depend on the following conditions:

- The School submitting a License application at least sixty days before the expiry date of the current License.
- The School undergoing a site evaluation, and satisfying Council’s requirements.
- The School submitting valid licenses issued by other relevant government entities (such as the Department of Economic Development, the Civil Defence Directorate and HAAD).
- Submitting the latest School Development Plan along with the latest audited financial accounts and any other requirements.
- The result of the latest inspection or the recommendations of the Council’s monitoring visit.
- Approval by the Council’s Health and Safety team.
- Payment of the stipulated General License fees.

The application for the General License shall be submitted through the Council’s online licensing system (“OLS”). The General License shall remain valid for the same validity period of Licenses issued by other government entities.

The School can maintain the General License as long as it fulfils the Council’s requirements. The Temporary License will apply to Schools that have not met the conditions of granting the General License.

ROLES AND RESPONSIBILITIES:

Schools will:

- Complete the electronic application form and provide the required documents within the specified timeframe.
- Undergo an inspection by the Council.
- Satisfy licensing requirements of relevant government entities.
- Pay the stipulated fees.

Policy 9: General License Renewal

Corresponding to Article (13) of the Organising Regulations

PURPOSE(S):

- To outline the requirements for renewal of a General License.

POLICY:

The School must submit an application for renewal of the General License sixty days before its expiry date.

The Council will base its approval on a number of means and requirements, including, by way of example:

- The School submitting a License application at least sixty days before the expiry date of the current License, in accordance with the Council's approved form.
- The School undergoing a site evaluation with favourable results, and receiving a rating of not less than "satisfactory".
- The School submitting valid licenses issued by other relevant government entities (such as the Department of Economic Development, the Civil Defence Directorate and HAAD).
- Submitting the latest School Development Plan along with the latest audited financial accounts and any other requirements.
- The result of the latest inspection or the recommendations of the Council's monitoring visit.
- Approval by the Council's Health and Safety team.
- Payment of the stipulated General License fees.

Additionally, the Council may carry out other inspection and monitoring visits as necessary, when considering an application for the renewal of a General License. The application for the General License shall be submitted through the Council's online licensing system ("OLS").

ROLES AND RESPONSIBILITIES:

Schools will:

- Commit to the License conditions and renewal timeframe.
- Submit the License renewal application in accordance with the above.
- Pay the stipulated License renewal fees.

Policy 10: Granting Accredited License*

Corresponding to Article (14) of the Organising Regulations

DEFINITION(S):

For the purposes of this policy:

- **Accreditation** is a vehicle for School improvement and a quality assurance process leading to international recognition of the School itself by globally recognised Accreditation Agencies that have been approved by the Council.
- A **Council-Accredited License** is the highest category of licensing among License categories, acknowledging Schools that are able to provide high-quality educational services. It is issued after a School has completed a self-evaluation and undergone an external accreditation review focused on confirming high standards.

PURPOSE(S):

- To encourage License holders to upgrade their School's License from a General License to a Council-Accredited License.

POLICY:

This policy is linked to Policy (21), which elaborates on how Schools can acquire accredited status from an agency that is approved by the Council.

Schools must submit an application for the Council-Accredited License and pay the stipulated fees. The Director General may grant the Council-Accredited License to a School that has achieved Band (A) when inspected and which has been fully accredited by a Council-approved Accreditation Agency. The School is then deemed to meet the Council's criteria for the License as outlined in Policy (21).

A Council-Accredited License shall be valid for a period of three years from the issue date of the Director General's decree to grant the License.

ROLES AND RESPONSIBILITIES:

Schools applying to the Council for a Council-Accredited License will:

- Undergo an accreditation process and obtain external accreditation.
- Fill in the required Council-Accredited License application form and submit the required documents within the specified timeframe, together with the accreditation certificate issued by the Council-approved Accreditation Agency.
- Submit to the Council a viable five-year Strategic Development Plan.

(*Note: all policies included in this Manual that relate to accreditation or the Council-Accredited License are not yet in effect. The Council will announce the start of their implementation at a later date.)

Policy 11: License Fees and Financial Guarantees

Corresponding to Article (16) of the Organising Regulations

DEFINITION(S):

For the purpose of this policy:

- **License Application Fees** are the stipulated fees relating to all licensing procedures.
- **License Issuance Fees** are the stipulated fees for issuance and renewal of Licenses.
- **Bank Guarantee** is a bank guarantee that the Council may require where Schools do not adhere to the Organising Regulations and this policy.

PURPOSE(S):

- To identify the fees associated with each of the licensing categories.
- To highlight the Council's right to charge License fees or to require financial guarantees from Private Schools.

POLICY:

This policy sets out the requirement that all those who apply for a School License (Temporary, General or Council-Accredited License) must pay the appropriate fees for that License.

The Council will periodically determine the fees charged for granting, renewing or amending any of the Licenses, through a decree issued by the Director General, after approval by the Executive Council.

The Council may demand the non-accredited Schools to provide a Bank Guarantee to the order of the Council so as to cover the value of the compensations, due to the School non-commitment to any of the provisions of the regulations and this policy, to be reimbursed to Parents / Guardians, any School staff or any other party. The Bank Guarantee value shall be equal to (5%) of the total annual School fees for the maximum absorptive capacity of the School, as per the licensing application approved by the Council. The Bank Guarantee should be written in a way set by the Council and in accordance with its conditions.

ROLES AND RESPONSIBILITIES:

Applicants for School Licenses, renewal of an existing School, or amendment thereof will:

- Pay the stipulated fees for licensing procedures, cognisant of the fact that they are non-refundable.
- Provide a financial guarantee for the benefit of the Council, to be used in the cases described in this policy.

Policy 12: Public Holidays

Corresponding to Article (17) of the Organising Regulations

DEFINITION(S):

For the purposes of this policy, **public holidays** refer to the non-working days corresponding to religious celebrations such as Eid or national events like the National Day or other occasions in the UAE as determined by the Director General.

PURPOSE(S):

- Working to harmonise, where possible, public holidays for all Private Schools in the Emirate.
- Strengthening social cohesion between members of the community by adopting unified School holidays and vacations.

POLICY:

Schools are prohibited from holding a School session on any day identified as an official holiday in the Emirate, without prior written approval from the Council. The Director General shall issue, from time to time, a circular identifying official holidays and Schools must comply with these holidays, provided that they do not conflict with the dates for international examinations, or the external examinations required by other education systems within the country.

Schools shall comply with the unified School holidays as defined in the Cabinet Decree no. (96/6K/2) of 2013, and any decree that might replace it, in addition to the measures issued by the Council in this regard.

School leaders shall notify students and Parents/Guardians of the official holiday dates, and must - together with all School staff - carry out their day-to-day duties at Schools before and after any official holiday even in cases of low student attendance (e.g. when some students are intentionally absent before or after official holidays without an authorised excuse). The Council encourages School leaders and teachers to reinforce to students the values of education and discipline and their long term effect on students' higher education and future careers. School leaders and teachers must communicate the Attendance and Absence Policies to students and Parents/Guardians to make them aware of the consequences of non-compliance (see Policies (59) and (60)).

ROLES AND RESPONSIBILITIES:

Schools will:

- Comply with all requirements of this policy.
- Identify official public holidays in the School calendar approved by the Council.
- Notify all School staff, students and Parents/Guardians of public holidays and vacations in advance.
- Ensure that students and Parents/Guardians are aware of the attendance and absence policies and its effects on students' learning and progress.

Policy 13: Website

Corresponding to Article (18) of the Organising Regulations

DEFINITION(S):

For the purpose of this policy, the **School website** is the Internet site that is developed and designed by the School to serve School purposes. These pages contain information on the School, such as school vision and mission statements, contact details and extra-curricular activities.

PURPOSE(S):

- To efficiently use the School website as a means of communication with the School's stakeholders and the wider community.
- To keep interested members of the community and stakeholders informed about the plans, operations and activities of the School.

POLICY:

Every School shall create a website and keep it up to date. The website shall, as a minimum, provide an overview of School contact information, the services it provides, compulsory School fees, transportation fees, fees for optional activities, other fees, management annual reports, inspection reports, School Development Plans, students' achievements data and other policies of relevance to students or Parents/Guardians (e.g. admissions policy, approved curriculum, Board of Trustees, upcoming activities such as parent-teacher conferences).

The School Principal shall ensure that the website contains valuable content, is well designed and frequently updated to enhance the professional image of the School. The website content should be compatible with UAE cultural norms, values, morals and customs. It should not include any information about the School that conflicts with the School License approved by the Council. The School is responsible for ensuring the confidentiality of its web pages which includes personal information on School staff and students, and students' assignments or records (see Policy (38)). The School Principal shall also make sure that the website is easy to use and can act as a quick reference for students, Parents/Guardians and the community.

ROLES AND RESPONSIBILITIES:

Schools will:

- Develop their own websites and updating them frequently, as required by this policy.
- Seek the assistance of professionals or administrators who shall be responsible for setting up, updating and maintaining the School's website.

Policy 14: Approving the School Calendar

Corresponding to Article (19) of the Organising Regulations

DEFINITION(S):

For the purpose of this policy, a **School calendar** refers to the number of actual school days during the academic year, taking into account School start and end dates for staff and students, dates for final examinations, official holidays, school holidays, extra-curricular activities or other matters as determined by the Council.

PURPOSE(S):

To ensure that Private Schools' calendars comply with the Council's School calendar and its educational expectations and objectives.

POLICY:

The Council sets the School calendar and the minimum number of instructional hours, provided that such shall not be less than 175 days each academic year. The School Principal may discuss the School's calendar with the School's Board of Trustees, but each School shall present its School calendar to the Council eight months prior to the commencement of the academic year, for approval.

Schools shall comply with decrees issued by the Council as they relate to the School calendar. The School calendar must include, for example, the following:

- Official holidays such as Islamic holidays and National Day (see Policy (12)).
- School holidays and vacations, and Schools shall commit to unifying School holidays in accordance with the holiday periods identified in the Cabinet Decree No. (96/6K/2) of 2013 (or any subsequent replacement decree) and the relevant measures issued by the Council.
- Dates of final examinations.
- Specific extra-curricular activities as stated in Policy (49).
 - activities that involve external personnel.
 - activities that take place during all types of holidays and rest days.
 - off-campus activities in the UAE.
 - activities outside the UAE.

ROLES AND RESPONSIBILITIES:

Schools will:

- Submit the annual School calendar for the Council's approval within the specified timeframe.
- Share the annual School calendar with School staff, students and Parents/Guardians.

Policy 15: Official Photos and the UAE Flag and National Anthem

Corresponding to Article (20) of the Organising Regulations

PURPOSE(S):

- To show reverence, respect and loyalty toward all UAE national symbols.
- To foster the national identity and a sense of belonging across all Schools in the Emirate.

POLICY:

Schools show reverence and respect to all the UAE's national symbols. Schools must display the official photographs, fly the flag and sing the UAE's national anthem as follows:

The Official Photos

The official photos of their Highnesses shall be placed prominently at the main entrance of School buildings. The order of pictures shall be from left to right as follows:

1. The UAE's Founder.
2. The UAE's President.
3. The UAE's Vice President.
4. The Crown Prince of the Emirate of Abu Dhabi.

Schools shall comply with all relevant matters regarding the positions of their Highness' pictures and placements as stated in the "Positions of Their Highness Pictures and Placements and Uses of Flags Manual" at Schools in the Emirate of Abu Dhabi.

The UAE's Flag

Schools must fly the UAE's flag prominently inside the School building (where the morning assembly usually takes place) and in front of the School building all days of the week. The flag should always be flown freely and close to the top of the flagpole. The flag shall always be raised in its good and proper condition and it shall never be flown if it is damaged or faded. In all cases, the flag should not touch, fall or lie on the ground. The flag shall be lowered to half-mast in cases of an official mourning announcement in the UAE.

Schools shall consider all relevant matters regarding the uses of the UAE's flag as stated in the "Positions of Their Highness Pictures and Placements and Uses of Flags Manual" at Schools in the Emirate of Abu Dhabi.

The UAE's National Anthem

All Schools must organise a morning assembly each school day. The School's Principal shall be responsible for ensuring the proper conduct of the morning assembly. Students are required to sing the national anthem at the beginning of the assembly. All School leaders, teachers, staff, students and visitors must show proper respect for the national anthem while it is being sung.

All School students from kindergarten to Grade 12 (Year 13) shall attend the morning assembly. It is therefore preferable that Schools hold the morning assembly in an adequate area at the School where all students can fit comfortably. Each School is required to efficiently use its facilities to enable all students to attend the morning assembly (e.g. playgrounds, halls, classrooms, etc.). The School area(s) selected for conducting the morning assembly should be shaded or covered to protect students from direct sunlight or other weather conditions. The School leaders, teachers and staff should pay particular attention to students with special needs and medical conditions that prevent them from attending the assembly. Those students can be excused from participating in the morning assembly subject to a medical report or a written request from their Parents/Guardians.

Failure to Comply with this Policy

Discourteous treatment of the flag or the other national symbols shall result in disciplinary actions against the School in addition to other necessary measure as per the Penal Code (see Policy (78)).

ROLES AND RESPONSIBILITIES:

Schools will:

- Comply with all regulations and requirements relating to this policy.
- Display the official photographs, fly the UAE's flag, play the national anthem and hold a proper and well organised assembly which follows all of the protocols mentioned above.

Chapter 4

School's Accreditation

**Note: all policies included in this manual that relate to accreditation or the Council-Accredited License are not yet in effect. The Council will announce the start of their implementation at a later date.)*

Policy 16: Obtaining Accreditation

Corresponding to Article (21) of the Organising Regulations

DEFINITION(S):

For the purposes of this policy, **accreditation** is a Council system used to distinguish the most successful school models and encourage creativity and innovation at an educational level and involves a highly reputed quality-assurance process leading to international recognition via an ADEC-approved Accreditation Agency, and leading to a Council-Accredited License. The term accreditation refers to the high status granted to successful Schools.

A **Self-Evaluation** is the initial step of the accreditation process. Its primary intent is to improve the quality of the instructional program of the School, and aims at paving the way toward receiving accreditation. During this phase, the self-study teams determine the School's strengths and areas needing improvement, based on the standards of accreditation.

A **Council-Accredited License** is targeted for Schools that received Band (A) in their inspection results. This License is the third category of School licensing, the other two being Temporary and General Licenses. Such License affords Schools public recognition, prestige and other benefits, and is granted for a five-year period, during which the School must maintain high standards and serve as an example of superior-quality education in the Emirate.

Other measures used to qualify for this License include: evidence of effective oversight by a Board of Trustees, and submission of a five-year strategic development plan clearly linked to the report from the Accreditation Agency's visiting team and the School's self-evaluation.

PURPOSE(S):

The goal of this policy is to inspire Schools to achieve Abu Dhabi's Vision 2030: "A world-class education system serving as a regional and international hub of education excellence and providing relevant opportunities to all UAE learners." This policy states the requirements for acquiring accredited status and eligibility for the Council-Accredited License. The Council's intention is to engage Schools in a self-directed quality-assurance process which motivates good Schools toward achieving excellence.

POLICY:

During the License period, the School is accountable to the Council through annual reports and supervisory and monitoring visits by the Council during years two and four. The Council shall carry out its periodic Irtiqa'a inspection toward the end of year five, unless circumstances change and the School's performance warrants conducting an immediate "on command inspection" (as per Article 63 of the Organising Regulation on inspections).

Schools awarded this accreditation will be granted greater autonomy and benefits, as detailed below:

- Exemption from the two-year renewal cycle of the General License by obtaining a five-year Council-Accredited License.

- Exemption from the periodic Irtiqa'a inspections, unless exceptional circumstances warrant it, for the first four years of the License. The periodic Irtiqa'a inspection will only take place late in year five, but the School will remain subject to supervisory and monitoring visits as specified in Policy (58).
- Exemption from requiring Council approval of extra-curricular activities within permitted parameters, as outlined in Policy (49). Such information would be submitted to the Council for reference purposes only.
- Exemption from requiring Council approval of internal School policies, such that these would be submitted for reference purposes only if requested. All policies must be aligned to policies and regulations issued by the Council's PSQA Sector.
- Advertising and recognising the School's achievements in media belonging to the Council the extent to which the School participates in professional development activities with other Schools.
- Receipt of a special plaque that the School may use to announce its achievement of the highest License status awarded by the Council.

Granting the Council-Accredited License

To qualify for this License, the candidate School must be a Band (A) School and provide the Council with seven key requirements:

1. The self-evaluation report submitted to the Accreditation Agency.
2. The Accreditation Agency School visiting team report.
3. The agency certification of accreditation.
4. The five-year strategic development plan, linked to requirements one and two.
5. Achieving a "good" or higher overall effectiveness grade on a periodic Irtiqa'a inspection and no less than "satisfactory" for any of the evaluation criterion.
6. Evidence of having an effective governance system in place including a Board of Trustees with well-defined roles and responsibilities.
7. Fulfil any other requirements in accordance with the provisions of the Private Schools Policy and Guidance Manual.

A School seeking this License may apply to the Council and receive information about the approved Accreditation Agencies, such that it may chose the agency which best suits it contact it directly. All further engagement of the agency will be at the School's initiative. The License is granted to a School when all eligibility requirements have been successfully met.

The School is responsible for all costs related to qualifying for a License, such as fees charged by their chosen agency and costs associated with hosting visits by agency-appointed personnel. The Council will not take any responsibility for any costs or fees incurred by a School in obtaining or maintaining agency accreditation.

If a School is already accredited by a Council-approved agency and has received the required grade in its most recent inspection, being an inspection taking place within a period not exceeding one year from the date of the agency's issued accreditation, such School may qualify for the Council-Accredited License as long as it fulfils all other requirements for the license.

Renewing the Council-Accredited License

In order to renew the Council-Accredited License, the School must achieve a recent Band (A) (“good” or higher) overall effectiveness grade on a periodic Irtiqa’a inspection, which would normally occur in year five of the School’s current five-year Council-Accredited License. This result qualifies it to repeat the process of meeting all the requirements for obtaining a Council-Accredited License. During the self-study and the visit during which accreditation is renewed, the qualified School shall maintain its Council-Accredited License under the condition that it meets all the Council requirements specified in this policy and does not exceed a six month timeframe past the original five-year term of the Council-Accredited License.

Should the School lose its accreditation from the accreditation body or if the self-evaluation did not fulfil accreditation requirements or the visit period exceeded six months past the five year term of the Council-Accredited License, the School’s Council-Accredited License will be changed to a General License. The School will then fall under the terms and conditions of the General License.

Violation of this Policy

Should it become evident that any Council-Accredited Licensed School fails to uphold acceptable standards of operation or performance by a supervisory or monitoring visit or a complaint (followed by an on-command inspection to verify the legitimacy of the complaint), an Improvement or Commitment Order will be issued if required.

If the School fails to meet the conditions of the order within the specified period of time, the Council has the right to withdraw the Council-Accredited License from the School and replace it with a General License, if the requirements of such License are satisfied. Continued failure to meet the conditions of the order can lead to administrative punishments such as restricting or revoking the School’s License or closure of the School.

See Policy (78) regarding violations of the Council’s laws and regulations for detailed consequences of failing to meet this policy.

ROLES AND RESPONSIBILITIES:

Council-Accredited Licensed Schools will:

- Comply with their five-year strategic development plan.
- Exert every effort to maintain the same leadership team throughout the self-study process.
- Contribute within their capacity to the Abu Dhabi Vision 2030 by providing opportunities to other regional Schools’ Educators to participate in professional development activities.
- Maintain their status, being top-quality Schools that meet the most rigorous expectations of the Council.
- Maintain their position, being good standing members of the Accreditation Agency to which they have elected to join.
- Fulfil any other requirements set by the Council.
- Submit the following documents to the Council within the stipulated due dates:

1. The self-study report.
 2. The Accreditation Agency visiting-team report.
 3. The agency certification of accreditation.
 4. The five-year strategic development plan, linked to requirements one and two.
 5. Evidence of having an effective governance system in place including a Board of Trustees with well-defined roles and responsibilities.
- Undergo supervisory monitoring visits in years two and four, and the full periodic Irtiqa'a inspection in year five.
 - Pay the required fees and renew other government entities' licenses as required.

Chapter 5

Governance, Management and Staff

Policy 17: Governance

Corresponding to Article (22) of the Organising Regulations

DEFINITION(S):

For the purposes of this policy, **governance** is defined as the set of rules, practices and procedures through which the School is directed and guided in a manner that guarantees justice, accountability, transparency, quality, integrity and the balance of the interests of all stakeholders without jeopardising educational values or the Council's Code of Ethics. Governance works by balancing the interests of a School's stakeholders including students and their Parents/Guardians, as well as Administrative, Teaching and Technical Faculty members, service providers, government authorities, and the community at large in addition to School Owners.

PURPOSE(S):

- To ensure that all Schools have systems of governance that have been properly and effectively prepared, based on an effective Board of Trustees.

POLICY:

This policy is closely linked to Policy (18) on Appointment and Roles of the Board of Trustees, and details some integral characteristics pertaining to its way of operation (e.g. representation requirements, confidentiality and independence of members).

Each School shall have clearly defined **Governance Rules** outlining the composition, responsibilities, functions and working mechanisms of the Board of Trustees in a way that does not contravene the provisions of this Manual. Any governance rule shall be deemed null and void if it contravenes any provisions of the Regulations, related decrees or this Manual. These rules must be implemented at all times in conformity with the laws, regulations, and decrees in effect and in accordance with the provisions of this Manual.

A School must present to the Council a copy of its Governance Rules for approval, as soon as the School finalises the drafting of these, and within a period not exceeding three months before the issuance of a School's Temporary License. The School must also present a copy of any amendments to the rules for approval, before they are adopted.

Taking into account the Council's requirements, laws, regulations and associated decrees, each School Owner shall have full discretion regarding the composition of the Board of Trustees, Governance Rules adopted and the committee structures established to prepare and support the Board of Trustees' functions.

Ideally, a School's Board of Trustees is based inside the UAE. In the event that an Owner/Operator of a School has a management structure and/or existing governing board outside of the UAE that satisfies the governance requirements specified in the Organising Regulations and this Manual, an additional advisory council must be established inside the UAE consisting of representatives of the teaching staff, Parents/Guardians and local businesses as prescribed by this policy in order to achieve the Board of Trustees membership requirements.

This advisory council should not be the same as the typical Parent/Guardian council, which ordinarily focuses efforts on supporting School activities and events, contributing to improving student achievement, etc. Rather, this advisory council must serve as the local voice of the School on School's policies and governance matters and must be afforded a channel to communicate with the Owner's/Operator's existing governance structure outside of the UAE, by having a member of the Owner's/Operator's executive team serve as a member of the School's advisory council inside the UAE, if possible.

Should a School choose to have such an advisory council, the School must be able to demonstrate to the Council's inspectors that such advisory council serves a meaningful role in the School's governance and decision making process in accordance with the Organising Regulations and this Manual.

ROLES AND RESPONSIBILITIES:

License holders will:

- Prepare Governance Rules according to the provisions of this Manual and present same to the Council for approval, within a period not exceeding three months from the date of issuance of the Temporary License. The School must also present a copy of any amendments to the rules for approval, before they are adopted.
- Take urgent steps to establish a Board of Trustees, if one has not been established yet, taking into consideration the intended structure, personnel required and the proposed relationship between the Owner and Principal (see Policy (18)).
- Ensure effective management and the presence of the necessary skills and competences in the Board of Trustees.

The School Principal will:

- Set policies and procedures that enable the Board of Trustees to achieve its goals, and maintain an up-to-date master copy of all policies and procedures on the Schools' information system.
- Ensure that all staff take into consideration policies and procedures that relate to enabling the Board of Trustees to fulfil its objective.

Policy 18: Appointment of the Board of Trustees and Specifying its Functions

Corresponding to Article (23) of the Organising Regulations

DEFINITION(S):

The **Board of Trustees** is defined as a board appointed by School Owners. Its members include qualified representatives and Parents/Guardians. It exercises the roles and authorities provided for in this policy in a manner that is defined in the School's Governance Rules.

Responsibilities of the Board of Trustees are the responsibilities that the Board carries out and are outlined in this policy. They aim at directing and operating the School in a manner that guarantees justice, accountability, transparency, quality, integrity and balances the interest of all stakeholders without jeopardising the educational values or the Council's Code of Ethics.

For the purposes of this policy, **conflict of interest** refers to a financial interest, personal interest or other interest that a member of the Board of Trustees may have with regards to School affairs and that may be in conflict with the best interests of the School. Examples include:

- To request that the School purchase goods or services rendered by a business owned wholly or partially by a member of the Board of Trustees or one of his/her immediate relatives.
- To request that the School employ a relative or a friend of a member of the Board of Trustees without following due recruitment processes and without such person satisfying the position's requirements.

PURPOSE(S):

- To ensure that strategic decisions affecting the School are made collectively at the Board of Trustees level in consultation with various stakeholders and are in line with best practices and adhere to the values, morals and customs of UAE society.
- To outline the representation requirements of Board of Trustees.
- To illustrate how the Board of Trustees operates.
- To emphasise the importance of confidentiality of Board of Trustees' discussions and its independence (if needed, for example, discussing the Principal's contract).

POLICY:

This policy relates to the appointment of the Board of Trustees, defining its responsibilities, and outlining the main characteristics of the way the Board of Trustees operates, such as representation requirements, confidentiality, and independence of its members. Taking into consideration the Council's requirements, rules, regulations and decrees, each School Owner is at liberty to form the Board of Trustees, agree the approved

Governance Rules and determine its structures that are to be established to support the functions of the Board of Trustees.

Each member of the Board of Trustees must adhere to the Board of Trustees's collective responsibilities. No Trustee shall bear personal liability for any action or decision they take if conducted with integrity, in a reasonable manner and in good faith.

The Board of Trustees is responsible before the Council for the implementation of the School's strategic plans, and achieving its goals and mission. The members of the Board of Trustees play an important role in ensuring Principals are accountable for the way they implement the School's strategic plans, as well as fulfilling its mission and goals.

The Board of Trustees offers support and advice to the Principal and staff with regard to clarifying the strategic vision and providing advice on financial matters, other professional matters and quality assurance. In particular, they must increase the effectiveness of the School's structures of accountability, establish or support strategic vision, ensure that there is efficient financial leadership, offer advice to the Owner, and evaluate the effectiveness of the Principal in the implementation of Board of Trustees-approved policies, strategic priorities and the management of the budget. The Board of Trustees must leave operational matters to the Principal and his/her Administrative Faculty and remain focused on strategic governance. The responsibilities of the Board of Trustees include the following:

- Take responsibility before the Council to introduce the functions and objectives of the school to the concerned persons from the school community.
- Reviewing periodically School aims and aspirations and working on implementing and evaluating the progress made in this regards. The Board of Trustees should also review its responsibilities and mission regularly to ensure their success.
- Ensuring effectiveness and efficiency in the conduct and operation of the School according to the Council's regulations, policies and requirements.
- Having full knowledge of all applicable federal and local rules and regulations relating to Private Schools, and doing what is necessary to ensure School's compliance and adherence to their provisions.
- Responding to the Council's directives and requirements, for example in relation to inspection outcomes and compliance issues.
- Appointing, appraising and dismissing, if necessary, the School's Principal after obtaining the Council's approval.
- Holding the Principal accountable for his implementation of the Board of Trustees-approved policies and plans.
- Approving School policies and development plans, and ensuring that the Principal's development policies and plans support achieving the School's mission and values.
- Setting out the School's financial needs and operating budget, supervising the preparation of the School budget and approving it.
- Approving the School's strategic plan and other related development plans.

- Reviewing new School policies and changes to existing policies and approving those deemed appropriate.
- Promoting ethical values, taking into consideration adherence to the values, morals, norms and traditions of UAE society, and compliance with policies through appropriate and effective oversight.
- Measuring the School's success in implementing its mission and aims and ensuring corrective actions are taken if results show there is a need.
- Investigating formal complaints against the School and taking appropriate actions in accordance with the School's complaints policy.

Other duties of the members of the Board of Trustees may include:

- Attending major School events such as the UAE's National Day.
- Creating links and partnerships between the School and the wider community.
- Overseeing the management of the School's finances.
- Ensuring the provision of buildings based on high quality building standards and resources.
- Reviewing staff performance, salaries, privileges and working conditions, compared to other similar Schools.

Neither Owner nor the members of the Board of Trustees shall be involved in the daily operations of the School. They shall not have a permanent office base at the School, nor should they disrupt the regular operation of the School by visiting it on a daily basis.

Confidentiality

The content of Board of Trustees' discussions is strictly confidential. Its members, and any others involved in any of its functions from time to time, agree as a condition of their participation to keep such discussions strictly confidential. This condition applies both during and indefinitely after their service term, provided disclosure is not legally required.

Independence

- The Board of Trustees will be chaired by a person who is neutral and whose leadership is not compromised by personal or prejudicial interests. Members of the Board of Trustees should not have interests that could compromise their impartiality in promoting the best interests of the School. Such interests constitute grounds for exclusion of the member from the Board based on the School's applicable Governance Rules.
- Members of the Board of Trustees are individually responsible for making known to the other members any circumstances that could involve a potential conflict of interest.

Representation

- An effective Board of Trustees shall consist of members of good moral character and standing and with skills in relevant areas such as law, financial management, education, social services and student protection, human resources, marketing, project design and construction and other fields, and who are familiar with UAE society's values, morals and customs.

- In order to have effective and proper governance, the Board of Trustees must include representation from the School's community such as Parents/Guardians. However, Parent/Guardian members of the Board of Trustees should not use their presence on the Board of Trustees to defend their personal interest or the interests of their children, but rather to contribute their thoughts and insights to serve all students and achieve the School's objectives. As a best practice, it is recommended that the School's Parents/Guardians elect those who will represent them on the Board of Trustees.
- The Board of Trustees should include at least one representative of the Teaching Faculty, as teachers could also make valuable contribution to the Board of Trustees' work. They too should not use their presence on the Board of Trustees to defend their own personal interests. As a best practice, it is recommended that the School's Teaching Faculty elect the teacher or teachers who will join the Board of Trustees.
- Representatives of local businesses will often have an important role to play in achieving the School's objectives and supporting the School's programs. The Board of Trustees is therefore encouraged to include in its membership such representatives.
- The Owner may chair the Board of Trustees or be a member therein, and he/she has the right to vote on decisions in accordance with the Governance Rules.
- Principals shall not have the right to vote like other members of the Board of Trustees, but their role in the Board of Trustees (by virtue of their position) shall be to provide useful information about School operations and to offer advice and analysis to inform the Board of Trustees' decision-making process. A Principal shall not attend meetings of the Board of Trustees where matters regarding their performance and compensation are to be discussed or at any other time as the Chair of the Board of Trustees deems appropriate.
- The method of selection of members of the Board of Trustees must be clear and transparent, and organised to maintain the Board of Trustees' continuity and institutional knowledge.
- All members of the Board of Trustees shall have full voting rights in respect of its decisions.
- A School's Board of Trustees shall comprise a number of members, being not less than five and not more than nine members, including the Chair, unless the School's size and needs merit additional members.
- Potential Board of Trustees members are not permitted to give any financial or other gifts to the Board of Trustees. Members of the Board of Trustees may not accept such gifts on behalf of the School to secure or maintain the membership of an individual in the Board of Trustees.

Membership Term in the Board of Trustees

- A member of the Board of Trustees should hold the position for a term of not more than three years. If his/her membership terminates because of resignation or dismissal from the Board of Trustees, a replacement member must be appointed for the remainder of the term. A member of the Board of Trustees

may be appointed for an additional term via the selection process conducted at the conclusion of the previous period in accordance with the School's Governance Rules. The Owner shall be exempted from the foregoing restrictions on the membership term of a member of the Board of Trustees.

- Members of the Board of Trustees are to serve in an honorary capacity and without remuneration, except for some School-related expenses that the Board of Trustees deems appropriate.

In order to ensure continuous improvement and to formulate the following year's Board of Trustees' goals and objectives, the Board of Trustees is encouraged to conduct an annual review of its own performance and to invite feedback from the Principal as part of the process.

Schools that fail to establish effective governance through such a Board of Trustees, as judged by the Council's inspection processes, shall be liable to punishments and sanctions as per the Council's regulations, laws, and decrees that are in effect.

ROLES AND RESPONSIBILITIES:

Schools, represented by Owners and the Board of Trustees will:

- Abide by the requirements set out in this policy and relevant regulations.

Policy 19: Formation of Sub-Committees of the Board of Trustees

Corresponding to Article (24) of the Organising Regulations

DEFINITION(S):

For the purposes of this policy, the **sub-committee** is a specialised committee permanently or temporarily created by the Board of Trustees for a particular purpose. It operates according to the responsibilities and authorities stated in its formation decision. Its role should be to support and help the Board of Trustees.

PURPOSE(S):

- To clarify the Board of Trustees' right to form sub-committees which support it and assist it in conducting its affairs.

POLICY:

The Board of Trustees may create sub-committees which support its affairs and assist its functions, by drawing on the skills of its members (e.g. the School Complaints Committee (see Policy (21)), the School Development Committee (see Policy (22)), and the School Disciplinary Committee (see Policy (50)). The Board of Trustees may also create other committees with such functions as the following:

- financial affairs
- health and safety
- student protection
- school curricula and resources
- school buildings and facilities
- employee affairs.

Some of these functions may be combined within a single sub-committee, such as the Finance and General Purposes Committees. These committees will have particular significance when a School is applying for accreditation with an external Accreditation Agency as a means of demonstrating good and effective governance.

ROLES AND RESPONSIBILITIES:

School Board of Trustees shall have the right to:

- Create permanent or temporary sub-committees, where needed, to assist it in conducting its affairs.
- Set out the mandates (roles, responsibilities and timelines) of these sub-committees.

Policy 20: Meetings of the Board of Trustees

Corresponding to Article (25) of the Organising Regulations

DEFINITION(S):

Quorum refers to the number of members of a Board of Trustees that are required to be present, being not less than two thirds, for the Board of Trustees to legally carry out its functions.

A **casting vote** is the deciding vote (when all votes are equally divided).

PURPOSE(S):

- To emphasise the need for Boards of Trustees to hold regular meetings.
- To identify the quorum requirements and the mechanism for arriving at Board of Trustees' decisions.

POLICY:

The Board shall meet at least once every three months upon request of the Chair or Owner of the School, to discuss and debate the courses of action relating to its roles and responsibilities, to arrive at new decisions, and to ensure that the educational and operational results presented to it are in conformity with the School's vision, mission and strategic plan.

A meeting of the Board of Trustees shall have achieved quorum if all members have been invited and if it is attended by at least two-thirds of its members. Decisions of the Board of Trustees shall be made by a majority of those members attending. In case of equal votes, the side of the Chair of the meeting shall prevail. All meeting minutes of the Board of Trustees shall be recorded and made available for the Council when required or requested.

The School Principal will attend the Board of Trustees' meetings, without the right to vote on decisions, in order to deliver an operations report and to respond to any questions on the School's operational performance. In case the School Principal cannot attend, the Vice Principal shall be deputised to act on his behalf. The Principal or his designate should not attend any Board of Trustees' meetings when such relate to discussing the Principal's performance evaluation, or his financial matters, or at any other time the Chair deems appropriate.

Official Board of Trustees' meetings may be open or closed, at the discretion of the Chair. At open meetings, stakeholders (e.g. Parents/Guardians, teachers, etc.) may be allowed to attend as observers and may submit a topic for discussion beforehand. Its inclusion on the agenda and the participation of stakeholders in the discussion will be decided at the discretion of the Chair of the Board. It is expected that at least part of every regular Board of Trustees' meeting will be open. At closed meetings, only members of the Board of Trustees, the School Principal, and others specifically invited by the Board of Trustees, may attend. Only Board of Trustees members may attend closed executive meetings.

ROLES AND RESPONSIBILITIES:

Schools (members of the Board of Trustees, the Principal and Vice Principal) will:

- Satisfy the requirements set out in this policy and relevant regulations.

Policy 21: School's Complaints Committee

Corresponding to Article (26) of the Organising Regulation

DEFINITION(S):

For the purpose of this policy, the **School Complaints Committee** refers to the School permanent sub-committee that is formed by the Board of Trustees and its responsibility is to consider written complaints filed against the School and its modus operandi whether from a Parent/Guardian, member of staff, student or any other stakeholder, hereinafter referred to as the “complainant”.

PURPOSE(S):

- To address all complaints made against the School and its operations, and dealing with them effectively and promptly.

POLICY:

Schools must establish a permanent School Complaints Committee that shall consider all written complaints made against the School and its operations, and attempt to resolve these, in line with the School's policies and the Council's regulations, policies and requirements. The Principal shall chair the School Complaints Committee, and may delegate this authority to others as he deems appropriate.

Complaints should be resolved at the School level, and if necessary with the help of the Principal (e.g. in respect of complaints from Parents/Guardians, teachers or other School staff). In case the parties are dissatisfied with the Principal-proposed solution, the complainant should refer the complaint, in writing, to the School Complaints Committee. If a complaint has been made against the Principal, then the Principal shall be excluded from the committee and replaced with a member of the Board of Trustees. All written complaints shall be acknowledged within 24 hours of receipt. The School Complaints Committee shall review and respond to all complaints in writing within ten working days. If the complaint has not been properly handled, the complainant has the right of appeal to the Council against the decisions of the School's Complaints Committee.

The School must keep a record of all meetings held between the members of the committee and the complainant (being a Parent/Guardian, or teachers or stakeholders) and to present the same to the Board of Trustees, and the Council, if requested. The School must also provide the Council with the name and contact information of the Chair of the School Complaints Committee, in order to facilitate communication with him/her.

ROLES AND RESPONSIBILITIES:

School Owners and the Board of Trustees will:

- Establish a School Complaints Committee.
- Oversee the work of the School Complaints Committee.
- Ensure that the School Complaints Committee deals with all complaints regarding the School and its operations professionally, effectively and promptly.

Schools will:

- Handle all formal complaints professionally through the procedures mentioned in this policy and its corresponding Article 26 of the Organising Regulations and in line with the School's policies.
- Inform Parents/Guardians, students, staff and other School stakeholders of the roles and responsibilities of the School Complaints Committee.

Policy 22: School Development Committee

Corresponding to Article (27) of the Organising Regulation

PURPOSE(S):

- To supervise the progress made by the School with regard to the agreed key performance indicators specified forth in the development plan.
- To ensure that School programs and operational standards are applied and maintained at the high levels of quality required to achieve the School's mission in line with the Council's requirements.
- To continuously develop the work of the School in order to meet the standards of leading international educational systems.

POLICY:

The **School Development Committee** shall prepare School Development Plans and monitor the implementation of these plans effectively and consistently. The Principal shall be the Chair of the School Development Committee which shall include members of the School's Administrative and Teaching Faculties. The School Development Committee may include representatives of Parents/Guardians and students.

The School Development Committee shall oversee the School's progress in relation to the agreed upon key performance indicators as specified in the School's development plan. The School Development Committee should encourage the members of the Board of Trustees, staff, students and Parents/Guardians to propose innovations and other ideas to improve the work of the School, its students and the wider community. The Council will expects that Schools what have a Council-Accredited License will contribute to the improvement of other Schools through initiatives entered into with less successful Schools, in accordance with the Council's strategic plan.

The School Development Committee shall submit all improvement plans to the School's Board of Trustees for approval, and to the Council as set out in Policy (60) (see also Policies (59) and (61)).

ROLES AND RESPONSIBILITIES:

School Owners and Trustees will:

- Establish a School Development Committee.
- Oversee the work of the School Development Committee.
- Ensure the School Development Committee develops clear strategies for improvement based on recommendations of the School inspection reports.
- Review and approve the annual School Development Plan.

Principals will:

- Chair the School Development Committee and complying with the requirements of this policy.
- Manage the School development planning process.

- Ensure relevant stakeholder involvement in the development of School Development Plans.
- Formulate School Development Plans in accordance with Policy (60) and following up on their implementation.
- Ensure the compliance of School Development Plans with Council requirements.

Chapter 6
Headmasters/Principals and
Vice Principals

Policy 23: The Principal's Authorities

Corresponding to Article (28) of the Organising Regulations

DEFINITION(S):

For the purpose of this policy, the Principal or School Principal refers to the School chief administrative and executive officer who is responsible for the day-to-day leadership and management of the School. The School Principal is accountable to the School's Board of Trustees and the Council. The Vice Principal is the Principal's deputy and his representative who supports the Principal's leadership role and is accountable to him.

PURPOSE(S):

- To emphasise the importance of the positions of Principal and Vice Principal.
- To identify the core responsibilities of the Principal, as the leading administrator, as well as of the Vice Principal who supports that crucial role (see Policy (2)).

POLICY:

The Principal is fully accountable for all aspects of the day-to-day operation of the School, and acts as the School's chief executive officer. Any official action taken by the Council with respect to a School will be directed to the Principal. The Principal must notify the School Owner and Chair of the Board of Trustees of such actions.

The Principal shall have the authority to establish the rules, procedures and educational standards at the School in a manner consistent with the Council's decisions and regulations. The School Owner and/or members of the Board of Trustees should not interfere with the authority of the Principal in the exercise of his daily duties and the procedures for implementing these policies. The Principal must report to the Council any breaches of its decisions or regulations within 24 hours of the occurrence of such breach.

The Principal or Vice Principal shall not be the School owner or one of its owners, directly, indirectly or surrogate. The Principal or Vice Principal shall not be a first- or second-degree relative of the School Owner or one of its Owners.

There are five key areas that represent the role of the Principal as set out in the Council's "Professional Standards for Principals", being: strategic leadership, leading teaching and learning, leading the organisation, leading individuals and leading the community).

The duties of the Principal shall be determined by the School's Board of Trustees, in line with the Council's regulations. Such role clarity will ensure that all stakeholders understand the accountability and authority of the Principal, to best enable them to successfully meet their assigned mandates. There are specific roles that Principals are accountable for which include, for example:

- Acting as the primary contact person for the School and as a communication channel between the School and the Council.
- Committing to implement the Council's regulations, policies and requirements.
- Leading the development, implementation and modification of policies.

- Informing the Owner or Board of Trustees about the procedures approved by the Council, based on the School's applicable Governance Rules.
- Preparing an employee's structure plan and submit the same to the Board of Trustees for consideration, amendment and approval.
- Leading recruitment and appointment processes under said plan, and submitting the necessary recommendations to the Board of Trustees to hire or lay off staff.
- Choosing staff and defining their roles and responsibilities.
- Providing staff with guidance and professional development.
- Ensuring that staff appointments are done in a legal manner and in accordance with the requirements of the Council and other relevant government entities.
- Building leadership capacities within the School.
- Engaging Parents/Guardians and stakeholders in the teaching and learning process.
- Evaluating the School's performance to identify the priorities for continuous improvement and raising the standards.
- Implementing the School's curriculum.
- Ensuring that all books and other learning materials in use at the School are free of any content that conflicts with the values and customs of society, or which insults religious beliefs or social practices, and that they are also free from any content that is offensive to the UAE whether in terms of religion, ideas, society, culture or politics.
- Providing instructional leadership, management and monitoring of teaching and learning.
- Supervising student assessment processes and reporting systems.
- Ensuring the health and safety of all students, staff and visitors to the School.
- Providing protection and care and ensuring the welfare of students.
- Managing and overseeing the School enrolment records and daily attendance records.
- Setting and overseeing the School budget.
- Following up on the maintenance of buildings and facilities.
- Managing facilities, resources and equipment.

The School Principals may also delegate some of these responsibilities as needed.

Failure to Comply with this Policy

The School's Principal will be legally liable by the Council if he does not perform his responsibilities or breaches any of the Council's regulations, policies and requirements.

ROLES AND RESPONSIBILITIES:

School Owners and the Board of Trustees will:

- Recruit School leaders and Teaching Faculty as per the relevant laws and regulations.
- Work with and monitor the performance of Principals to ensure that responsibilities are carried out to a high standard and as expected.

Principals will:

- Understand and adhere to their roles and responsibilities as detailed in this policy.
- Seek constantly to improve their effectiveness as leaders and managers.
- Participate in professional development activities to keep abreast of current best practices.
- Through their own example and encouragement, develop the qualities of good leadership and management in other staff, especially those with management responsibilities.
- Carry out daily leadership and management responsibilities as the leading administrator at the School.
- Ensure that educational and operational standards are maintained at the required level to fulfil the Schools' vision and mission.
- Ensure the alignment of all the School's educational, social and leisure activities with the School's values, vision and mission, within the framework of the values, morals and customs of UAE society.

Policy 24: Accreditation and Licensing of the Principal and Vice Principal

Corresponding to Article (29) of the Organising Regulations

DEFINITION(S):

For the purpose of this policy, an **Appointment Letter** is a letter issued by the Council to an academically qualified individual with professional experience enabling them to serve as Principal or Vice Principal in a Private School in the Emirate. The letter shall state that the Council has verified the individual's experiences and qualifications, and that they meet the Council's requirements for Principal or Vice Principal, as detailed in Policy (31).

PURPOSE(S):

- To clarify requirements for appointing a Principal or Vice Principal.

POLICY:

This policy is integrally related to Policy (31), which identifies the minimum qualifications and requirements to obtain the Council's Appointment Letter and become eligible to serve as Principal or Vice Principal in a Private School. The appointment of a suitably qualified and experienced Principal is one of the most important responsibilities of the School's License holder and the Board of Trustees.

Approval of Appointment of Principal and Vice Principal

The School must abide by the following procedures in order to obtain the Council's Principal or Vice Principal Appointment Letter:

1. The School selects and interviews suitable candidates for Principal or Vice Principal, who meet the Council's minimum experience and qualifications requirements as detailed in Policy (26).
2. The School and candidate complete the nomination form, curriculum vitae, self-introductory form and criminal status certificate (issued by relevant government entities in the UAE for the resident candidate, and issued by the candidate's country if he/she is new to the UAE), together with any other required documentation and fees.
3. Should the candidate fail the required vetting, the School will need to submit new forms for a new candidate before step four can then take place.
4. The Council shall coordinate an interview for the successfully vetted candidate at a pre-agreed time and venue.
5. The Council issues an Appointment Letter for a specific duration for the Principal or Vice Principal, after passing the Council's interview.

Upon receipt of an Appointment Letter from the Council, the School can sign a contract for a specific duration with the Principal or Vice Principal. The contract should include a condition stating that the Principal will adhere to the Council's regulations, policies and requirements and will achieve the goals expected of him, and will maintain and develop

the School's performance standards. Any violation of the previous shall be considered one of the reasons for his termination (see Policy (61)).

Principal or Vice Principal Characteristics

In assessing the qualities of applicants for leadership positions, School Owners and members of the Board of Trustees must give full consideration to the qualities that would be suitable for this position.

Successful Principals are those that exhibit the Council's standards and specifications, which include for example:

- leading through strong moral values
- thinking strategically and reflectively
- developing strategies based on working with and through people, and will have strong interpersonal skills
- committing to achieving improvement, high standards and clearly defined goals and closely monitoring the progress toward such goals
- balancing between the internal (i.e. within their School) and external (i.e. dealing with other entities) demands of the job
- being able to manage a wide range of challenges, stresses and dilemmas.

ROLES AND RESPONSIBILITIES:

Owners and Boards of Trustees will:

- Ensure that the Principal and Vice Principal hold valid Council-issued Appointment Letters prior to joining the School.
- Ensure that recruitment policies comply with the Council's regulations, policies and requirements.
- Submit to the Council all required forms for vetting Principal and Vice Principal, in order to verify the information with relevant government entities in a timely manner, before commencing work at the School.
- Maintain documented evidence showing that the Principal and Vice Principal have good standing certificates and they are medically fit to work with students and staff.

Schools will:

- Submit applications from high calibre candidates, meeting or exceeding the Council's minimum requirements for Principal and Vice Principal.
- Secure the necessary approvals relating to Principals and Vice Principals, before they commence work.
- Carry out a rigorous and fair performance review of the Principal and Vice Principal every year.
- Ensure that the Principal and Vice Principal continuously receive relevant professional development.

Policy 25: Approval of Teaching Faculty Appointments

Corresponding to Article (30) of the Organising Regulations

DEFINITION(S):

For the purpose of this policy, a **Teacher's License** refers to a certificate issued by an authorised government entity to an academically and professionally qualified individual to allow him to work as a teacher in a Private School in the Emirate. The certificate shall state that the authorised government entity has verified the individual's experience and qualifications, and that he meets its requirements for teachers, as detailed in Policy (26).

PURPOSE(S):

- To establish and reinforce best practice in Teaching Faculty appointments across all Private Schools in the Emirate.

POLICY:

This policy is integrally related to Policy (26) on licensing and qualifications, which identifies the minimum qualifications and requirements for teachers to obtain the Teacher's License from the authorised government entity, to become eligible to work at a School. Schools shall only employ Teaching Faculty who have been issued and hold a valid Teacher's License from an authorised government entity. Pending the implementation of the Teacher's License procedures, from such authorised government entity, Schools shall only employ Teaching Faculty that hold valid Council-issued Appointment Letters.

Approval for Teaching Faculty Appointment (Transitional Arrangements)

The transitional arrangements for obtaining the Council-issued Appointment Letters to appoint Teaching Faculty shall apply as set out below:

1. The School selects and interviews suitable candidates for the position of teacher that meet the Council's experience and qualifications requirements as detailed in Policy (26).
2. The School and candidate complete the nomination form, curriculum vita, self-introductory form and criminal status certificate (issued by relevant government entities in the UAE for the resident candidate, and issued by the candidate's country if he/she is new to the UAE), together with any other required documentation and fees.
3. Should the candidate fail the required vetting, the School will need to submit new forms for a new candidate before step four can then take place.
4. The Council issues an Appointment Letter for the position of teacher, after completing the required checks.

The School Principal is ultimately responsible for selection and appointment of Teaching Faculty as per the specific needs of the School and in accordance with the Council's requirements detailed in Policy (26). The Principal shall submit details for any Teaching Faculty candidates to the Council for review, in order to ensure the candidates meet the stipulated requirements.

ROLES AND RESPONSIBILITIES:

Schools will:

- Submit the details of any proposed Teaching Faculty appointments to the Council for review.

Chapter 7

Faculties and Other Bodies

Policy 26: Licensing and Qualifications

Corresponding to Article (31) of the Organising Regulations

DEFINITION(S):

For the purpose of this policy, a **license** is a permit given by an authorised government entity to qualified individuals to practice the teaching profession.

PURPOSE(S):

- To ensure that School staff (Principal, Vice Principal as well as Administrative, Teaching and Technical Faculty members and the positions identified by the Council) have achieved at least the minimum stipulated qualifications prescribed for each position.
- To provide a clearly understood framework for all those applying to work in Schools in teaching or other roles.

POLICY:

Principal and Vice Principal

A School shall only employ Principals and Vice Principals who have valid Council-issued Appointment Letters (see Policy (24)).

The Council may from time to time revise its minimum requirements for the position of Principal or Vice Principal, pursuant to a decision of the Director General. Any new Principal or Vice Principal must have, as a minimum, the following:

- University degree in education (Bachelor's degree or equivalent from a recognised and accredited educational institution, and all certificates and qualifications must be duly notarised and attested) and a minimum of five years of teaching experience, including School management experience.
- Or a university degree in School management (Bachelor's degree or equivalent from a recognised and accredited educational institution, and all certificates and qualifications must be duly notarised and attested), and a minimum of four years of School management experience.
- Or a university degree in a different field (Bachelor's or equivalent from a recognised and accredited educational institution, and all certificates and qualifications must be duly notarised and attested), and a recognised and accredited diploma in educational leadership, and a minimum of six years teaching experience including School management experience.

Priority shall be given to any Principal or Vice Principal who has the following:

- A Master's degree or another degree in Educational Leadership or management (from a recognised and accredited educational institution, and all certificates and qualifications must be duly notarised and attested).
- Minimum International English Language Testing System ("IELTS") Academic score of six or equivalent for non-native English speakers in any School delivering a curriculum in English.

- Being bilingual in Arabic/ English or any other language as per the School's needs is preferred.

Schools are expected to ensure that Principals and Vice Principals fulfil the above-mentioned conditions.

Teaching Faculty

Pending the implementation of the authorised government entity's teacher licensing procedures, a School shall only employ members of the Teaching Faculty who have Council-issued Appointment Letters (see Policy (25)).

The Council may from time to time revise its minimum requirements for the position of teacher, pursuant to a decree of the Director General. Any new teacher must have, as a minimum, the following:

- University degree in education (Bachelor's degree or equivalent from a recognised and accredited educational institution, and all certificates and qualifications must be duly notarised and attested) and a minimum of two years of teaching experience.
- Or university degree in the subject to be taught (Bachelor's degree or equivalent from a recognised and accredited educational institution, and all certificates and qualifications must be duly notarised and attested), and an accredited and recognised teaching certificate or license, and a minimum of two years of experience in teaching the subject.
- Or university degree in the subject to be taught (Bachelor's degree or equivalent from a recognised and accredited educational institution, and all certificates and qualifications must be duly notarised and attested), and a minimum of four years of experience in teaching the subject.

Priority is given to a teacher that has the following:

- Minimum IELTS Academic score of six or equivalent for non-native English speakers and those who have completed their education in a language other than English, in any School delivering a curriculum in English.
- Being bilingual in Arabic/English or any other language as per the School's needs is preferred.

Schools must ensure that existing Teaching Faculty meet the above-mentioned standards.

Administrative Support Staff at Schools

All Schools shall employ a HAAD-licensed registered School nurse and submit to the Council a copy of the valid license, together with evidence of full-time employment at the School, which may be in the form of:

- A copy of a School health services provision agreement covering the current school year, signed by the School with a HAAD-licensed healthcare provider and includes the name of the HAAD-licensed registered School nurse assigned by the healthcare provider to the School (and it is not permitted to replace the

assigned School nurse except in compelling circumstances) and the details of HAAD healthcare professional license.

- Or a valid work permit and residency visa issued by the relevant government entities in the UAE for the HAAD-licensed registered School nurse, along with an employment contract signed between the School and the School nurse and attested by the relevant government entities.

Consistent with the requirements of Policy (70) on public posting of licenses and approvals, a copy of the School nurse's valid HAAD healthcare professional license for the category of registered School nurses must be displayed at all times in the School clinic along with a copy of the School clinic's valid HAAD healthcare facility license for School clinics. A copy of these licenses shall be placed on the bulletin board near the main entrance of the School and must be kept in good condition.

For social or psychological specialists or student counsellor positions, some specializations such as (Sociology, Psychology) with a university degree (Bachelor's degree or equivalent from a recognised and accredited educational institution, and all certificates and qualifications must be duly notarised and attested). Schools must also satisfy the conditions of employment of all other relevant government entities, such as the Department of Transport for drivers and bus supervisors, the Ministry of Interior for security guards, and other entities, if any.

ROLES AND RESPONSIBILITIES:

Owners, Board of Trustees and Principals will:

- Ensure that they are familiar with and adhere to the appointment requirement as stipulated by the Council and/or other government entities.

Policy 27: Teaching Quality

Corresponding to Article (32) of the Organising Regulations

DEFINITION(S):

The **quality of teaching** refers to the effectiveness and evaluation of both teaching and learning provided by teachers. It also refers to a teacher's effectiveness in providing an engaging learning environment, which fosters the students' intellectual and personal growth, including their self-esteem. Well-qualified competent teachers use varied and innovative strategies and methods to achieve optimal progress for all students in their on-going process to acquire knowledge, concepts and skills.

PURPOSE(S):

- To ensure that teaching and learning are of the highest possible quality in all Schools.
- To provide guidance to Schools for monitoring the teaching and learning cycle to continuously improve upon its quality.
- To ensure that students will acquire the skills, knowledge and qualifications that will ultimately contribute to the economic growth of the Emirate and for successfully competing in the global market.

POLICY:

Schools must achieve high standards in teaching and learning. Schools shall implement the following guiding principles as key indicators of teaching quality by ensuring that teachers:

- Are committed to exemplifying high standards and to meeting the outcomes of an accurate and well-documented curriculum.
- Are suitably qualified and have excellent subject knowledge and instructional skills, incorporating the use of technologies as tools with which to teach and learn while covering curriculum components.
- Have a range of effective skills and approaches to classroom management through reinforcing the ethos of mutual respect and trust.
- Use their own creativity and self-reflection to enhance their teaching methods.
- Actively engage with all students, including students with special needs and talented and high-achieving students.
- The capacity to inspire and stimulate intellectual curiosity.
- Have a variety of well-chosen methods matching students' learning styles, individual needs and levels of intelligence.
- Are skilled in the effective deployment of varied resources for investigative and inquiry-based learning beyond the textbook.
- Show a willingness to embrace change and harness curricula, instruction methods, assessments and innovations to enrich their work within a subject.
- Employ rigorous assessment methods that measure students' progress and are used to diagnose and respond effectively to individual and collective needs.

- Have a strong commitment to work collaboratively with colleagues in order to maximise the quality of planning and adopting best practices in the School.
- Have a sincere desire to communicate effectively with Parents / Guardians as partners in their child's education.

Schools shall implement the following **indicators of learning quality** by ensuring that learning occurs through:

- An equality of educational and developmental opportunities for all students.
- Documented, high standards of learning and achievement that will enable all students to reach their full potential.
- A fostered development of many skills in addition to the academic curriculum content, including: creative and critical thinking, problem-solving, communication, collaboration, positive social and emotional practices, UAE heritage and cultural appreciation and life-long learning.
- A focus on preparing students well for work and for contributing to society in the 21st Century.
- A sense of shared responsibility for learning and maintaining a positive School ethos.
- The students' embracing high expectations for appropriate behaviour, self-discipline and motivation.
- A strong commitment among all students to do their very best to learn and to develop as effective, responsible citizens.

Ensuring the Quality of Teaching

Relevant or responsible parties in Schools are required to carry out periodic formal and informal classroom observations, in order to annually appraise the performance of all teachers as part of their commitment to quality assurance. Schools are expected to identify each teacher's key strengths and areas for development, while taking into account the School's development priorities as identified in the School Development Plan (see Policy (60)).

Schools are further required to plan and implement professional development programs that provide a minimum of twenty five hours of training per year for every teacher. The aim of this requirement is to support teachers in addressing their own areas for development as identified through the annual performance-appraisal process (see Policy (28)).

ROLES AND RESPONSIBILITIES:

Schools will:

- Strive for high quality in the teaching by appointing qualified teachers who are able to teach consistently to a high standard and meet and/or exceed the key indicators of teaching quality as prescribed by this policy.

- Ensure that there is effective monitoring of teaching and learning through a program of regular informal classroom observations and yearly performance management of all teachers.
- Make use of the outcomes of performance management to inform their processes of self-assessment and School development planning.
- Support innovation and development, especially in relation to the use of ICT and other technologies to enhance and enrich learning across the School's curriculum.
- Ensure that all teachers are provided with appropriate professional development opportunities in order to build upon their teaching strengths, address any weaknesses and to improve the quality of education for all students.

Teachers will:

- Do their utmost to work with their students by applying their experience, teaching skills, attitudes and methods to ensure that optimal progress and results are achieved by all.
- Reflect upon the effectiveness of their own teaching and their students' learning and undertake relevant professional development initiatives to improve the quality of their performance.
- Make use of assessment data and exam results to inform their teaching to achieve optimal learning progress by each student.

Policy 28: Continuous Professional Development and Performance Management

Corresponding to Article (33) of the Organising Regulations

DEFINITION(S):

Continuous Professional Development covers all activities undertaken by Administrative, Teaching and Technical Faculty to improve their skills competencies and effectiveness in their work. It encompasses a wide variety of activities, such as achieving advanced qualifications like Master's degrees in education, attending short courses, one-day training sessions or in-School collaborative planning opportunities and staff development programs. Some of the important aspects of professional development include collaboration, timely feedback, continuous improvement and measuring the impact in terms of student outcomes and their achievement.

Performance Management is the periodic evaluation of the level of performance of staff. It is normally carried out by the Principal or someone delegated for this purpose such as the Vice Principal or direct supervisor. It involves assessing professional skills, competencies and effectiveness through informal and formal classroom observations and constructive feedback, self and peer review, student and Parent / Guardian feedback and individual professional goals. The purpose of performance management is to provide constructive guidance to staff which will provide a platform for further professional development. Well-developed performance management systems are likely to include professional objectives or targets for the staff concerned, which would contribute to the School's development plan.

PURPOSE(S):

- To ensure continuous development of the leadership and teaching skills and competencies of staff, including introduction to innovative and creative methods of leadership, planning, instruction and assessment.
- To provide a clear structure in which professional performance of staff is evaluated and monitored and is aligned with goals for individual and School-wide professional development targets.

POLICY:

Continuous Professional Development

As this policy is central to the Council's strategic priorities for private education in the Emirate, the Council requires that each School provide every member of the Administrative and Teaching Faculty and all other bodies with a minimum of twenty five hours of planned professional development per year at no cost to the staff. Training and Professional development hours should not be counted as part of teaching loads for teachers. The Council will follow up on the School's compliance with this requirement through licensing and inspections and monitoring visits, and will request evidence of how Schools use these professional development hours.

The Council requires School Owners and members of the Board of Trustees to ensure that Principals and Vice Principals meet the professional standards and leadership competencies detailed in the Council's "Professional Standards for Principals".

Principals are expected to work with the Administrative Faculty and the School Development Committee, to identify the key professional development requirements arising out of the School Development Plans. Their responsibility is to implement professional development programs for all staff and to enable them to meet the targets and priorities outlined in the plan. The success of the plan, in relation to the professional development of staff and to the School as a whole, is measured through the performance management process.

Teachers must contribute to their own development through collaboration with other teachers, participation in professional development activities, regular self-assessment of their performance and identification of priorities for continuous improvement using the Council's "Professional Standards for Teachers". The Council expects teachers to be ambitious in their pursuit of excellence for the benefit of the students they teach and the School community as a whole.

Schools shall provide training through accredited government entities, and/or professionally recognised organisations to ensure that the quality of the training content and delivery benefits staff. Schools may opt to utilise a train-the-trainer approach from time to time whereby the School selects staff who receive training from a recognised / accredited agency or government entity who then provide the training and materials to fellow staff members. Schools are responsible to ensure that the quality of the training and materials from such an approach are of high quality.

Performance Management

The Council requires Schools to put in place a performance management policy and process as part of the Employment Manual (see Policy (31)) to ensure that all staff have the opportunity, at least once a year, to receive confidential feedback on their work.

Schools shall adopt an annual performance management cycle in which each staff member shall set individual performance objectives for the following academic year and identify relevant professional development needs that may be required to achieve the performance objectives set. Schools are expected to ensure that their strategic goals and improvement priorities are reflected into and linked to the performance objective setting for each staff member.

The Principal or a delegated representative shall undertake an annual performance appraisal, toward the end of the academic year, for each staff member and shall deliver a confidential, written performance appraisal, to which the Council shall have access to upon request.

The School's Board of Trustees together with the Owner shall carry out the Principal's annual performance appraisal, evaluating the Principal's performance throughout the current academic year. The Principal's performance objectives for the upcoming academic year shall be approved by the School's Board of Trustees, and the Board of Trustees shall make every effort to provide professional development and other support as required for the Principal to effectively lead the School. Best practice includes, as an example, a "360

degree” appraisal element or a similar approach, in which certain data about specific and agreed aspects of the Principal’s performance from staff, students and Parents/Guardians shall be gathered and submitted directly to the Board of Trustees in order to better inform the appraisal of the Principal’s performance, and as feedback to the Principal himself and to the Board of Trustees. The Principal’s performance management appraisal must be confidential and professional at all times. The Principal’s performance objectives shall be directly linked to the School’s strategic goals and improvement priorities as set out in the School Development Plan.

Schools must ensure that all staff are aware of and understand the performance appraisal criteria against which they will be appraised, and that there should be no changes to the criteria once the academic year has begun.

ROLES & RESPONSIBILITIES:

The Board of Trustees will:

- Ensure that Principals meet the professional standards and leadership competencies as detailed in the Council’s “Professional Standards for Principals”.
- Organise and conduct the Principal’s performance management review.
- Ensure that Principals establish clear policies, processes and practices for professional development and performance management of all staff.
- Monitor whether the identified professional development priorities and performance management objectives are fully aligned with the School Development Plans.
- Allocate a portion of the total School’s revenue toward staff training, and ensure that this is incorporated in the Private School’s financial plan each year.

Principals will:

- Carry out a performance management review of the Administrative Faculty.
- Provide clear professional leadership and developing effective systems and processes for the professional development and performance management of all staff.
- Ensure that appropriate and effective support and expectations are provided for underperforming staff.
- Ensure that all Administrative, Teaching and other Faculty members take part in a planned program of professional development for a minimum of twenty five hours every year.
- Report to School Owners and/or members of the Board of Trustees on the measurable impact of professional development activities in terms of cost and effectiveness.
- Ensure that performance management objectives are aligned with the School’s Development Plan.
- Keep a copy of each confidential performance management evaluation report in the School’s personnel files.

- Submit a written report to the Council, at the end of each academic year, listing the professional development sessions conducted for the School staff, detailing staff participation records in accordance with the Council's training requirement.

Teachers and other staff members will:

- Constantly strive to improve their performance and teaching approaches through participation in relevant professional development activities.
- Identify their continuous professional development needs, using the Council's "Professional Standards for Teachers".
- Actively participate in the Schools' performance management process.
- Participate in a minimum of twenty five hours of professional development activities per year.

Policy 29: Rights and Responsibilities

Corresponding to Article (34) of the Organising Regulations

DEFINITION(S):

Rights refer to the material, moral, ethical, and legal benefits and entitlements given to School staff.

Responsibilities refer to the tasks and duties that need to be carried out or assigned to School staff based on the employment contract, the nature of the job, and the ethics and conduct of the profession.

The rights and responsibilities of staff are closely linked to the Professional Code of Ethics (see Policy (30)).

PURPOSE(S):

- To ensure that all Abu Dhabi Private School staff are aware of their legal rights and responsibilities.

POLICY:

The Council requires that all Schools comply in full with Federal Law No. (8) of 1980 concerning the Regulation of Labour Relations as amended and all its implementing regulations, and any other related federal or local law or regulation that may be enacted from time to time.

Schools shall ensure that the basic rights of all members of the School community are protected at all times, and that all members of the School community understand the responsibilities associated with the jobs they are appointed to. (see Policy (31)).

ROLES AND RESPONSIBILITIES:

Principals will:

- Guarantee all staff statutory rights, and that staff will carry out their responsibilities.
- Provide leadership in a way that reflects fully the legal and ethical responsibilities that govern the operation of the School community.
- Provide hard copy or electronic copies of the labour relations regulations to School staff, to act as a reference and to support daily conduct and decision making.

Policy 30: Professional Code of Ethics

Corresponding to Article (35) of the Organising Regulations

DEFINITION(S):

The **Professional Code of Ethics** is a set of principles by which employees at the Council's Headquarter and its regional offices as well as Private Schools staff, members of the Board of Trustees and Owners ("Educators") are expected to abide. It consists of twelve **professional and ethical standards** which are to be met by all employees covered by the Professional Code of Ethics and forms the basis for the identification of **best practice in professional and ethical conduct** and any disciplinary action which a School may need to take against individual members of staff in case of non-compliance with the Professional Code of Ethics' standards.

PURPOSE(S):

This policy is based firmly on the Council's core values of education (Policy (1)), which defines the conduct of the Council's employees, School staff and others who regularly deal with students in all procedures, which is:

- **Teamwork:** emphasizing the values of cooperation with others.
- **Integrity and honesty:** commitment to the right behaviours under any circumstances.
- **Transparency:** dealing with others in a clear, sincere and honest manner.
- **Respect:** respect for students, colleagues, Parents / Guardians and community.
- **Accountability:** the individual bears responsibility of his words and deeds.
- **Care and compassion:** caring for others and feeling of responsibility toward them.

This policy provides those who work in Private Schools with a firm set of principles to guide all of their professional practice and behaviour. This policy also applies to Council employees as they interact with Private School students and their Parents / Guardians, School leaders, teachers, staff, members of the Board of Trustees and Private School Owners. Its purposes are:

- To establish a firm foundation for ethical and professional conduct in all Private Schools which are under the jurisdiction of the Council.
- To raise ethical and professional standards by giving all employees a clear vision of the behaviour expected of them.

POLICY:

The Council expects that Private Schools ensure that all employees understand, accept and embrace the principles enshrined in the Professional Code of Ethics, and thereby uphold high standards of ethical and professional practice and behaviour in all their work and at all times. The Professional Code of Ethics has been adapted from the "ADEC Public Schools (P-12) Policy Manual" in the Emirate of Abu Dhabi.

The Council requires all Schools to prepare and distribute to all their staff a code of professional and ethical conduct that includes all of these principles. The School's code of conduct may also include other principles that are of specific relevance to the particular context and mission of that particular School within the framework of the Professional Code of Ethics.

The Council's Professional Code of Ethics consists of twelve standards for all Private School staff, members of the Board of Trustees, Owners, students and Parents/Guardians, as well as Council employees who work with Private Schools. The lists within each standard are intended as guidance and do not comprise a complete set of professional and ethical behaviours that are expected of staff.

The main objective for the Council's employees in its headquarters and regional offices, as well as Private Schools staff, members of the Board of Trustees and Owners, is to achieve the public good in regard to improving educational processes and outcomes, and also that staff who regularly interact with students share an individual and collective accountability for the effective education of students. For this reason, the term Educators is used throughout this Professional Code of Ethics to describe all of them.

The Council's Professional Code of Ethics for Private Schools includes the following standards:

Standard 1 – Religion, culture, society's customs and traditions: Educators will respect the Religion of Islam, respect the Arabic culture and UAE society's values, morals, customs, and traditions.

Professional conduct includes, for example:

- Showing reverence to Islamic values and practices and respecting other religions.
- Complying with all principles imposed by the Islamic religion in the UAE.
- Respecting UAE society's values, morals, customs and traditions.
- Respecting the national symbols of the UAE.

Prohibited unprofessional conduct includes, for example:

- Behaving in a manner that is contrary to Islamic values in the classroom or other workplace.
- Exhibiting disrespect toward UAE society's values, morals, customs and tradition.

Standard 2 – Tolerance and respect for diverse cultures: Educators will foster an atmosphere of tolerance in Schools and the workplace.

Professional conduct includes, for example:

- Exhibiting tolerance and respect to individuals of different religious, ethnic or cultural backgrounds.
- Taking all necessary procedures to ensure that classrooms and other workplaces are free from all forms of harassment and discrimination.

- Treating all students and colleagues equitably, including those with special needs.

Prohibited unprofessional conduct includes, for example:

- Discriminating against or harassing colleagues or members of the public on the grounds of religion, race, origin, social status, age, gender or against pregnant employees or those with a newborn.
- Discriminating against or harassing students, on the grounds of religion, race, origin, social status, age or gender.
- Engaging in conduct that represents any kind of extremism or cultural indoctrination.

Standard 3 –Dress code: Educators will dress appropriately in a manner consistent with official work attire and which does not contradict with UAE society’s values, morals, customs and traditions.

Professional conduct includes, for example:

- UAE nationals observing the appropriate national dress.
- Expatriates dress in a professional manner reflecting proper work attire.

Prohibited unprofessional conduct includes, for example:

- Wearing any clothing that is tight-fitting or revealing or unsuitable for the work environment.

Standard 4 – Relationship with students: Educators will maintain a caring, professional relationship with all students, both inside and outside the classroom.

Professional conduct includes, for example:

- Educators behaving in ways that promote the welfare of the students and which affords them the necessary care, and taking all actions within their power to ensure students’ safety.
- Educators reporting to relevant authorities if they suspect that a student is being harmed or may possibly be harmed.
- Educators working to meet the individual learning needs of all students and assisting them to achieve their potential and to develop their self-confidence.
- Educators striving to create a safe and supportive emotional environment for students to learn and enjoy learning; one that is conducive to their knowledge, values and abilities and does not cause intimidation or embarrassment.
- Educators striving to be fair and objective when dealing with students.
- Educators promoting student health through the support of School health services and the facilitation of School health programs and initiatives implemented in the School by the School nurse, the Council, or other government entities (e.g. National Immunisation Program managed by HAAD), as approved by the Council.

- Educators being aware of, and complying fully with, all of the Council's regulations, policies and requirements related to student protection, health, care and welfare.

Prohibited Unprofessional Conduct includes for example:

- Engaging in or encouraging inappropriate relationships with students inside or outside of the classroom, including any behaviour constituting sexual harassment or abuse.
- Sending any inappropriate messages, pictures or other communication to students inside or outside of the classroom.
- Using any form of discipline that involves corporal punishment, emotional or verbal abuse, or any punishment that may cause physical or emotional harm to students (e.g. ridiculing a student's point of view).
- Failure to discipline on-going bullying of a student (including cyber-bullying), which may result in physical or emotional harm to the student (see Policy (65)).
- Behaving negligently or making decisions which endanger student welfare.
- Using professional relationships with students for personal gain (e.g. private tutoring for students that are concurrently being taught by the teacher, asking for favours from the student's Parents/Guardians, etc.).
- Leniency in student grading, in a manner not consistent with the educational process.

Standard 5 – Relationship with community: Educators will respect and cooperate with Parents / Guardians and the local community in their daily work to advance student learning.

Professional conduct includes, for example:

- Establishing open, honest and respectful relationships with Parents/Guardians and the local community.
- Involving Parents/Guardians and the community in the decision-making process relating to students education and wellbeing.
- Communicating all decisions relating to students' learning clearly and promptly to students, Parents/Guardians and stakeholders in the community.

Prohibited unprofessional conduct includes, for example:

- Disregarding the views and concerns of Parents/Guardians and the School community when making decisions about student learning.
- Behaving in a rude or hostile manner when interacting with Parents/Guardians and the community.

Standard 6 – Relationships with colleagues: Educators shall follow direction from direct supervisors and commit to collaborating with their colleagues in the best interest of students and the education profession.

Professional conduct includes, for example:

- Complying with all official instructions and decisions from their direct supervisors and from the relevant Council authorities.
- Encouraging and supporting colleagues to adopt and adhere to high professional standards.
- Collaborating with other Educators in a way that develops a positive, supportive professional environment for all.
- Assisting in the preparation and induction of new Educators through mentorship and guidance.

Prohibited unprofessional conduct includes, for example:

- Harassing a colleague verbally or physically, including any inappropriate behaviour that makes a colleague feel uncomfortable or unsafe.
- Spreading false statements or slandering the reputation of a colleague.
- Revealing confidential information concerning a colleague.
- Intentionally excluding a colleague from work-related or professional activities or work-related information.
- Preventing colleagues from carrying out their official duties.

Standard 7 – Communications: Educators will ensure that all interactions and communications with colleagues, students, Parents / Guardians and the public reflect the values of respect, wisdom, and integrity.

Professional conduct includes, for example:

- Ensuring that any public comments they make reflect the policies and priorities of their School and of the Council.
- Ensuring that usage of the Council communication systems (e.g. computers, phones, emails, eSIS) does not include any communication that may be controversial or offensive.
- Maintaining the confidentiality of information relating to students and colleagues unless disclosure is officially permitted and serves clear and specific professional purposes.

Prohibited unprofessional conduct includes, for example:

- Making comments or statements, in an official or unofficial capacity, that disparage the reputation of the Council, the School or colleagues.
- Sharing confidential or sensitive information with any party, inside or outside of their School, who is not authorised to have the information.

Standard 8 – Legal obligations: Educators will abide by government laws and regulations at all times and will be obligated to report violations of these laws to relevant authorities.

Professional conduct includes, for example:

- Maintaining honesty and integrity while conducting work.
- Being aware of, understanding and adhering to the provisions of legislation, laws and policies relevant to their work.

Prohibited unprofessional conduct includes, for example:

- Falsifying or misrepresenting professional qualifications or employment history.
- Wilfully disobeying or disregarding any applicable laws.

Standard 9 – Alcohol, drugs and tobacco: Educators will refrain from using, possessing, and being under the influence of alcohol and illegal drugs, and will not smoke in the workplace.

Professional conduct includes, for example:

- Abiding by government laws with respect to the substances stated above at all times.
- Refraining from providing alcohol or other drugs to students, or from encouraging students to consume them, or from disregarding students' use.
- School nurses supervising the administration of prescribed medications to students, and ensuring compliance with the Council's guidelines.

Prohibited unprofessional conduct includes, for example:

- Consuming or being intoxicated by alcohol or other drugs while performing duties.
- Smoking in School buildings and/or on the Council's premises.
- Encouraging students to use alcohol, tobacco or unauthorised drugs at any time.

Standard 10 – Use of resources: Educators will use property and resources provided for their work efficiently and only for official/work-related purposes.

Professional conduct includes, for example:

- Complying with the Council's Information Security Policy relating to acceptable use of technology.
- Optimal usage of Council and School resources for work purposes to the extent necessary to carry out the assigned work.
- Maintaining assets and possessions entrusted to them (because of their work), and ensuring they are used wisely and responsibly.

Prohibited unprofessional conduct includes, for example:

- Taking advantage of public or work-related resources for personal benefit (such as checking personal email) or for achieving personal gains or goals.
- Spending the Council's or the School's financial resources in a reckless or wasteful manner.

Standard 11 – Conflicts of interest: Educators will avoid any situation that represents or may be perceived to represent a conflict of interest in carrying out their professional responsibilities and tasks.

Professional conduct includes, for example:

- Carrying out all responsibilities and taking all decisions in an objective and impartial manner.

- Maintaining integrity and not accepting any bribes (gratuity), gifts, money or services that might impair or influence professional decisions.
- Refraining from using their position for personal gains.
- Reporting a potential conflict of interest to supervisors, and recusing themselves from situations giving rise to perceived conflict of interest.

Prohibited unprofessional conduct includes, for example:

- Involvement in any decisions in which family or friends may benefit.
- Accepting gifts from suppliers or local community members or gifts that may be given in an attempt to influence official work, other than those of nominal value (in most cases, a gift valued at over AED 100 will not be considered to be of nominal value).
- Using School time to conduct non-School business.

Standard 12 – Sensitive issues: Educators will not make remarks regarding sensitive issues that could cause anger or discomfort among students, colleagues or the community.

Professional conduct includes, for example:

- Ensuring that classroom discussions are focused on the subject being taught.
- Being careful when making comments (particularly in relation to potentially controversial matters, such as religion or politics).
- Preventing students from raising potentially controversial matters for group discussions.

Prohibited unprofessional conduct includes, for example:

- Engaging in conversation with students about sensitive issues - such as religion and politics – that do not serve any clear educational purpose and are not related to the School’s approved curriculum.

School Owners, the Board of Trustees, sub-committee members, teachers and other School Faculty should abide by the Council’s Professional Code of Ethics and its standards. In cases such Professional Code of Ethics is violated, the School will impose appropriate sanctions in accordance to the Council’s regulations, policies and requirements. The sanctions imposed depend on the severity of the violation and the relevant staff’s behavioural history.

ROLES AND RESPONSIBILITIES:

Schools will:

- Distribute a code of conduct that includes all the standards contained in the Professional Code of Ethics.
- Ensure that all Educators adhere to the Professional Code of Ethics.
- Encourage all staff to report serious violations of the Professional Code of Ethics to their Principal or direct supervisor and keeping all reports confidential.

- Offer awareness programs to ensure that all staff know and understand what is expected of them.
- Monitor compliance with the Professional Code of Ethics and take strict actions where there is evidence of non-compliance.
- Deal with any of the Professional Code of Ethics violations by imposing appropriate actions dependent on the violation gravity and the behavioural history of the employee.

Policy 31: Conditions of Employment and Contracts

Corresponding to Article (36) of the Organising Regulations

PURPOSE(S):

- To emphasise Private Schools' obligation to comply with the UAE's legal requirements and best practices in its contractual arrangements with employees.
- To emphasise the need for Schools to develop, publish, implement and regularly review an Employment Manual.

POLICY:

All rules and regulations that govern School employee contracts and working conditions shall be in accordance with the provisions of Federal Law No. 8 of 1980 concerning the Regulation of Labour Relations as amended, and all its implementing regulations, and any other laws or relevant federal or local regulations that may be enacted from time to time.

All Schools shall develop, publish and regularly review an Employment Manual. The manual should be in compliance with the Council's regulations, policies and requirements setting out, for all employees, the School's policies for all employment-related matters, including for example:

- Details of School employment policies.
- The School's organisational chart outlining jobs and job descriptions.
- Recruitment procedures and other procedures required to hire candidates.
- Procedures for criminal checks (no prior convictions).
- Required clearance procedures (self-introductory form) and reference letters of prospective employees.
- A probationary period for at least three months or as determined by the employment contract.
- Induction and training of new staff.
- Performance management arrangements for all staff.
- Service and contractual conditions.
- Salary scale, gratuity scheme and allowances.
- Infractions and subsequent disciplinary actions.
- Professional Code of Ethics (see Policy (30)).
- Other relevant employment matters.

The Employment Manual shall at all times be in line with this policy and related regulations, the Council's Professional Code of Ethics and the UAE's Labour Law, and should also include details for the provision for lessons covered by substitute teachers in the event of long or short-term planned or unplanned staff absenteeism. The Employment Manual shall further include any restrictions on employment contract terms (two or three years, depending on the contract) and early termination or acceptance of resignations prior to the end of the academic year or the end of the contractual term. Teachers may not resign

from and leave their place of employment during the course of the school year, and this shall be a term of the employment contracts for both Administrative Faculty and Teaching Faculty.

The Council shall give its approval for all appointments after the employee has met the requirements listed in Policies (24), (25) and (26), before the said appointments are contractually confirmed by the School and before the employee commences employment at the School.

As part of the License application for a new School, Schools must submit to the Council their Employment Manual for approval.

Any application to recruit a member of Administrative, Teaching or Technical Faculty shall be submitted at least sixty calendar days prior to the beginning of the academic year. Teachers with acceptable reasons to quit work before the end of their contractual term shall submit their resignation before the end of the academic year or one month prior to the commencement of the new academic year. The Council shall deal with applications made in exceptional circumstances flexibly.

ROLES AND RESPONSIBILITIES:

Principals will:

- Ensure that an Employment Manual is produced, published, implemented and periodically updated in accordance with this policy and related regulations.
- Ensure that all staff are fully aware of the implications of their contractual arrangements.
- Apply clear and transparent systems for hiring employees and employee contract terms.
- Ensure that the Employment Manual satisfies all the UAE's labour laws and other relevant legal requirements.

Chapter 8

School Reports and Other Documents

Policy 32: School Reports and Other Documents

Corresponding to Article (37) of the Organising Regulations

PURPOSE(S):

- To ensure that all Schools comply with essential reporting requirements.

POLICY:

All Schools shall maintain reports and documentation as listed in Policies (33) and (34).

A School License shall only be renewed by the Council if and when a School has duly prepared these reports and submitted them to the relevant official at the Council's PSQA Sector.

ROLES AND RESPONSIBILITIES:

Schools will:

- Maintain complete and accurate reports and documentation and submit them to the Council at prescribed times and upon request.

Policy 33: School Management Reports

Corresponding to Article (38) of the Organising Regulations

DEFINITION(S):

An **Annual Report** is a report prepared by the School's Board of Trustees and Principal about the School's different activities and its administrative, technical and financial affairs over the previous academic year (often presented to an Annual General Meeting of the Board of Trustees).

PURPOSE(S):

- To ensure that all Schools comply with essential requirements for preparing required School reports and submitting them to the Council.
- To ensure that each School holds itself properly accountable for the exercise of its functions and activities and for the finances which it receives and spends.
- To enhance key Council goals including full accountability, increased transparency and the provision of evidence-based policy-making and planning across the Private School sector.

POLICY:

Each School's Board of Trustees shall submit an Annual Report about School management to the Council including data, statistics and other information as may be required by the Council. The annual management report shall include, amongst other items, a report on the School's operation, student achievements throughout the past academic year and a summary of the financial statements (income statements, balance sheet and statement of cash flows – see Policy (34)). It should also include the professional development plan, inspection outcomes, School development performance standards and plans, and sharing best practices.

ROLES AND RESPONSIBILITIES:

Schools (Owners and Board of Trustees) will:

- Appoint at the beginning of each school year an approved external auditor to conduct audit activities.
- Oversee the preparation of the Annual Report and give their final approval for the submission of the report to the Council and taking responsibility for the information contained within the report.
- Submit the financial statements and auditor's report to the Council using the relevant the Council template within sixty days from the end of the academic year.
- Use a secure storage mechanism for this report and other types of reports.

Principals are accountable to the Board of Trustees for:

- Ensuring that the financial coverage and contents of the Annual Report are sufficient and accurate to meet the Council's reporting requirements.

Policy 34: Financial Auditing and Reports

Corresponding to Article (39) of the Organising Regulation

PURPOSE(S):

- To ensure that all Schools comply with essential reporting requirements.
- To ensure that each School holds itself properly accountable for the exercise of its functions and for its financial transactions.
- To create a consistent record and a bank of available data on the Private Schools sector, to be maintained and used in appropriate ways by the Council.

POLICY:

This policy is related to Policy (33) on the school management report, which describes what the Annual Reports should contain.

Within sixty days from the end of the School's academic year, the School's Board of Trustees shall submit the School's financial statements along with an auditor's report using the relevant template. These reports should include data and statistics that illustrate the School's income and expenditure, calculated profit or loss and any other information that allows the Council to consider the School's financial position. The financial statements must be prepared and presented in a manner which meets the International Financial Reporting Standards ("IFRS").

The accounts must be audited by a certified external auditor. The auditor shall not be related or connected to the School, its Owner or Board of Trustees in any way, except contractually. The School shall inform the Council, in writing, of the name of such auditor immediately after their appointment.

The Council will monitor all Schools' Annual Reports and financial statements through the licensing, inspection and monitoring processes, and may carry out additional audits to ensure the validity of these reports and the financial status of the School from time to time.

The provision of these documents is an essential element in the licensing process. Their quality will be assessed by Council officers and through inspections. Schools that fail to provide adequate financial or other required reporting shall be considered to be in breach of their License obligations and, therefore, in violation of the rules and policies. They will therefore be subject to steps as set out in Policy (78) on violations of the Council's rules and regulations.

ROLES AND RESPONSIBILITIES:

School Owners and Board of Trustees will:

- Review the financial statements approved by the Principal.
- Present the School's financial statements and auditor's report to the Council within sixty days from the end of the School's academic year.

- Appoint an external financial auditor to review the financial operations of the School.

Principals are accountable to the Board of Trustees for:

- Providing and reviewing financial statements to the necessary extent in order to give a fair and accurate picture of the School's finances as they relate to the balance sheet, working capital and income statements.
- Ensuring that the School's budget for the coming academic year makes provisions for the financial requirements arising out of the School's development plan reviewed by the Council.

Chapter 9

Records and School Reports Requirements

Policy 35: Records

Corresponding to Article (40) of the Organising Regulations

DEFINITION(S):

For the purposes of this policy, **records** refers to all information, whether hard copy or electronic, related to School operations, student affairs, School staff, financial matters, and other aspects of School operations.

PURPOSE(S):

- To inform all Schools of the requirement to maintain clear, accurate and high-quality records.
- To ensure that the Council can keep reliable central records for each licensed School.

POLICY:

The policy sets out the Council's requirement that all School-related information and data are generated and stored efficiently and safely. It should be read in conjunction with Policy (36) on school reporting, which sets out the Council's expectations of regular, accurate and high-quality communication from Schools to the Council.

The production of records is essential to assist a School to operate efficiently. Schools will maintain and produce adequate records in order to:

- Assist students' academic progress by measuring their achievement:
- Manage the relationship between the Schools, students, and staff (e.g. records documenting admission and enrolment, payment of tuition fees, non-academic disciplinary actions)
- Provide support and other services and facilities to the students.
- Provide support to the student after they leave the School.
- Provide information as required by the Council.

Students' Attendance, Academic Progress and Measuring their Achievement

The Principal shall maintain records on all students' attendance, academic progress and academic achievement in eSIS, in addition to any other achievement-related information required by the Council. Historical information before the introduction of eSIS should be stored appropriately (see storage of records section, below).

Student Medical Records

Schools shall create and maintain individual student medical records for all of its students and keep the records in a secure place that ensures the confidentiality of health information.

School nurses shall create a new medical record for new students enrolled in kindergarten or Grade 1, and for students transferred from other Schools that do not provide School health services (e.g. student transferred from a School outside the UAE).

When a student is being transferred to another School, the School nurse or the School administration shall transfer the student medical record to the new School. School nurses shall obtain the medical records of students transferred from other Schools in the UAE.

Upon request, Parents/Guardians are to be provided with a medical report of their child's medical condition. However, the student medical record itself cannot be photocopied or removed from the School clinic.

School nurses are not permitted to share student medical records with any of the School staff. Only under the following specific circumstances may certain health information in the student medical records be released by the School nurse or the School health services administration to other parties:

1. Referral or a temporary transfer for specific treatment or diagnostic procedures or in an emergency situation.
2. Where there is a threat to public health and where a failure to disclose information may expose the student or others to risks of death or serious harm.
3. In case of formal investigations, by court order.

All requests to release health information from students' medical records must to be approved by HAAD, and the Council must be notified.

In addition, Schools shall adhere to all policies related to the management of student medical records issued by specialised entities in the UAE, such as HAAD.

Staff Records

The Principal is responsible for keeping records for all teachers and other staff, outlining their qualifications, employment terms, specific professional development, performance management, salary and contractual matters, benefits, attendance, health and other matters, as required by the Council and for the School's proper administration.

Financial Records

The School's Owners, members of the Board of Trustees and Principal shall have the right to access the annual operational budget for the School. They shall also have access to financial records that outline the income and expenditures of the School. They shall provide the Council with full access to all such financial records (see Policy (34)).

Storage of Records

Due to the sensitive information in student and staff records (whether in hard copy or electronic form), it is mandatory that records be stored in facilities and equipment that are secure and accessible only to authorised staff whose work requires them to have access. In addition, the facilities and equipment should provide appropriate environmental conditions for the preservation of these records.

Storage facilities and systems should meet the same standards irrespective of where they are located and who is responsible for managing them. Student records will become relatively inactive once the student leaves the institution and the School may consider transferring such records to other storage systems.

Length of Time for Keeping Records

Students' records must be preserved for at least five years after the student leaves the School and it is preferable to use electronic archives to store the records if possible. Records pertaining to staff shall be kept for at least five years after the termination of their employment. Schools may keep these records for an additional period if these documents are needed to run the School operations.

In addition, the School shall adhere to the medical records retention and disposal policies set by specialised entities in the country such as HAAD and Abu Dhabi Health Services Company ("SEHA").

School Closure

Before any School closes, whether voluntarily or pursuant to an order from the Council, the Owner or Principal must provide the Council with a clear plan with regard to the preservation of records in accordance with this policy and shall permit authorised personnel access to those records as needed (see also Policies (78), (79) and (80)).

ROLES AND RESPONSIBILITIES:

School Owners and Board of Trustees will:

- Oversee their School's implementation of this policy.

Principals will:

- Maintain adequate records for all aspects of the School.

Policy 36: School Reports

Corresponding to Article (41) of the Organising Regulations

DEFINITION(S):

For the purposes of this policy, **school reporting** refers to the Council requirement that Schools provide it with all information it may require, including current and accurate information about students, student protection issues, core changes to curriculum, buildings, land and use of the School premises, and any other information that may benefit the Council in monitoring and evaluating Private Schools.

PURPOSE(S):

- To set out the Council's expectations of regular, accurate and high quality information it received from the Schools.

POLICY:

Each School must submit accurate and up-to-date data to the Council in writing. Schools are required to register key contact information with the Council including names, addresses, both postal and email, and telephone numbers, including landline and mobile numbers.

The protocol for communication with the Council shall be as follows:

- Each School shall have computers to be compatible with the requirements of the Council's ICT Division, in order to enable the School to communicate with the Council through an ADEC-generated email. The School shall also update and maintain the appropriate infrastructure of operating systems and software, including anti-virus protection software and make sure they are working properly.
- Principals shall communicate with the Council's PSQA Sector to obtain a password in order to access the Council's portal on a daily basis and deal with official correspondences received from the Council. The Principal shall appoint a designee to act on his behalf while he is on leave or during holidays to ensure continuous communication with the Council.
- The School must only use the ADEC-generated email as an essential and accredited means to communicate with the Council. The School must document and archive all electronic documents received from the Council.
- The School shall abide by the UAE's applicable laws and regulations, as well as the Council's information security policies regarding the safe use of information and not to publish or disclose any of which to third parties, including e-mail addresses.
- Schools must not share with or disclose to a third party any information about the Council (such as contact lists/information) except to the extent required to complete the work. Appropriate care should be taken to ensure that the third party will keep the information confidential and sign a document to ensure confidentiality.

- It is the responsibility of the Principal to notify the School Board of Trustees of correspondences received from the Council.
- All communications from the School to the Council shall be directed in the first instance to the relevant official in the Council's PSQA Sector as it is the relevant authority.

Student-Related Information

All Schools must provide the Council with current and accurate student-related data, using the eSIS system and other such reporting systems as may be defined through a decree issued by ADEC's Director General.

Changes in School Personnel

A School shall apply to the Council for approval of proposed changes to Administrative, Teaching and Technical Faculties, such to comply with Policies (24), (25) and (26).

Core Changes to the Curriculum

Changes to the curriculum may involve the adding or removing or modification of subjects or courses. A School must seek approval from the Council using a curriculum amendment application in respect of any core changes to the curriculum used.

Changes to the Buildings or Lands

Changes to buildings include the addition of new buildings and the extension or demolition of existing buildings. These include the installation of sports facilities, car parking, playground facilities, etc.

A School must procure the approval of the Council in respect of any proposed material changes to School buildings. No School or part of a School shall be transferred to another building without the prior approval of the Council.

Changes in the Use of the School

Schools shall not change the intended use of their buildings and may not use their buildings for any non-educational purposes without the approval of the Council.

Adverse and Favourable Rulings and Reports

A School's Principal must, within seven days of receipt, submit to the Council a copy of any adverse ruling or report concerning the operation of the School, the condition of the building or land designated for the School, the professional qualification of teachers and staff, or the effectiveness of the educational program. The words "adverse" or "ruling" or "report" refer to any document reporting or ruling negatively on the School that is officially issued by a specialised entity, a court of law, arbitration authority or Accreditation Agency that the School is affiliated with or any other official governmental authorities. A School's Principal may also wish to provide the Council with a copy of any positive report from such organisations that enhances the educational status of the School.

Student Protection Reports

If the Principal receives any report concerning the abuse of a student by a teacher or other member of staff, he must immediately submit a copy of this report to the Council (see also Policy (3)), in accordance with the procedures required by the Council.

ROLES AND RESPONSIBILITIES:

School Owners and the Board of Trustees will:

- Ensure that all reporting to the Council is accurate and meets all of the Council's requirements.
- Oversee the School's implementation of this policy.

Principals will:

- Manage and take full responsibility for all aspects of their School's communications with the Council, as set out in this policy.
- Ensure that the School's ADEC email address is used for routine and emergency correspondence to respond to all communication from the Council.

Policy 37: Guardians Reports

Corresponding to Article (42) of the Organising Regulations

DEFINITION(S):

For the purposes of this policy, a **school report** contains clear information about the student's progress in their attainment levels and personal and behavioural aspects and efforts. In evaluating progress and attainment, the report should refer to how well the student is doing in relation to his or her individual potential and in relation to the progress and achievement of his or her peers.

PURPOSE(S):

- Enhance effectiveness of school reports, as they are considered a vital part of the School's relationship with the Parents/Guardians and with the students.

POLICY:

Formal Reporting

Schools are required to prepare written reports describing the academic progress of each student at least twice a year and to deliver the reports to the Parents/Guardians of the students. Reports shall therefore include, in addition to matters relating to academic performance, details concerning the student's personal development (physical, emotional, social, innovation and attitude), and any other relevant information (e.g. involvement in School extra-curricular activities, personality and overall discipline) that would be helpful to a Parent/Guardian in understanding the student's progress and academic performance at School.

Schools shall use eSIS, where applicable, to produce formal reports for the end of each semester, and final reports to be issued at the end of the school year. Formal reports should be complemented by meetings between Parents/Guardians and teachers and informal communication between Parents/Guardians and the School.

Informal Reporting

Parents / Guardians shall have the right to meet with their child's teachers, in accordance with the School's policy, at least twice a year to discuss progress, to gain a deeper understanding of the information contained in the school report and to share any concerns that they might have about aspects of their child's experience at School.

In addition, Schools are encouraged to develop home-School communication and family involvement, which would result in improved academic performance of students. Parent/Guardian – teacher conferences, informal reports (written and verbal) and periodic telephone calls are considered integral parts of home-School communication (see Policy (56)). The School may keep records of each informal report issued by it, clearly defining dates and areas of discussion.

Students With Special Educational Needs

Schools shall prepare periodic reports on students with special educational needs, who are expected to meet identified individual learning outcomes, with such reports to be used to identify progress. An Individual Education Plan (“IEP”) shall reflect the differentiated teaching methods, curriculum modifications and assessments to be used in each relevant subject.

Formal reports should clearly state the student’s level of achievement in meeting the Individual Education Plan outcomes. Comments may include suggestions for support that may be helpful to provide at home or beyond the School. Schools are expected to provide reports (in form and content) that are suitable for students with special educational needs and for the courses they are enrolled in, should they require a special report card. Transcripts can be produced descriptively, instead of with grades, to reflect the student’s performance in meeting expectations in each subject. Individual Education Plans should be subject to regular reviews to update progress made and revise objectives accordingly, and Parents/Guardians should be involved in the process whenever possible.

ROLES AND RESPONSIBILITIES:

Schools will:

- Ensure compliance with the requirements of the eSIS for implementation of this policy.
- Ensure confidentiality of all student reports, except with respect to authorised staff.

Principals will:

- Hold at least two meetings between Parents/Guardians and teachers each year.
- Comply with all reporting requirements stated in this policy.

Policy 38: Approval of the School Advertisements and Promotional Materials

Corresponding to Article (43) of the Organising Regulations

DEFINITION(S):

For the purposes of this policy, **school advertising material** refers to all means of communications and marketing materials used to promote the School and its activities and services to the wider public. These include all visual, audible and written means of communications such as a School website, prospectus, advertisements of all types, interviews on TV or radio, School transportation vehicles and the School's profile on social media outlets (Facebook, Twitter, etc.).

PURPOSE(S):

- To make sure that all school advertising material is accurate and supports its long-term developmental plans.
- To avoid publishing misleading information about the School.
- To provide the community with clear and reliable information about Schools.

POLICY:

All school advertising material must be accurate and appropriate for the educational and learning purposes and UAE society's values, morals, customs and traditions. All School publicity material must align with the School's approved License by the Council. Schools shall ensure that the school advertising material does not contain any misleading information and that its content complies with the core values of the Council. Schools must not give a misleading impression to Parents/Guardians or other stakeholders (e.g. by providing deceptive descriptions or photographs of School facilities, curriculum offered and assessment results).

Schools must not attempt to collect funds through grants, donations, bonds or in any other way to support school advertising material or other activities without obtaining the Council's prior approval. School Owners and the Board of Trustees shall monitor all school advertising material to ensure full compliance with the Council's core values and this policy. The School Principal will manage school advertising material in an ethical and legal way. The School Owners, Board of Trustees and Principal will all be held responsible for any school advertising material that is shared with the public and that contradicts with this policy's requirements.

Any non-compliant School will be required by the Council to withdraw misleading and/or inaccurate advertising material, and to make a public announcement correcting and undoing the effects of the misleading or inaccurate information.

ROLES AND RESPONSIBILITIES:

School Owners and Board of Trustees will:

- Monitor the implementation of this policy to ensure that all advertising materials issued by their School are fully compliant with this policy.

Principals will:

- Ensure that all publicity materials issued by their School are relevant, fully compliant with the Council's requirements, accurate and fit for its purpose.

Chapter 10

Fees

Policy 39: Tuition, Other Fees and School Income

Corresponding to Article (44) of the Organising Regulations

DEFINITION(S):

For the purposes of this policy, **tuition fees** are those sums that are directly associated with educating students. **Other fees** include textbooks, uniforms and transportation fees. **School fees** refer to both tuition fees as well as other fees which a School charges to Parents/Guardians.

The School's annual financial statement should outline optional activities that incur additional charges, falling outside tuition fees, for approval by ADEC. Fees associated with optional, extra-curricular activities which incur separate charges should not be included as part of tuition fees, as Schools may collect these charges subject to Parent/Guardian approval as described in Policy (49).

PURPOSE(S):

- To adopt clear and transparent approach to the regulation of fees, for both Private Schools and Parents/Guardians, that ensures tuition fees mirror the quality of education and that School fees are reasonable and approved by the Council.
- To outline the Private Schools' "tuition fees" structure and the reasons behind any fee increases.
- To enable Parents/Guardians to pay the required School fees in a timely and convenient manner.

POLICY:

In regulating the Private Schools sector in the Emirate, ADEC aims to increase the capacity of Private Schools to accommodate the growing number of students, and to ensure that School fees will:

- Encourage the growth of the Private Schools market.
- Provide students with quality education that is consistent with tuition fees to be paid, for various Private Schools.
- Offer a range of Schools that meet the needs of different segments of the population and which are suitable for their cultural backgrounds, and which meet the aspirations of Parents/Guardians.

The Council aims to ensure that Private School fees stabilise and do not dramatically increase in subsequent years. A School should charge Parents/Guardians appropriate School fees. In evaluating the "appropriateness" of a School's fees, the Council will take into account:

1. The provision of complete information, including a financial study prepared using the Council's finance template issued for this purpose.

2. Comparisons with Schools of similar quality and curricula, taking into consideration the overall effectiveness grade of the School in its most recent inspection.
3. The cost of the School's facilities and services.
4. Ensuring that fees are not set in such a way as to allow a School to make excessive profits or to compromise educational quality.

Prior Approval of School Fees

School fees, together with payment schedules and procedures, must be approved by the Council before they can be announced to Parents/Guardians and collected.

Proposed School tuition fees and other fees for new Schools / branches must be included in applications for a Temporary License and are subject to approval by the Council. New Schools must submit a full financial study using the Council's finance template issued for this purpose, such to include all information on proposed School fees and expected profitability and operational and capital expenditures.

The Council will then verify if Schools comply with the Council's fees template and if all information has been provided. On the basis of this information, the Council will approve or reject the proposed School fees. Schools are prohibited from charging Parents/Guardians in excess of the School fees approved by the Council before the start of the School academic year.

Approval of Other Sources of Income

The School must procure the Council's prior written approval before it raises income from other sources such as grants, endowments and the rental of School buildings, grounds and facilities.

Collection of School Fees in Advance

Registration or Re-registration Fees

Schools may collect registration or re-registration fees up to four months ahead of the commencement of the school year, provided that such an amount is deducted from approved School fees and does not exceed 5% of Council-approved tuition fees. The registration or re-registration fees are charged only when the student is enrolled, not when applying.

Schools may retain the registration or re-registration fees collected for each student, should the student attend any part, or days, of week 1 of the semester or fail to show up at all without the Parent/Guardian notifying the School in writing sufficiently in advance before the commencement of teaching. If the School fails to enrol the student as a result of not having sufficient capacity, the School must reimburse to the Parent/Guardian the full registration or re-registration fees. Schools are not allowed to obtain any financial guarantees or deposits or application fees or first-time enrolment fees from Parents/Guardians as a means to register students or as payment of any of the remaining fee balance, even if such were refundable.

Tuition Fees and Other Fees

There must be at least three equal instalments for tuition fees in each academic year in order to enable Parents/Guardians to pay tuition fees. The School may collect the first instalment within one month preceding the beginning of the school year. The first instalment shall be in March for Schools that start their academic year in April and August for Schools that start their academic year in September. The School may retain a certain amount of the tuition fees in any of the following cases:

- If a student attends any part of week one of the term or fails to show up at all without the Parent/Guardian notifying the School in writing sufficiently in advance before the beginning of a term. In such a case, the School may retain the value of the registration or re-registration fees.
- If a student attends from one week and up to three weeks in a term, the School may retain the value of one full month of tuition fees.
- If a student attends over three weeks and up to six weeks in a term, the School may retain the value of two full months of tuition fees.
- If a student attends over six weeks in a term, the School may retain the full-term fee.

These cases apply to newly enrolled students as well as students that register after a term has already commenced. Official holidays and absences from class are considered part of the week. The value of one month of tuition fees is calculated by dividing the total tuition fees for the school year by ten months. Any textbook and uniform fees paid to the School are to be refunded to Parents/Guardians if such have not yet been used. Transportation fees should be refunded in the same manner as tuition fees. School administration is to notify the Parents/Guardians in writing of these conditions upon registration or re-registration, ideally through a written agreement between the Parent/Guardian and the School.

Non-Payment of School Fees

Schools must publish a clear, transparent policy for their response to non-payment or late payment of School fees. The Council will check that Schools honour the right of Parents/Guardians to have a payment system that is fair and reasonable and one in which Schools do not apply sanctions in a punitive way.

Schools are not allowed to dismiss students due to a delay in the payment of School fees; however, Schools may suspend a student for up to three days but only after sending three warning notices each being one-week in duration each time to a student's Parents/Guardians. Further, Schools may withhold examination report cards, transfer certificates (or block a transfer on eSIS) and/or re-registering a student until all outstanding dues are settled. Schools are not allowed to prevent students from sitting for any end-of-term or end-of-year examinations or any examinations assigned during the term as a consequence of non-payment of School fees. Schools must act in a discrete manner when dealing with non-payment issues in order to protect the student from unnecessary attention and embarrassment.

Increasing School Fees

The Council will determine the specific requirements for Schools that wish to apply for approval to raise their School fees. The Council shall review these requirements and communicate them to Schools before the start of the application submission period. These requirements will include, for example:

- Completing the Council fee increase finance template.
- Submitting the audited financial statements for the period determined by the Council.
- Demonstrating an improvement in their overall effectiveness of the School.
- Completing School Development Plans and a professional development program based on inspection results and overall evaluation.
- Providing evidence of what has been invested to achieve School development.
- Lack of violations or warnings issued to the School.
- Validity of the School's License.
- An increase in the School's employees' salaries.

The Council will determine dates during which Private Schools may submit their application for approval to increase their School fees, provided at all times that Schools must complete and submit the necessary documents and forms for review. The Council will not consider applications that are incomplete or inaccurate or which are submitted after the application deadline.

ROLES AND RESPONSIBILITIES:

The Board of Trustees and the Principal will:

- Set the School policy on fees and the collecting thereof (e.g. tuition, uniform, books, transport and other curricular activities) in a reasonable, clear and transparent manner.
- Keep Parents/Guardians fully informed of such policy, by publishing fees on the School's own website and other available publishing means.
- Follow the Council's procedures when submitting any request to increase School fees.

Chapter 11

Curriculum

Policy 40: Elements of the Curriculum

Corresponding to Article (45) of the Organising Regulations

DEFINITION(S):

A **curriculum** involves four key elements:

1. Content:

- A clear statement of the main aims, purposes and core values.
- A well-planned program of continuous and progressive learning.
- A range of subjects, specific educational units of instruction and relevant activities.
- Detailed learning objectives with required learning strategies.
- A description of the resources to support learning.
- Details of the language(s) in which the program may be conducted.

2. Expected learning outcomes with a clear assessment strategy:

- Showing what students at every age and stage are expected to know, understand and be able to do.
- Identifying how students' progress will be measured as they advance through the curriculum.
- Showing how students' attainment levels and achievements will be assessed, monitored, supported and recorded as they complete their studies.
- Promoting the Arabic language and the national identity.

3. Organization of the curriculum, which will define:

- Minimum time requirements for the various subjects, courses and relevant activities.
- Core (i.e. compulsory) components and optional components.

4. Governance and management of the curriculum, showing:

- How the School's vision and mission are articulated through and promoted by the curriculum.
- How the curriculum is implemented and monitored.
- Integrity and honesty in implementing the curriculum.
- Continued curriculum development.

PURPOSE(S):

- To ensure that the School's curriculum meets the Council's expectations and requirements of providing students with a high-quality education in order to develop their skills for life-long learning as well as strong ethics, attitudes, behaviours and capabilities required to contribute to the UAE's prosperity and its ability to compete in the global market.

POLICY:

The School's curriculum shall provide a quality education that shall assist and challenge every student to reach his or her potential regardless of talent or ability. The School's curriculum shall offer a large breadth and depth of study with flexibility in learning pathways and address a variety of learning styles. It shall offer many opportunities for integrating the learning objectives from a variety of subjects, in a relevant and highly engaging manner.

The curriculum shall prepare students for success in their next level of education and future careers. It shall also promote higher-level thinking skills, literacy, numeracy, creativity, positive attitudes, strong ethics, self-management and adaptability. It shall promote the Arabic language and the national identity and enhance the development of 21st century skills, including collaboration, communication, analysis, synthesis, critical thinking, problem-solving, digital literacy, innovation and life skills. Schools shall consider the guidelines below as minimum requirements in their curriculum design and implementation:

Teaching and Learning Quality

Schools shall apply high standards in the teaching and learning of their curriculum. Schools shall implement the guiding principles as key indicators of teaching and learning quality as set out in Policy (27).

Assessments and Examinations

Regular assessments of student performance shall be used to inform and improve student learning. External examinations shall be used to gain nationally and internationally recognised qualifications and to provide a benchmark for student achievement. Schools shall implement assessment and examination practices as an integral part of their curriculum in line with the Council's requirements as set out in Policies (42) and (43).

Students with Special Educational Needs (including gifted and talented students)

The School's curriculum shall be designed to meet the needs of students with a wide range of abilities, including those with special education needs and those who are gifted or talented. Schools shall accommodate and cater for the educational needs of these students as per the Council's requirements set out in Policy (48).

ICT in the Curriculum

A comprehensive set of ICT outcomes shall be included in the School's curriculum along with methods for integrating some or all of them into other subjects. Schools shall be responsible for the safety of their students by maintaining instructions on the correct use of School's IT systems (please refer to Policy (65)).

Educational Support

The School must provide a range of support and guidance services as appropriate for each student's stage and age group. Schools must follow the guidelines that help them to develop their practice of guidance and support services whether academic, vocational or personal as set out in Policy (53).

Homework

Homework is an integral part of the School academic program. It helps students to reinforce what they learn in class and develop independent learning skills. Schools shall include homework as part of their curriculum and take into account the following requirements:

- Homework should be aligned to the chosen curriculum and assigned reasonably as students have many other learning activities such as School activities, family commitments, personal interests, etc. which can be equally educational.
- Homework should increase progressively as the student moves through the grade levels.
- Homework shall not be used as a form of punishment or disciplinary action.
- Homework, assignments and tests shall be coordinated to ensure students have an overall fair and balanced afterschool workload.

Schools shall develop, implement and regularly review a School homework policy to ensure it is relevant to the needs of their students and consistent with this policy. The School homework policy shall outline the types and timeframes of homework, expectations of the students, teachers and Parents/Guardians, and successful practices for setting School homework at each grade level. A copy of the School homework policy should be distributed to staff, students and Parents/Guardians at the time of student enrolment, and also made available on the School's website.

Extra-curricular Activities

Schools shall offer a range of extra-curricular activities that complement and enrich the formal curriculum. These activities shall comply with the Council's requirements as set out in Policy (49).

Parental Engagement and Communication

The Council encourages Schools to build strong professional relationships with Parents/Guardians and offer a range of opportunities for Parents/Guardians to contribute and participate in the life of the School and learning of their children as set out in Policies (56) and (57).

Curriculum Development and Review

Schools shall continuously evaluate and review their curriculum in order to ensure that they meet the needs of their students. The Principal is responsible for ensuring that curricula, all textbooks and other learning materials in use at School are free of any content that may violate the religious, moral, cultural and national norms of the UAE. Schools may form a sub-committee, under the supervision of the School Principal to review the School's curriculum and ensure that it complies with the Council's requirements.

ROLES AND RESPONSIBILITIES:

School Owners and Board of Trustees will:

- Oversee the implementation of this policy to ensure their School's curriculum complies with the Council's requirements.

Principals will:

- Meet the Council's requirements as they relate to the School's curriculum.
- Ensure that the School curriculum is delivered by experienced and qualified teachers, in order to develop a world-class education system that will help prepare students to meet future workforce demands and effectively compete in the global market.

Policy 41: Approving the Curriculum

Corresponding to Article (46) of the Organising Regulations

PURPOSE(S):

- To specify the Council’s requirements regarding School-offered curricula that provide students with a broad, balanced, appropriate and exceptional education that enables them to achieve world-class standards in their education.
- To inform Schools of the Council’s requirements for the compulsory ‘core’ subjects.
- To foster the Islamic and Arab character and the national identity by focusing on high-quality teaching of the Arabic language, Islamic education and UAE social studies subjects.

POLICY:

All curricula shall provide breadth, balance, relevance, continuity and progression and be designed to provide students with a high-quality education. Schools will comply with the Council’s requirements as stated in Policy (40).

Approval of the Council

Every School is required to seek and obtain approval for its curriculum from the Council in line with the approved curricula by the Ministry. In completing the Temporary License application for a new School, the Council requires that the School’s curriculum is set out in documents that clearly outline the School’s programs of study with details of what students should know, understand and be able to do, at every stage of the educational process. Any curriculum which fails to meet these requirements will not be approved by the Council.

During the process of issuing a Temporary License for new Schools, the Council may provide additional guidance to new School Owners on changes to the proposed curriculum that the Council will require before a Temporary License is granted. Through the on-going licensing and inspection processes for existing Schools, the Council may specify improvements to the curriculum that will be required for the School’s continuing operation.

In evaluating, through the licensing process, curricula that are derived from the curriculum of other foreign countries, the Council will require evidence that such curricula are in alignment with the curriculum standards and requirements applicable in those countries. Similarly, for curricula that are based on an international curriculum, the Council will require evidence of accreditation of curricula by the relevant body (e.g. the International Baccalaureate Organization). This evidence is taken into account in the successful granting and renewing of a License.

A School that proposes significant changes to its curriculum must seek approval from the Council through the licensing process (see Policy (4)). The proposed changes must comply with the approved curriculum and its requirements. “Significant changes” involve the

addition, cancellation or amendment of any subjects and courses and changes to the syllabus and examinations.

Islamic Education, Arabic Language, and Social Studies Subjects

All Schools must teach the three compulsory subjects consistent with the Ministry, or as determined by the Council, as follows:

- **Islamic Education** is a compulsory subject from grade one to the end of the secondary stage for all Muslim students and is an optional subject for non-Muslim students.
- **Arabic Language** is a compulsory subject from grade one to the end of the secondary stage for all native Arabic speakers. The Arabic Language subject is a compulsory subject from Grade 1 to Grade 10 or non-native-speakers of the Arabic language and optional thereafter. The Arabic language subject must be taken in Grades 11 and 12 in order to meet the equivalency requirements of the UAE’s general secondary education certificate (Al Thanawiya).
- **Social Studies** is a compulsory subject from grade one to grade nine for all students whether Arab or non-Arab.

All Private Schools must teach these three compulsory subjects for students as determined by the Council and according to the following tables:

Minimum number of instruction periods per week for Arab students in foreign and Asian curriculum Schools				
Grade	G 1 – 3	G 4 – 6	G 7 – 9	G 10 – 12
Islamic Education	3	2	2	2
Arabic Language	6	5	4	4
UAE Social Studies	1	1	2	--
Time	Minimum 40 minutes per instruction period			

Minimum number of instruction periods per week for non-Arab students in foreign and Asian curriculum Schools				
Grade	G 1 – 3	G 4 – 6	G 7 – 9	G 10 – 12
Islamic Education	2	2	2	2
Arabic Language	4	4	4	4
UAE Social Studies	--	1	1	--
Time	Minimum 40 minutes per instruction period			

Schools shall use the Ministry-approved curricula of the subjects listed above. Schools are also encouraged to add additional teaching and learning resources (after seeking the Council’s approval) to support and enrich the teaching of these compulsory subjects in order to reach a high-quality level of education. Private Schools must hire qualified, experienced and talented teachers to deliver these subjects at high quality.

No exemptions or exceptions from the requirements of teaching and learning Arabic Language, Islamic education and social studies will be made. All Schools shall adjust and provide enough support and resources to accommodate students' needs (including those with special needs and those who are gifted and talented) in order to fulfil their potential in these core and compulsory subjects, in order to satisfy the equivalency requirements of the UAE's general secondary education certificate (Al Thanawiya).

These subjects shall be given appropriate attention and focus in all Private Schools to ensure the preservation of the Islamic and Arabic character and the UAE's national identity, in compliance with the Council's requirements which are based on the directions of the UAE's leadership.

Student Transfers and Equivalency Matters

Students may transfer between curricula. However, Schools shall make Parents/Guardians aware of the potential problems that may arise from a break in the continuity and progression provided by one curriculum and a shift to another curriculum, especially for those who seek equivalency to the UAE's general secondary education certificate (Al Thanawiya). The Council will from time to time issue further decrees and guidelines about curriculum and equivalency matters.

ROLES AND RESPONSIBILITIES:

School Owners and Board of Trustees will:

- Oversee the implementation of this policy to ensure the School's curriculum complies with the Council's requirements.

Principals will:

- Submit to the Council for approval the School's curriculum, and ensure that the curriculum complies with the Council's requirements.
- Ensure that matters of equivalency and compliance with any standards or requirements of the accreditation and compliance authorities are fully and successfully addressed, before the curricula are sent to the Council for approval.
- Communicate the equivalency requirements to students and Parents / Guidance clearly.

Chapter 12
Examinations, Tests and
Assessment

Policy 42: External Performance Assessment Tests

Corresponding to Article (47) of the Organising Regulations

DEFINITION(S):

Assessment generally refers to the processes through which students' learning, abilities and skill levels are determined. For the purpose of this policy, **external assessment** refers to the methods used to determine students' learning, skill-levels and abilities in comparison to the class, grade level or age group - often in comparison to other students beyond the School or UAE - using reliable, reputable instruments obtained externally to the School itself.

National and international external assessments are standardised tests that enable students' results to be compared with other examinees and analysed to produce meaningful data. They include standardised questionnaires, interviews, or individually administered intelligence tests.

Standardised tests are given in a consistent manner in terms of rules, questions, administration procedures and scoring procedures. Such assessments are believed to be reliable, valid indicators of students' performance in comparison to their peers.

Other uses of external assessments: Some external assessments are geared toward providing evidence of aptitudes, abilities or intelligence, and some may be used for diagnosing special education needs or giftedness. The results of others, such as SAT (Standardised Achievement Tests) or TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System) may be used to help obtain university acceptance.

PURPOSE(S):

- To ensure high-quality external assessment methods are used to provide students and their Parents/Guardians, teachers, School leaders and the Council with meaningful indicators of individual student and peer-group performance, teacher effectiveness, and the School-wide measurement of student learning and achievement.
- To encourage Schools to take part in external standardised assessments of student progress and achievement and to make use of the resulting data to improve the School.

POLICY:

Each School is required to develop, publish, and regularly review an Assessment Policy that includes its approaches and intentions to use external assessment measures. Standardised test data produces a rich source of information that provides School leaders and the Council with meaningful measurements of progress toward the Abu Dhabi government's strategic aim of having a high-performing education system.

Schools that participate in external standardised tests in accordance with the Council's directions and instruction shall not change their Council-approved curriculum to fulfil the

requirements of such tests. Hours spent preparing for such tests should not be counted as part of the minimum instructional hours per academic year.

Schools are expected to subject their students to external, standardised tests as required by the Council, and to select other external assessments suited to their own uses or approved curriculum. The required instruments may include the local Common Educational Proficiency Assessment (“CEPA”) examinations used for gaining admission to local universities in the UAE and the occasional sampling of students for inclusion in widely used international tests.

International assessments may include the Council making use of some Private Schools for some tests, such as the Program for International Student Assessment in Schools (“PISA”) for 15-year-olds, Trends in International Mathematics and Science Study (“TIMSS”), Progress in International Reading Literacy Study (“PIRLS”) and Performance Indicators in Primary Schools (“PIPS”).

Private Schools should make and review their own choices of internationally recognised external assessments after researching their options, as they can provide useful data showing Schools how well their students are performing. Some ways in which data can be used include comparisons of:

- Students’ current achievement and their own prior attainment.
- The attainment levels of different skill areas within the same subject.
- Strengths and weaknesses within one or more classes and a School.
- Individuals and other groups of students within the same School.
- Students in other local or international Schools.

Through the inspection process, the Council will take account of the national and international external assessments used by the School. Inspectors will also consider the analysis of resulting data to inform teaching and improve the quality of instruction and student achievement. The Council encourages all Private Schools to seek reputable instruments with which to measure and understand the academic growth of its students.

ROLES AND RESPONSIBILITIES:

Schools will:

- Prepare and implement an Assessment Policy that takes full account of the Council’s regulations and policies on international, national, and School-based assessments.
- Monitor the impact of this policy on students with the aim of informing and improving teaching and academic achievement.
- Take improvement action as necessary, such as when inconsistencies in perceptions of students’ abilities arise and when changes are indicated for instruction to better meet individual students’ needs.
- Organize and implement external assessment measures to provide data leading to better teaching and optimal achievement.

Policy 43: School Tests

Corresponding to Article (48) of the Organising Regulations

DEFINITION(S):

For the purpose of this policy, **school assessments** refer to in-class assessments, which encompass an on-going process to measure students' learning, achievement, and skills development.

Continuous assessments use a variety of techniques to assess how well students are learning. Continuous assessments may include student assignments, research projects, presentations, reports, quizzes and practical activities. Continuous assessment activities measure student performance relative to established learning outcomes in the approved curriculum and provide teachers with data to guide their classroom instruction to best meet students' needs. These data are used along with summative assessments to determine student marks. Continuous assessments give both teacher and student *interim* feedback on how well the student is learning and provides indicators of strengths and areas requiring more attention. Continuous assessments lead to better-informed instruction.

Summative assessments include tests given at the end of a term as well as end-of-year examinations. **Continuous and summative assessments** contribute to marks or grades given to a student at the end of a term, and at the end of the school year. **Diagnostic testing** may be used to help identify specific learning deficits, differences or exceptional abilities in order to design student-specific instruction to meet individual needs.

PURPOSE(S):

- To enable more effective teaching and learning by ensuring Schools use on-going, varied and real measures of what students have learned and which attitudes, habits, skills and concepts require improvement.
- To ensure that students' attainment levels, for all areas of study, are measured and reported reliably and accurately.
- To encourage Schools to gather and analyse student assessment data to make full professional use of all forms of assessment to inform their teaching.

POLICY:

Each School is required to develop, implement and regularly review Assessment Policies fully aligned with the Council's requirements. These policies shall include details about how teachers assess students' progress, through continuous assessment and formal tests and examinations. These policies shall also include details on how teachers use the results of this assessment to support the teaching and learning process and enhance its effectiveness. These policies shall also indicate acceptable weightings to be given to continuous and summative assessments, in order to arrive at a final mark or letter grade. This may vary among subjects and grade levels. In addition, the results of assessments should reflect a fair and accurate picture of individual, group and class achievements.

The Principal shall ensure that teachers carry out regular, continuous assessments of all students including those with special education needs. Teachers are to use a variety of

measures that may include: observation, direct questioning, classroom discussions, research tasks, presentations, reports, tests, problem-solving activities and practical activities. Teachers must monitor the progress of students, set suitable challenging learning targets and help them to continually improve.

The Principal shall require teachers to share their daily learning objectives with students and to explain, in a manner that students can understand, the assessment criteria used to judge the students' work. Shared learning objectives, assessment criteria and specific learning targets will enable students to self-assess and think critically about their own work and that of their peers, thereby becoming more independent and capable as learners.

Schools are required to develop good practices in the use of assessment tools and make regular and full use of these assessments to improve the effectiveness of their teaching and learning. Successful Schools have qualified and professional teachers who understand not only how students learn, but also what needs to be done to help them learn better.

ROLES AND RESPONSIBILITIES:

The **Board of Trustees** will:

- Review and approve the School's Assessment Policy and oversee the implementation of such policy.

Principals will:

- Implement an Assessment Policy that guides teachers and takes full account of the Council's regulations and policies on school-based assessments, including the weightings of assessments and the use of standardised assessments.
- Monitor the impact of this policy on students' achievement and progress.
- Ensure that teachers are using a range of assessments to achieve optimal learning for each student.
- Implement a system that results in valid and reliable measuring and reporting of student achievement.

Teachers will:

- Use a variety of valid and reliable assessment tools for on-going monitoring of student progress, in accordance with the School's applicable Assessment Policy.
- Collaborate regularly with colleagues in order to share data, review good practices and agree on grade-wide assessment approaches and instruments.
- Utilise the individual assessment results and data to inform their teaching practice to better meet individual student needs.
- Share objectives, assessment criteria and constructive feedback with students.

Chapter 13

Students and Guardians

Policy 44: Student Admission, Registration and Distribution Corresponding to Article (49) of the Organising Regulations

DEFINITION(S):

For the purposes of this policy, **admission** covers the requirements of and procedures for admitting students to School.

Registration is the process whereby Schools offer students a place and then enter them on the School admissions roll.

Placement of students refers to the normal expectation that students be placed with their peer group in terms of age, whose birthdays fall within the defined dates of the school year.

PURPOSE(S):

- To provide assurance that all Schools operate fairly and appropriately in their decisions about admission, registration and placement of students.

POLICY:

This policy sets out the Council's minimum requirements for the admission, registration and placement of students. The School must prepare admission, registration and placement of students policies and submit these to the Council for approval along with the Temporary License application, for a new School, or any other category of licensing. The policy shall set out the School's proposed procedures for admission, enrolment and placement.

The School's admission, registration and placement of students policies shall take into account the School's obligations as defined in Federal Law No. (29) of 2006 on the Rights of Persons with Special Needs and in the Council's related regulations and policies. It shall set out the School's order of priority for the admission of students if there are more requests than places available. The Council shall review the proposed admission, registration and placement of students' policies and may require the School to make changes to it as a condition of granting and/or renewing the Council License.

Admission

Schools shall comply with the admission requirements below and take them into account in their admission, registration and placement of students' policies:

Fair, Non-Discriminatory and Transparent Approach

- Schools are required to adopt an open approach to accepting students from different races and ethnicities to achieve fairness, equality and transparency.
- The School shall allow prospective Parents/Guardians and their children to visit the School prior to registration so that they may familiarise themselves with it.
- Schools are required to re-register its students in the next grade, if the Parents/Guardians wish so, as long as there are no behaviour issues that justify refusal of the students' re-registration.

- Schools shall admit students with mild to moderate special education needs and offer additional appropriate learning support as required or needed (see Policy (48)).
- Schools shall not refuse or withhold admission of students with chronic health conditions (e.g. diabetes, asthma, congenital heart diseases, epilepsy and obesity) and must offer appropriate support as per the student's needs.

Interviews and Placement Tests

- Schools must admit students into their kindergarten stage (KG1 or KG2) which precedes the mandatory education stage without requiring the students to sit for any form of tests or interviews.
- The School may conduct an interview with a student during the mandatory education stage and may require the student to take certain placement tests to give an indication of their performance level(s) to be able to provide proper learning support and not for the purpose of accepting or rejecting a student.
- The School may conduct an interview with a student with mild to moderate special needs, and may require the student to take certain placement tests to give an indication of their performance level(s) to be able to provide proper learning and psychological support and not for the purpose of accepting or rejecting a student.

Admission Information, Documents, and Records

- The School shall require Parents/Guardians to complete a registration form giving full contact details for the student's Parents / Guardians, and details of the student's:
 - Basic details (full name in both Arabic and English, date and place of birth, nationality, address, information about Parents/Guardians, etc.).
 - Official documents (identity card issued by the UAE, vaccination card, etc.).
 - School records for the previous year, if the student has previously attended a school in another Emirate or outside of the UAE.
 - Documents pertaining to students with special educational needs such as previous individual education plans and relevant assessments, as well as evidence pertaining to gifted and talented students such as advanced learning plans and provisions (if needed).
 - Any other relevant information deemed necessary by the School.
- If a student is transferring from one School to another in a different Emirate, a transfer certificate to the other Emirate is needed. If no transfer certificate exists, a report card or equivalent document from the previous School shall be sufficient for the purposes of the new school.
- Schools must ensure that all newly admitted students (including the students transferred from other schools in the Emirate, from other Emirates, or from schools abroad) submit their vaccination cards and medical records as an integral part of the admission and registration procedure for such students:

- Students that have been admitted to kindergarten (KG1 or KG2) or Grade one must submit a vaccination card that fulfils the “Childhood Immunisation Schedule” of the current HAAD Immunisation Schedule.
- Students that have been admitted to Grades 2 to 12 (Year 13) must submit a vaccination card that fulfils the “Childhood Immunisation Schedule” and the “School Immunisation Schedule According to Grade” of the current HAAD Immunisation Schedule.
- Schools shall not refuse or withhold admission of students who do not have vaccination cards or do not meet all the requirements on their vaccination cards but should accept them on the condition they complete the necessary vaccinations and provide a vaccination card that meets all requirements within the school year. This shall be considered a condition for re-registration for the next school year.
- The School nurse must create new medical records for students registered in kindergarten or Grade 1.
- The School nurse must obtain the medical records of transferred students from other schools within the UAE.
- The School nurse must create new medical records of transferred students from schools outside the UAE.
- Schools must keep records of all student admission files including required information and documents.

Student Capacity and Admission Priorities

- Taking into account the content of Policy (66), Schools shall have a maximum number of twenty five students for each kindergarten class (KG1 and KG2).
- Taking into account the content of Policy (66), Schools shall have a maximum number of thirty students for each class of Grades 1 to 12 (Year 13).
- Schools may apply admission priorities if there are more requests for places than available places, as follows:
 1. Students who attended the School in the previous year or period.
 2. Students with siblings already in the School.
 3. Children of School staff.
 4. Students who live near the School.

Registration

- Schools shall officially register a student once the student meets the admission requirements and conditions.
- Schools shall register the student on the Council’s eSIS system in accordance with the dates determined by the Council each year.
- Schools may register students at any time of the year at their discretion, subject to space availability and provided that the School satisfies itself that the student is capable of keeping up with those in the same peer group and can successfully pass the academic year. Refer to Policy (39) regarding registration and re-registration fees.

- A student may transfer between Schools in the Emirate (taking into account the curriculum and equivalency requirements of the high school certificate in the UAE). In such cases, the student's registration on the Council's eSIS system and the School's own management systems shall be immediately amended accordingly.

Placement of Students

Students will be placed in school years or grades according to their age and grade progression (if a student has had to repeat any grade). For further information, refer to Policy (45).

ROLES AND RESPONSIBILITIES:

School Owners and Board of Trustees will:

- Review and approve the School's Admission, Registration and Placement of Students Policy.
- Monitor the implementation of the approved Admission, Registration and Placement of Students Policy.

Principals will:

- Prepare an Admission, Registration and Placement of Students Policy, and ensure its compliance with the Council's requirements.
- Submit the Admission, Registration and Placement of Students Policy to the Board of Trustees for confirmation and to the Council for approval.
- Ensure the implementation of the Admission, Registration and Placement of Students Policy.

Policy 45: Distributing Students in Classes

According to Age Group

Corresponding to Article (50) of the Organising Regulations

DEFINITION(S):

For the purpose of this policy, **placement of students according to age group** refers to the normal expectation that students be placed with their peer-group in terms of age, whose birthdays fall within the defined dates of the school year.

PURPOSE(S):

- To emphasise the principle that it is usually right for students to be educated with others of the same age group.
- To make clear the Council's requirements in relation to the age- and level-appropriate placement of students.

POLICY:

All students, including those with special education needs, are normally to be placed in year groups according to their age and grade progression. Thereafter, they will generally move with their peer group, sequentially from grade to grade and from year to year. Schools must comply with the requirements stipulated in Policy (46) as they relate to the conditions for promoting students to the next year or retaining them.

Education is about much more than academic levels of attainment and includes students' social and personal development. Placing students in a class of younger students has potential difficulties, since their level of maturity may be very different and they may feel detached from their peer group. There may be exceptions that would benefit the student's overall development, in which case certain procedures set out in Policy (46) should apply.

Ages of Attendance

It is mandatory for children in the Emirate who are between the ages of six and sixteen to be enrolled at a school (public school or Private School licensed by the Council). Parents/Guardians are responsible for ensuring that their children of mandatory school age are enrolled in school no later than the deadline announced by the Council or by the Schools every year. Students under this mandatory age may be enrolled for one or two years of kindergarten prior to grade one, in accordance with the ages and dates as determined by the Council below:

Age Group	School Stage	Cut-off Dates as per School Calendar
Four years	Kindergarten One	<ul style="list-style-type: none"> • The student must have turned four years old on or before 31st of December of the school year during which the student is registered, for Schools whose academic year starts in September. • The student must have turned four years old on or before 30th of April of the school year during which the student is registered, for Schools whose academic year starts in January. • The student must have turned four years old on or before 31st July of the school year during which the student is registered, for Schools whose academic year starts in April.
Five years	Kindergarten Two	<ul style="list-style-type: none"> • The student must have turned five years old on or before 31st of December of the school year during which the student is registered, for Schools whose academic year starts in September. • The student must have turned five years old on or before 30th of April of the school year during which the student is registered, for Schools whose academic year starts in January. • The student must have turned five years old on or before 31st July of the school year during which the student is registered, for Schools whose academic year starts in April.

Six years	Grade 1	<ul style="list-style-type: none"> • The student must have turned six years old on or before 31st December of the school year during which the student is registered, for Schools whose academic year starts in September. • The student must have turned six years old on or before 30th of April of the school year during which the student is registered, for Schools whose academic year starts in January. • The student must have turned six years old on or before 31st July of the school year during which the student is registered, for Schools whose academic year starts in April.
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ROLES AND RESPONSIBILITIES:

<p>School Owners and Board of Trustees will:</p> <ul style="list-style-type: none"> - Review the School’s admissions policy to ensure that it takes into account the Council’s minimum requirements in relation to the age- and level-appropriate placement of students. - Approve the policy before submitting it to the Council. <p>Principals will:</p> <ul style="list-style-type: none"> - Include a requirement in the School’s admissions policy concerning the placement of students with others of the same age group.
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Policy 46: Promoting Students to the Next Grades or Retaining Them to Repeat

Corresponding to Article (51) of the Organising Regulations

DEFINITION(S):

For the purpose of this policy, the **promotion of students to the next grade** is understood as moving individual students sequentially from the current grade to the next grade, after fulfilling promotion requirements. **Retention** is where students are held back in their current grade or year, rather than moving up with the rest of their peers due to their failure in meeting requirements of promotion to the following grade, and after following the guidelines included in this policy.

The **Academic Review Committee (educational)** is a School sub-committee responsible for determining whether or not a student should be retained, and is convened by invitation of the School Principal.

PURPOSE(S):

- To emphasise that students should normally be educated in a group consisting of students of the same age group, because research indicates that requiring students to repeat a grade level does not generally lead to the improvement of students' educational level, attainment and achievements.
- To set out clear guidelines with regard to students who are considered exceptions to the general rule set out in Policy (45), in order to safeguard their interests.

POLICY:

Promotion or Retention

It is typically right for students to be promoted with others of the same age sequentially from year to year. It is the School's responsibility to ensure that students remain on track.

Each School will develop a Promotion and Retention Policy. In this policy, Schools shall include a clear statement of the age requirements for each year-group or grade level according to the Council's requirements, and an explanation of the processes and criteria that the School will use in determining the need to retain a student in the same year group.

Kindergarten and Cycle 1 (Grades 1 to 5)

- All students in KG and Cycle 1 will be promoted to the next grade, except in rare circumstances. The decision to retain a student in the same grade will be taken after considering the guidelines included in this policy.

Cycles 2 and 3 (Grades 6 to 12)

- All students in grades 6 to 11 will be promoted to the next grade except when they do not meet the promotion requirements as per the Council-approved curriculum. A student cannot be retained in a certain grade more than two consecutive times as a maximum, and no more than two different grades during the entirety of his

School education. The School must provide such student with the necessary learning support.

- The Council follows the Ministry's graduation requirements for Grade 12 students in Schools adopting the Ministry's curriculum. The other Schools shall follow the graduation requirements for Grade 12 students as per their approved curricula's requirements.

Students with special education needs

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- All students on an Individual Education Plan who meet their objectives progress to the next age-appropriate placement and grade-level sequence. Schools are not permitted to retain or fail students with special needs in a grade/year level. If a student with special needs is not making the expected progress, this would suggest that the goals and objectives set forth in their personal Individual Education Plan need to be adjusted (see Policy (48)).

Guidelines and Considerations

The research findings indicate that requiring students to repeat a grade/year level does not lead to improved achievement for the student. Therefore, Schools must explore all potential alternatives to retention. If a student is failing to make the expected progress, the School must immediately notify the student's Parents / Guardians and hold a meeting to discuss measures to be taken to provide the student with additional learning support. The School must propose particular ways of helping the student through its interventions, which may include modifications/improvements to the teaching program, to support the student in making the desired progress. The School must report back to the Parents/Guardians concerning the impact of such interventions on a regular basis. The School cannot decide to retain a student in the same grade except after following all procedures outlined in this Manual.

When a School considers retaining a student, the decision shall be made by not by any individual person, but rather by a School sub-committee (Academic Review Committee (educational)) which is headed by the Principal. The Principal should consult with the members of the Academic Review Committee (educational) concerning the retention of the student or their promotion to the next grade, and the final decision shall be based on the collective decision of the following:

- All teachers who have taught or worked with the student during the current academic year.
- The social worker and heads of the Teaching Faculties.
- The School's Special Educational Needs Coordinator, or someone with a similar position.
- The Parents/Guardians.

The Academic Review Committee (educational) shall consider a number of factors which may improve the student's education levels, paying particular attention to the following considerations especially when a final decision is being taken:

- The social and developmental impact on the student that would result if he or she were separated from their peers.
- School reports showing progress or lack of progress over two or more years.
- The School's curriculum as approved by the Council.
- The capacity of the School to provide an improved, differentiated learning experience and support for students who have in the past been retained.
- Whether or not the student has already been previously retained.
- Whether a student has been assessed for special education needs, and whether the student is in need of an Individual Education Plan which can better serve his/her individual learning needs (see Policy (48)).

ROLES AND RESPONSIBILITIES:

School Owners and Board of Trustees will:

- Review the School's Promotion and Retention Policy to ensure that it takes into account the Council's requirements in this regard.

Principals will:

- Develop and implement the School's Promotion and Retention Policy and ensure that it makes clear the School's approach to the promotion and retention of students.
- Review all students' progress and make sure that the correct procedures are carried out in each case of promotion or retention.

Policy 47: Reporting Repeaters to the Council

Corresponding to Article (52) of the Organising Regulations

PURPOSE(S):

- To monitor the progress of students who perform below expected standards and learning outcomes and to ensure that Schools have offered them appropriate support and intervention programs.
- To keep a record of all cases of failing students as a reference for the Council, School, students and Parents/Guardians.

POLICY:

Schools are required to explore all possible alternatives before considering a student's retention as set out in Policy (46).

Schools that do not have a Council-Accredited License are required to prepare mid and end of academic year reports, listing the names of all students who are unable to achieve any particular academic progress, outlining the procedures implemented by the School to support them. These reports should be submitted to the Council if requested. The report shall include the list of the names of students who are unable to make any particular academic progress, with details and evidence of measures taken by the School to support those students. For example, periodic student reports sent to Parents/Guardians (see Policy (37)), details of support strategies made available to the student, and meetings with Parents/Guardians at which the student's lack of progress was discussed.

ROLES AND RESPONSIBILITIES:

Schools will:

- Report to the Council (if requested) cases of failing students and measures taken to support those students.
- Keep Parents/Guardians apprised of the process to be implemented.
- Keep all relevant documents in the student's record.

Policy 48: Students with Special Educational Needs

Corresponding to Article (53) of the Organising Regulations

DEFINITION(S):

For the purposes of this policy, **Special Educational Needs (“SEN”)** is the generic term for any disability, disorder, difficulty, impairment, exceptional needs (rare cases) or other additional needs that may be caused by mental, behavioural, physical, emotional or cognitive factors and which may affect a student’s learning and his or her educational performance. These students require additional educational support beyond that provided in general classrooms in order to achieve the greatest benefit from the curriculum.

Gifted and talented students have exceptional abilities and talents either academically or in a specific field. These are students whose outstanding abilities make them capable of high performance, but are not labelled as Special Education Needs. Their needs require specific consideration within regular mainstream educational programs. Their current attainment or perceived potential places them significantly ahead of the majority of their peers in one or more of the following areas:

- Intellectual ability.
- Subject-specific aptitude (e.g. in science or mathematics).
- Social maturity and leadership.
- Mechanical/technical/technological ingenuity.
- Visual and performing arts (e.g. art, theatre, recitation).
- Psychomotor ability (e.g. sport).

Special education is the additional provision of support designed to meet students’ learning differences and needs, such as special planning and specific teaching techniques, procedures and assessments, and tailored programs and materials, to ensure that such students (including gifted and talented students) reach their full potential, achieve a greater level of personal independence, accessibility to the curriculum, and succeed in School and beyond.

These categories are not intended to specifically identify all medically diagnosed conditions and syndromes that may have an impact on the student’s needs and educational program, but they reflect the main categories defined by the Ministry guidance “School for All: General Rules for the Provision of Special Education Programs and Services (Public and Private Schools) of 2010” and also the Council’s “Special Education Policy and Procedures Handbook”.

PURPOSE(S):

- To increase the capacity of Private Schools to include and offer places to students with mild to moderate Special Education Needs and those who are gifted and talented.
- To ensure that students with mild to moderate Special Education Needs and those who are gifted and talented are able to reach their full potential within a well-designed and supportive educational environment.

POLICY:

Special educational needs of the students shall not constitute, themselves, a hindrance to the application or enrolment in any Private School. Special Education Needs students should be treated without discrimination and similarly to their peers. Everyone shall be given equal educational opportunities.

Students who require special education shall not be denied access to a full education program that meets their learning needs. Schools should admit, without prejudice, students with mild to moderate special education needs, and shall further provide them with equal educational opportunities as compared to their peers.

Private Schools in the Emirate shall admit and accommodate students with special needs (mild to moderate). The School shall provide high quality services to meet their different needs and involve them as much as possible with others in daily School activities. Each student with such mild or moderate delays or disabilities is expected to be admitted to the School and to be treated with due respect and utmost care by the entire School community.

Admission of Students with Special Education Needs

The School's admission policy shall follow the School's obligations as defined in Federal Law No. (29) of 2006 Regarding the Rights of Persons with Special Needs, and in the Council's regulations and policies. Students with mild and moderate special needs shall be admitted as per their age group and grade sequence. Schools may charge Parents/Guardians additional fees for the provision of extra support, provided that such fees may not exceed 50% of the approved School tuition fees for other students.

The School's Special Education Needs Policy

All Schools shall develop a policy for supporting mild to moderate Special Education Needs students and those who are gifted and talented. In its own policy formulation, Schools shall take account of the following key principles as minimum requirements:

- Schools shall adopt an integrated and welcoming approach to students with mild to moderate Special Education Needs through their admissions and provision of suitable curricula and activities.
- Schools shall develop integrated individualised programs, which do not deny access to Special Education Needs students.
- Special Education Needs students should be able to:
 - Participate in the School's general education system to the greatest extent possible.
 - Have full access to the curriculum.
 - Achieve learning standards set for all students and modify them to suit the learning needs of students with mild to moderate Special Education Needs through their individualised plans and programs.
 - Interact with other students, and develop interdependent relationships so that they can take part in the community successfully as adults.

- Have academic support services available if they experience difficulties in their education program.
- Participate as much as possible in extra-curricular activities.
- Schools shall have on staff a qualified Special Education Needs Coordinator, who shall be responsible for managing all aspects of services for Special Education Needs and gifted and talented students, as well as a dedicated team of qualified staff to support the Special Education Needs Coordinator in meeting the needs of these students in a timely and effective manner.
- The School's Special Education Needs Coordinator is expected to meet with the Parents/Guardians of Special Education Needs students prior to the beginning of each new school year and no later than within the first month of the student's academic year to make arrangement to properly accommodate the students' needs and ensure their success.
- Schools shall place Special Education Needs students in a class with students of their own age and grade sequence.
- Schools will develop an Individual Education Plan for Special Education Needs students if they experience difficulties in accessing or being able to learn the curriculum. The Individual Education Plan is used mainly by the teachers and students to guide instructional practice, including modifications of the program and adaptations of the environment or aspects of instruction and assessment. These must be tailored to the individual student's needs to enable optimal learning success.
- Schools will develop an Advanced Learning Plan ("ALP") for gifted and talented students who are exceptionally exceeding academic expectations in their academic program. The ALP is to identify ways in which teachers can enrich the student's learning in order to achieve according to their potential.
- It is not permitted to retain students with special needs in a year level. If a student with special needs is not making the expected progress, this would mean that the goals and objectives set forth in his/her Individual Education Plan need to be adjusted.
- Schools should encourage and welcome the involvement of Parents/Guardians of students with Special Education Needs in School affairs, as described in Policy (56).
- Meeting the needs of Special Education Needs students and those who are gifted and talented the shared responsibility for the whole School.

Further Information and Guidelines

For further details and guidelines, please refer to the Ministry guidance "School for All: General Rules for the Provision of Special Education Programs and Services (Public and Private Schools) of 2010" and the Council's Special Education Policy and Procedures handbook.

ROLES AND RESPONSIBILITIES

School Owners and Board of Trustees will:

- Monitor their School's Admission Policy and the services provided to Special Education Needs students to determine the extent to which the School complies with this policy.
- Ensure that any non-compliance is addressed in the School Development Plan.

Principals will:

- Evaluate their current practice in admitting and providing services for mild and moderate Special Education Needs students, and monitor same to ensure that their School complies with this policy.
- Make appropriate modifications to the Individual Education Plan, and differentiate and adapt the curriculum where required to meet students' needs.
- Ensure that student progress reports to Parents/Guardians identify clearly that modifications and services being provided to a student who has a mild to moderate Special Education Needs, or who is gifted and talented.
- Recruit teachers and support staff who are trained and skilled in dealing with Special Education Needs students.
- Be a part of the support staff, and carefully monitor and assess the responses to learning difficulties identified in a student's Individual Education Plan.

Policy 49: Extra-Curricular Activities

Corresponding to Article (54) of the Organising Regulation

DEFINITION(S):

For the purposes of this policy, **extra-curricular activities** refer to a range of meaningful complementary programs that extend and enhance the taught curriculum and develop the potential of all students whether on-campus or off-campus (e.g. field trips, social or physical activities like horseback riding and running). These additional **optional** programs or activities may be offered in several ways and cover a variety of areas of student development and student interests, taking into account the religious, social and cultural norms of the UAE.

Graduation ceremony refers to the official event organised and supervised by the School to confer certificates to Grade 12 (Year 13) students who have successfully attended the current academic year. A graduation ceremony can also refer to the event organised and supervised by the School when students end a particular stage such as kindergarten or primary school.

PURPOSE(S):

- To ensure that all Schools provide additional activities for a wide range of students' needs and interests in order to help them develop as healthy, confident, creative, socially adept and culturally aware individuals.
- To guide Schools with regard to organizing extra-curricular activities and graduation ceremonies in terms of financial cost, supporting services and participants.

POLICY:

All Schools shall offer comprehensive, balanced and appropriate extra-curricular activities to support students' growth and encourage their participation. Schools shall record students' attendance in these activities that shall be properly and continuously supervised. All Schools shall develop, implement and publish a policy for the organisation of School **extra-curricular activities**. The policy shall set out the School's procedures for organizing such activities, making reference to rigorous assessment of potential risks, detailed planning and safe supervision. All Schools shall offer students extra-curricular activities that create enjoyable learning experiences and opportunities. Schools are free to determine their own programs of extra-curricular activities and should wherever possible take into account students' and Parents'/Guardians' ideas and interests when planning such programs.

Extra-curricular activities shall not be conducted when compulsory classes are taking place. Such activities normally take place before the beginning of classes, during breaks, after the end of the compulsory school day and on weekends or during School holidays. If any extra-curricular activity requires payment of fees by students, the School shall set the fees at a reasonable and affordable level to enable the majority of students to participate. Schools are not permitted to seek to make a profit from these activities. All extra-curricular activities shall consider religious, cultural and social norms of the UAE and the morals,

customs and traditions of UAE society, and must abide by the Council's requirements as follows:

Written Consent Forms

Every participating student must have a prior signed written consent form from his/her Parent/Guardian to take part in any School extra-curricular activity. The consent form must be retained as a reference document with the responsible staff member. This form should provide all essential information to Parents/Guardians such as the type and objective of the activity, duration, place, cost (if any), name of School supervisors, contact details and transportation arrangements.

Proper Supervision at all Times

Schools must provide adequate and qualified adult supervision for all School activities, including local trips and trips abroad as well as recreational, break and play times. Supervisors must take into account the nature of the activity and the ages and numbers of participating students, and must ensure that an emergency plan has been prepared. Students must not be left unsupervised at School at any time, whether before, during or after the day's lessons and/or during extra-curricular activities. Students attending after-School activities or field trips are to be supervised until they are picked up by authorised people or are delivered home via School transportation. Schools shall accurately and continuously record students' attendance at all School extra-curricular activities.

The Availability of Medically Qualified Staff and Risk Assessment

Whenever sporting or other extra-curricular activities take place, a qualified person shall be on duty to provide emergency first aid services. A first aid kit must be available at all times to administer emergency treatment to an injured or sick person before professional medical care is available. The School shall conduct risk assessments for all extra-curricular activities and ensure that all such activities are managed at all times in a safe and secure manner.

The Council's Permission

All Schools must apply for the Council's PSQA Sector for permission to conduct the extra-curricular activities stated below two months in advance of their start, in order for the Council to complete the required vetting and coordination with other relevant government entities. Schools shall indicate these extra-curricular activities in the School calendar (see Policy (14)).

- All activities that involve personnel from outside the School.
- All activities that take place during holidays and rest days.
- Off-campus activities which take place inside the UAE and which exceed one day.
- Activities outside the UAE.

Schools with a Council-Accredited License shall be exempted from obtaining approval from the Council for extra-curricular activities, provided they are within the Council's pre-set parameters.

Graduation Ceremony

Schools are expected to have a graduation policy at the end of the educational stage (Kindergarten, primary or secondary), outlining clearly the requirements of participation, rules, traditions, procedures, as well as a dress code and a risk management plan that relates to the safety of student and attendees.

Schools are not permitted to charge students and/or their Parents/Guardians any fees related to certificate distribution or graduation ceremonies. The ceremony is arranged by the School in appreciation and recognition of the students who completed the School's academic program. Parents/Guardians may opt to participate by bringing needed materials to the School for the use at the graduation. No requests shall be sent to Parents/Guardians to buy these materials.

It is better for the Schools wishing to conduct graduation ceremonies to use their facilities or the facilities of other educational institutions that belong to the public or private sector after receiving the required approvals. Should a School wish to conduct their graduation ceremony in a hotel or other non-educational facility, the School must include this activity in the School calendar to obtain the Council's approval. The School must bear all related expenses, whether the ceremony is being held inside or outside the School, and must officially invite the Parents/Guardians to the ceremony.

The minimum hours of instruction should be maintained and timetables should not be disrupted when scheduling the graduating ceremony. Student safety should be a priority when planning and conducting the ceremony. During the ceremony, everyone including students, teachers, Parents/Guardians and others are expected to demonstrate exemplary behaviour. The School should ask anyone failing to do so to leave the ceremony immediately.

ROLES AND RESPONSIBILITIES:

School Owners and Board of Trustees will:

- Review and approve the School's policies, procedures and plans in relation to the safe and effective provision and organisation of extra-curricular activities.

Principals will:

- Implement the School's policies and procedures, in accordance with this policy and related regulations, and monitor plans in relation to the provision and organisation of extra-curricular activities which are enjoyable, beneficial and stimulating for students.
- Encourage students to make full use of the opportunities provided, through their active participation in the extra-curricular activities organised by the School.
- Ensure that students and Parents/Guardians incur no additional compulsory expenses to participate in graduation ceremonies.
- Inform participating students and their Parents/Guardians of the School's graduation ceremony policy as well as the place, time, rules, norms and procedures relating to it.

Policy 50: Student Behaviour Policy

Corresponding to Article (55) of the Organising Regulations

DEFINITION(S):

For the purposes of this policy, **students' behaviour** refers to students' responses to a number of daily life situations and activities, such as the appropriateness or inappropriateness of their words, mannerisms, attitudes and actions toward each other or toward the Teaching Faculty or other members of the wider School community.

PURPOSE(S):

- To promote positive student behaviour in Schools.
- To set out the Council's requirement that all Schools regularly review a Behaviour Policy which makes clear to all students and their Parents/Guardians the School's expectations of students' behaviour and how the School will deal with any misconduct.

POLICY:

This code is based on the Council's "Guidelines for Managing Student Behaviour in Abu Dhabi Schools". With regard to student behaviour and discipline, all Schools are required to issue and commit to implementing a code, which must be approved by the Council. This code should include details of the School's procedures for promoting positive behaviour and its guiding and disciplinary action to modify misconduct. This code must be distributed to all students and their Parents/Guardians at the beginning of each school year and it must be discussed from time to time with students, staff, and Parents/Guardians to ensure that it is understood throughout the School community. A School shall take into account the following guiding principles when preparing its student Behaviour Policy:

Reinforcing Positive Student Behaviour

Schools shall adopt strategies and frameworks that recognise, reward and reinforce positive behaviour, and shall not rely only on a set of rules and punishments for dealing with student misconduct. Schools shall consider the following important co-dependent factors for positive student behaviour:

- **Heritage and culture:** a sense of the behavioural values and principles that address the UAE's culture and traditions.
- **Positive School environment:** a School environment that is welcoming, caring, safe, enriching, professional and respectful to students.
- **Management of student behaviour:** by using role models from students' families, teachers and all other staff and through maintaining an effective and consistent system for shaping and managing student behaviour appropriately based on age and gender.
- **Partnerships with Parents/Guardians and the local community:** active involvement of Parents/Guardians and strong community partnerships.

Student Code of Conduct

All students must respect the main code of conduct. Additionally, a School should add its own particular aspects to the code, which would apply while students are at School, or while participating and attending any School field trips and extra-curricular activities. The Council expects that all students will comply with the following main rules:

- Comply with all School rules and instructions.
- Behave responsibly and not endanger the safety and welfare of others or self.
- Care for the facilities and property of the School and of others.
- Arrive at School and lessons on time and justify any tardiness and absences.
- Participate in promoting a positive School community image.
- Demonstrate a positive attitude and apply the very best effort toward learning.
- Behave responsibly so as not to disrupt the classroom or the learning of others.
- Commit to the heritage and culture of the UAE.
- Show respect to all members of the School community, and Parents/Guardians and other members of the local community.

Managing Students' Misconduct

Schools shall use the appropriate guidance and disciplinary actions to encourage students to understand why their behaviour is unacceptable and how to behave better in the future. In their response to incidents of student misconduct, Schools shall take into consideration the students' individual circumstances and personalities, including the social, emotional, and psychological factors that may underlie a student's behaviour. Managing students' misconduct must be consistent with the following:

Disciplinary Actions

To provide guidance to Schools in determining the appropriate progression of discipline, the Council categorises students' misconduct into three levels, as follows:

- **Level One** - Any behaviour that results in disruption of the teaching and learning environment, which may include, for example:
 - Tardiness (lateness/unpunctuality).
 - Unexplained absences.
 - Not bringing the necessary books and equipment to class.
 - Incorrect School uniform (including sports uniforms).
 - Disruptive behaviour in classrooms and in School.
 - Breaking School rules including in classrooms, hallways, playgrounds and buses.
 - Defying orders from School management and staff.
 - Mocking others.
 - Disruptive behaviour on School buses (e.g. vandalizing bus seats).

- **Level Two** - Any behaviour that results in severe disruption to the teaching and learning environment or that may cause harm to self or others and or property damage, which may include, for example:
 - Skipping classes or School.
 - Sneaking into School after school hours without the presence of supervisors.
 - Using abusive or inappropriate language toward peers and/or teachers.
 - Fighting with other students and/or bullying them.
 - Theft.
 - Vandalizing School property or the property of others.
 - Using cell phones during School time without the School administration's permission.
 - Possessing or viewing pornographic or other inappropriate material.
 - Cheating in exams or assignments.
 - Providing false documents (e.g. forging Parents'/Guardians' signatures).
 - Misuse or abuse of the School's IT systems.
- **Level Three** - Any behaviour that results in physical danger to others, or which violates applicable laws in the UAE, which may include, for example:
 - Assaulting Teaching Faculty members, staff or members of the local community.
 - Distributing (or participating in the distribution of) pornographic material.
 - Wilful damage to, or destruction of, School and personal property.
 - Possessing or selling weapons or explosives.
 - Using or promoting illegal drugs or substances in violation of public order and morals.
 - Exchanging any inappropriate materials, such as letters or photos.
 - Committing major actions contradictory to public morals such as sexual assault.
- **Banned Disciplinary Actions** - It is forbidden to use any of the following methods as disciplinary actions:
 - All forms of physical punishment (see Policy (52)).
 - Lowering or threatening to lower grades.
 - Group punishment for an individual's misconduct.
 - Imposing more School work.
 - Mocking or insulting the student in private or in public.
 - Preventing the student of using washroom facilities or consuming food.

Staged Approach for Dealing with Wilful or Persistent Misconduct

Students should be given appropriate guidance and opportunities to identify the motivation and purposes behind their actions and to rectify any negative behaviours

before disciplinary action (e.g. warnings, written notices) is taken. Student misconduct shall be dealt with as follows:

- Firstly, the School shall provide counselling for the student, with a clear explanation, with reasons, of the changes in behaviour that are required of the student by the School.
- Next, the School will put in place a strategy, with the appropriate monitoring and support, to address and correct the student's unacceptable behaviour.
- If there is a need for further escalation of response, the School shall inform Parents/Guardians by letter and hold a meeting or a series of meetings with them to agree to a reasonable joint home-School strategy. Parents/Guardians shall be required, at this stage, to sign an undertaking to support the agreed strategy.
- Should the student continue to behave unacceptably, the School may suspend the student temporarily from School for up to five days and shall issue to the student and his or her Parent/Guardian a final warning.
- In the final stage, if the student fails to modify his or her behaviour in accordance with the requirements of the School, the School may apply to the Council to transfer the student to another School or to permanently exclude the student concerned. In making an application to the Council, the School shall include evidence that all these stages have been followed.

School Disciplinary Committee

Schools shall form a School Disciplinary Committee to review and discuss student behavioural issues, provided that disciplinary actions by the committee must be fair and equitable to all students without exception. All disciplinary actions shall be appropriate to the student's age and the severity of the misconduct as per the levels identified in this policy. A transparent and fair appeals process for sanctions will be available to students and Parents/Guardians.

The School Disciplinary Committee shall keep a record of the disciplinary offences of each student and the actions taken in response. Schools, the Council and any supervisory authorities shall treat all information about students' behaviour as strictly confidential.

Students With Special Educational Needs

- Students with special education needs are required to follow the same rules and conduct as other students. However, any disciplinary action for a student with special education needs must take into account the nature of the student's special education need and the Individual Education Plan for that student.
- Students with special education needs must not be subject to more severe consequences than those imposed on the rest of the students, for comparable violations.
- The implementation of a School code of conduct must not generally differentiate between students with special education needs and other students.

The document “Abu Dhabi Education Council Guidelines for Managing Student Behaviour in Abu Dhabi Schools” provides additional details and guidance on all guiding principles mentioned in this policy.

ROLES AND RESPONSIBILITIES:

School Owners and Board of Trustees will:

- Review and approve the School’s behaviour and discipline policy, and ensure that the Behaviour Policy is fully compliant with the requirements of the Council’s regulations and policies.
- Monitor the School’s implementation of its Behaviour Policy.
- Create a School Disciplinary Committee.

Principals will:

- Implement the School’s behaviour and discipline policy and related procedures.
- Ensure, through regular review of the Behaviour Policy, involve students, Parents/Guardians, teachers and other staff, that the importance of the Behaviour Policy is understood and accepted by all members of the School community.
- Chair the School Disciplinary Committee.

Teachers will:

- Exert efforts to establish the motivation behind and the purpose of the student’s misconduct, in order to respond to it with a suitable solution, rather than simply taking a punitive approach.

Policy 51: Expelling Students

Corresponding to Article (56) of the Organising Regulations

DEFINITION(S):

For the purposes of this policy, **expulsion of students** refers in particular to permanent exclusion from the School in accordance with the Council's official procedures. **Suspension** refers to temporary exclusion of students for a short period of time as determined by the Council. **Unofficial suspension** refers to student suspension without complying with the formal Council's or School procedures, for example, sending a student home for the rest of the day or removing the student from the classroom.

PURPOSE(S):

- To set out the parameters within which Schools may expel, dismiss or suspend students.
- To minimise issues related to the right to educational, disruption to the student's education, student protection and safety, family cohesion and social order, by requiring Schools to follow best international practice in dealing with potential exceptions.

POLICY:

A School may not expel or dismiss a student, or require him/her to leave the School, against the wishes of their Parents/Guardians, without first obtaining written approval from the Council.

Schools shall prepare, obtain the Council's approval for, implement, publish to Parents/Guardians and regularly review a policy on expulsion and its related procedures. In drafting its own policy, the School must comply with the Council's related regulations and policies and must consider the guidance included in the Council's "Guidelines for Managing Student Behaviour in Abu Dhabi Schools" and a School may add its own particular aspects to it.

Guidelines for Suspension and Expulsion

Schools shall give appropriate opportunities to help students act positively before any disciplinary action is escalated. Schools shall never require any student to leave the School for any period of time as a disciplinary action without going through the formal staged procedures as set out in Policy (50). Schools shall in every case look for alternative ways to handle and rectify a student's unacceptable behaviour before giving consideration to the expulsion of the student.

Formal discipline may include measures that range from a verbal warning, to a written notice, suspension, disciplinary transfer or expulsion. Failure to comply with one type of discipline will lead to increasing severity and consequences. The Council requires all Schools to use both temporary and permanent suspension measures very cautiously and judiciously, since all students are entitled to an education and because expulsion can lead to depriving students of an education and therefore the loss of protection, social order and general progress toward maturity.

Temporary Suspension

Temporary suspension shall only be considered in circumstances where it is necessary to provide respite from behaviour that is seriously disruptive to the normal life of the School, where the behaviour poses a threat to the safety and welfare of other members of the School, Levels 2 and 3 of misconduct in Policy (50), and where all other attempts to correct the disruptive behaviour have been unsuccessful.

The Principal, through the School Disciplinary Committee which he chairs, may only suspend the concerned student after following formal discipline measures. The Principal shall ensure that a staged approach is followed to correct the student's misconduct, shall review the documented history of misconduct incidents and shall notify Parents/Guardians and the Council of such. The period of suspension must not exceed five school days.

Expulsion

Expulsion must apply only to students who have been suspended from studying because of repeated disciplinary infractions and those who are above the mandatory school age.

The School Disciplinary Committee must seek the Council's approval in order to expel a student from the School.

Students have the right to seek out alternate education institutions.

ROLES AND RESPONSIBILITIES:

School Owners and Board of Trustees will:

- Review and approve the School's expulsion policy, and ensure that such policy is compliant with the requirements of the Council's regulations, policies and guidelines.
- Monitor the implementation of the expulsion policy at the School.

Principals will:

- Develop and implement the School's expulsion policy and related procedures.
- Maintain accurate records of all suspensions or expulsions of students.
- Seek approval from the Council before expelling any student.

Policy 52: Corporal Punishment

Corresponding to Article (57) of the Organising Regulations

DEFINITION(S):

For the purposes of this policy, **corporal punishment** is defined as any physical chastisement that inflicts harm on a student and causes him/her pain or discomfort even if it is light, such as holding and shaking, slapping or hitting with a cane, by hand or any other object (see Policy (3)).

PURPOSE(S):

- To make it clear to all employees of Schools in the Emirate that all forms of corporal punishment of students are strictly prohibited and unacceptable.
- To create a safe and attractive learning environment, where students are adequately protected.

POLICY:

Any form of corporal punishment of students is strictly prohibited in all Schools in the Emirate. While at School, students should feel secure from all types of physical punishment and abuse. Schools shall maintain an atmosphere of mutual respect, trust and courtesy between students, teachers, staff and administrators. Schools are required to promote positive student behaviour at all times including when applying disciplinary actions for student misconduct. All School based behaviour management systems must be aligned with the Council “Guidelines for Managing Student Behaviour in Abu Dhabi Schools” (see Policy (50)) and must follow all relevant UAE laws, regulations and policies set by the Ministry and the Council. All Schools shall take clear measures to ensure that all School staff understand and abide by this policy.

If any incident of corporal punishment occurs, whether the incident is proven or suspected, it is the responsibility of the **Principal** (or in the case of the offence being carried out by the Principal, the Chair of Board of Trustees or School Owner) to:

- Take immediate action to safeguard all those involved, such as notifying relevant official entities, while complying with other laws that may be related to the incident such as the Penal Code.
- Report the incident immediately to PSQA Sector, Licensing and Accreditation Division, by telephone within a maximum of 24 hours of the incident.
- Report the incident immediately to concerned Parents/Guardians.
- Immediately suspend any member of staff who is accused of abusing any student, until the investigation is completed and a decision is made concerning the member of staff’s eligibility to continue to work.
- Carry out a formal investigation obtaining written statements from those involved.
- Provide the Council with a written report within 24 hours of the incident via official email (private.schools@adec.ac.ae) addressed to PSQA Sector, Licensing and Accreditation Division.

- Anyone found guilty of committing abuse will immediately be dismissed.

Failure to Comply with this Policy

Anyone who violates this policy is subject to legal accountability and is subject to penalties stated by regulations, policies and guidelines issued by the Council, notwithstanding any punishment of greater severity stated in the Penal Code or any other law.

ROLES AND RESPONSIBILITIES:

School Owners and Trustees will:

- Ensure that the School adopts a robust policy prohibiting all forms of corporal punishment, and is in full compliance with the Council's requirements.

Principals will:

- Follow scrupulously the Council's required processes in response to alleged corporal punishment, reporting the incident to the Council immediately and presenting a report to the Council within 24 hours of the incident, knowing of the incident or suspecting it to have occurred inside the School.

Teachers will:

- Observe and reinforce student positive behaviour.
- Adopt positive behaviour at all times.
- Report known or suspected incidents of corporal punishment to the Principal or if the Principal is a party to the incident, to the Board of Trustees or Owner.

Policy 53: Counselling Services

Corresponding to Article (58) of the Organising Regulations

DEFINITION(S):

For the purposes of this policy, **counselling services** encompass a range of procedures, often involving specialist staff, and which involve the provision of services designed to promote students' progress, engagement and emotional well-being, or guide students in their future academic or professional path.

PURPOSE(S):

- To set out the Council's requirement that Schools shall provide a range of advice, information and guidance for all students.
- To enable students to make good progress at School and to prepare them for successful futures.

POLICY:

Schools shall provide for their students a range of counselling services as appropriate to the students' age and life stage. Schools shall consider the following guidelines to help them develop their practice of guidance services:

Careers Guidance

Careers guidance is intended to prepare students for the next stage of their lives, whether in advanced educational studies or in the world of employment. Traditionally, Schools have offered a library of books, pamphlets and other information sources, detailing the opportunities that may be available and the qualifications required for particular courses or jobs. Nowadays, such 'libraries' are increasingly IT-based, in particular enabling students to take web-based aptitude tests to identify possible career choices, and to search websites and other Internet sources.

Schools are encouraged to take students or advise them to visit careers exhibitions to find out about the type of universities, as well as the type of majors and jobs in demand. Careers specialist advice is provided either by a dedicated careers teacher or adviser, or by a teacher who has added this area of expertise to their existing commitments. Students may need support in a number of ways, for example:

- Making sense of what they are being told about the various options.
- Matching courses realistically to their own abilities as well as to their aspirations (the two are not always aligned).
- Preparing application forms, *curricula vitae* (CVs) or personal statements.
- Getting ready for university and job interviews.
- Preparing for a very different life, for example living away at university.
- Dealing with emotional upheavals that often accompany key stages in life (leaving family, friends, and familiar environments).

Personal Counselling

Many students undergo times when they feel lonely or insecure, lacking in self-esteem or self-confidence. Counselling offers a parallel but often connected set of support systems. Personal anxieties or even panic attacks are widespread throughout adolescence. Young people may often feel hesitant to confide in a Parent / Guardian or a teacher with whom they meet daily; and it may be easier for them to do so to a trusted professional counsellor or a social worker, depending on the nature of the concern.

Academic Guidance

Academic guidance services are part of the curriculum, and mostly focus closely on the academic needs and concerns of individual students. Therefore, teachers are expected to offer guidance and support to students according to their ability and area of expertise within School working hours. Schools must also employ dedicated professional specialists to offer additional academic guidance services to students.

Support from Fellow Students

The role of the students themselves in providing support for each other should not be underestimated. Some Schools use peer mentorship programs, in which an older student befriends a younger one, to provide an introduction and guidance to the School when anything seems strange or uncomfortable, as is always the case for new students who join a large secondary school.

ROLES AND RESPONSIBILITIES:

School Owners and Board of Trustees will:

- Ensure that appropriate guidance services are offered to students and that these services are constantly reviewed for further improvement and development.

Principals will:

- Plan and deliver guidance services effectively and appropriately, whether as part of the curriculum or via the School's other services.
- Ensure that members of staff with counselling responsibility make a strong and effective contribution to the provision of guidance services.
- Employ specialists to provide particular guidance and support, or add this area of expertise to the existing commitments of the Teaching Faculty at the School.

Chapter 14

Attendance and Absence

Policy 54: Attendance

Corresponding to Article (59) of the Organising Regulation

DEFINITION(S):

For the purposes of this policy, **attendance** refers to the total number of school days attended by the student during the school year based on the School calendar.

PURPOSE(S):

- To ensure that students are attending all classes and activities that result in their understanding of the curriculum and the subjects being taught.
- To set out the Council's expectations in relation to full attendance at School by all students without exception, through a clear policy and effective communication with Parents/Guardians.

POLICY:

This policy is linked to Policy (55) on absence, which elaborates on authorised absences. At the beginning of the academic year, each School shall issue to Parents / Guardians its Council-approved attendance policy setting out procedures to deal with absences and to ensure that students punctually and regularly attend School and all lessons, and that all attendance data is accurately recorded.

Basic requirements and responsibilities in relation to students' attendance at School are as follows and reflected in the School's attendance policy:

- Students are expected to attend School on every school day as specified in the School calendar.
- Students shall arrive at School punctually every day, attend morning assembly, and attend classes on time.
- Teachers shall maintain a record of attendance by students for every lesson.
- Schools will maintain accurate daily attendance data for each student, including timely or late arrival to School.
- Parents / Guardians will make every effort to ensure that their children attend School every school day and arrive on time.
- If students need to be absent from School for a particular day, Parents/Guardians must inform the School accordingly (see Policy (55)).
- When a student returns to School following an absence, Parents/Guardians must send a signed note to the School indicating the reason for the student's absence.
- Students are responsible for completing all assignments missed during their absence (see Policy (55)).
- Parents/Guardians should seek to ensure that family vacations take place during scheduled School holidays.

ROLES AND RESPONSIBILITIES:

Principals will:

- Develop, implement and regularly review the School's policies and procedures for promoting good attendance, and follow up on excessive absence including truancy, and ensure full compliance with the Council's requirements.
- Ensure that the School's attendance policies and procedures are implemented and adhered to.
- Ensure effective administration of student attendance and recording daily attendance at all lessons.
- Provide clear information about the consequences of poor attendance to Parents/Guardians, students and School staff.
- Set procedures for dealing with poor attendance and tardiness.
- Recognise students with exemplary attendance records.

Policy 55: Absence

Corresponding to Article (60) of the Organising Regulation

DEFINITION(S):

For the purposes of this policy, **absence** refers to the days when students fail to attend School. A student who does not miss a single class throughout the year is said to have a 0% absence record or a 100% attendance record. Absence rates above 10% should be regarded as a cause for concern. Authorised absences are to be distinguished from unauthorised absences or truancy.

PURPOSE(S):

- To encourage students to attend all classes in a timely manner, so that they maximise the educational benefit of being in School.
- To ensure that unauthorised absences are dealt with firmly and effectively.

POLICY:

The policy is linked to Policy (54) on attendance, which highlights the need for students to punctually and regularly attend School and all lessons.

Schools shall seek to achieve low absence rates by:

- Following up on all unexplained absences immediately.
- Providing a safe, caring and engaging learning environment that encourages and stimulates students.
- Recognizing and rewarding excellent or improved student attendance.
- Implementing strategies and programs to address attendance problems for individual students.
- Providing clear and specific information about the rules and consequences of poor attendance to Parents/Guardians, students and School staff.

Types of Absences

Authorised Absences

The following types of absences may be regarded as authorised when confirmed by a signed letter from Parents/Guardians or by way of official documents:

- Illness.
- Death of first or second degree relative.
- Scheduled doctor appointments.
- Official community task.
- Mandatory appearance before an official body.
- Essential urgent family travel for matters such as medical treatment or the death of a family member.

Unauthorised Absences

The following types of absences are to be regarded as unauthorised:

- Shopping trips.
- Unnecessary travel.
- Other types of absences not included in the authorised absences list.

Students are considered to be truant if they are absent from School without their Parents'/Guardians' knowledge or consent, or if Parents/Guardians have colluded with the student so that they are absent without authorization. Truancy is an unauthorised absence, and Schools must immediately inform the student's Parents/Guardians of incidents of truancy and shall hold discussions with them and the student and closely monitor the student's attendance.

If an absence is authorised, the student has the right to make up the work and tests that were missed. If an absence is unauthorised, the School will agree with the Parents/Guardians on the appropriate course of action pending completion of the investigation into the circumstances surrounding the absence.

School administration will excuse students for being late in the morning during days with adverse weather conditions (e.g. heavy fog).

Parents/Guardians who plan to have their children miss several days of School are required to notify the School at least ten days before the anticipated absence, in order to allow teachers time to prepare the list of assignments that will be missed during the absence. The student or Parent/Guardian shall be responsible for contacting the School administration to learn of all assignments and tasks given to the student. These assignments must be completed by the student and returned to the relevant teachers either before leaving or shortly after returning from the absence.

ROLES AND RESPONSIBILITIES:

Principals will:

- Develop, implement and regularly review the School's policies and procedures for promoting good attendance.
- Follow up on repeated absence, including truancy, and ensure full compliance with the Council's requirements.
- Provide clear information about the consequences of poor attendance to Parents/Guardians, students and School staff.
- Ensure that the School's policies and procedures for promoting good School attendance are implemented and adhered to.
- Ensure effective administration of student attendance and recording daily attendance at School and at all lessons.
- Set procedures for dealing with poor attendance and tardiness.
- Regularly report to the relevant Council division on student attendance.
- Address and limit excessive absences including truancy, as per the Council's requirements, and seek to identify the root causes of such behaviour.

Chapter 15
Guardian's Involvement
and Family Rights

Policy 56: Informing Guardians of the School Program

Corresponding to Article (61) of the Organising Regulation

DEFINITION(S):

For the purposes of this policy, **parental/guardian engagement** covers all aspects of a School's life in which Parents/Guardians should be encouraged to be involved in, taking an active interest in their children's welfare and progress and becoming committed members of the school community through their own participation.

PURPOSE(S):

To encourage schools to communicate effectively with Parents/Guardians by offering a range of opportunities for Parents/Guardians to contribute to and participate in School life and to achieve the School's vision and mission.

POLICY:

Schools must develop a policy on parental/guardian engagement in the educational process and provide Parents/Guardians with a handbook that includes information about the School program and policies relevant to students and their Parents/Guardians. Schools should develop and maintain good relationships with Parents/Guardians. Schools should encourage the involvement of Parents/Guardians in School affairs, and determine the areas and roles they can play, taking into account the following guidance:

School's Role

The School's Principal and staff shall recognise the important role Parents/Guardians play in the student's educational development, and shall therefore:

- Outline communication and correspondence (in terms of frequency, content, and nature) that Schools are expected to use with Parents/Guardians, using various methods and media, such as School newsletters, telephone calls, SMS, e-mails, letters, Internet portals and meetings (please see Policy (37)).
- Encourage teachers to contact Parents/Guardians when necessary to discuss academic or behavioural issues that arise in the classroom or other areas relevant to the School and its activities.
- Outline communication and reporting mechanisms to inform Parents/Guardians about their children's academic performance, such as holding regular information sessions about the School's curriculum, teaching methodology, assessments, and the Parent/Guardian support of their children's learning at home.
- Outline opportunities available for Parents/Guardians to visit the School and meet with the Principal, heads of Teaching Faculties and teachers who are involved in their children's education.
- Outline opportunities available for Parents/Guardians to participate in School activities.

- Inform Parents/Guardians of all relevant School policies and procedures and ensure Parents/Guardians have continuous and easy access to said policies and procedures.
- Keep a record of all communication with and involvement of Parents/Guardians.

Parents/Guardians' Role

Schools will encourage Parents/Guardians to be actively involved in some specific areas, including:

- Attending periodic Parents/Guardians meetings and evenings.
- Participating in extra-curricular activities organised by the School such as scientific, cultural, social, sporting or art events.
- Voluntary participation in School and community events such as the UAE's National Day celebrations, graduation ceremony, and other similar activities and events.
- Participating in other School activities such as Parents/Guardians councils.
- Participating in committees formed by the School's Board of Trustees.
- Playing an active role in their children's education in accordance with the School's policy on parental/guardian engagement, including: ensuring their children's punctual attendance at School every day, their completion of homework assignments, and staying informed of their progress.

Parents'/Guardians' Rights

All Parents/Guardians shall have the right to become familiar with the School's day-to-day life and goals. Schools shall ensure parental/guardian rights are addressed including, but not limited to:

- Protecting their child's privacy in all ways, including protection from the dangers of the Internet (see Policies (5) and (65)).
- Receiving regular reports on students' progress.
- Meeting his or her child's teachers at least twice during the year for the purpose of discussing the child's behaviour and academic performance.
- Visiting a classroom in which their child is attending a lesson at least once during each academic year, after informing the Principal and receiving permission to do so.
- Obtaining information about the placement of their child in a teaching group, and their right to give their written approval of the proposed arrangements.
- Being informed about all School policies that have an impact on Parents/Guardians and their children, such as the student code of conduct, attendance policy and tuition fees.

ROLES AND RESPONSIBILITIES:

School owners and board of trustees will:

- Monitor School policies and procedures relating to parental/guardian engagement in the educational process.
- Ensure that the School's policies and procedures for promoting effective parental/guardian engagement are fully compliant with the Council's expectations and requirements as prescribed in this policy and related regulations.

Principals will:

- Develop, implement and regularly review the School's policies and procedures for promoting effective engagement of Parents/Guardians, and ensure compliance with the Council's expectations and requirements in relation to effective parental/guardian engagement.

Policy 57: Inspection of Student Records

Corresponding to Article (62) of the Organising Regulations

DEFINITION(S):

For the purposes of this policy, **inspection of student records** means Parents/Guardians having personal access to review their children's files on the School premises, in the presence of assigned School personnel.

PURPOSE(S):

- To support Parents'/Guardians' right of access to their children's School records.

POLICY:

All Parents/Guardians shall have the right to access their children's School records, and the Schools shall fully support this right following the procedure outlined below:

- A Parent/Guardian shall seek the Principal's permission or his representative to access their children's School records.
- A Parent/Guardian who disagrees with information contained in their child's records, may submit a written request to the School Principal asking that the disputed information be corrected, and enclosing documents and evidence supporting and proving their claim.
- The Principal shall provide a written response to the Parent/Guardian within ten working days of receipt of the request.
- If the School has followed its own policy and procedures which justifies retaining the disputed document in the student's record, the Principal may reject the Parent's/Guardian's request to correct it, accompanied by a written explanation.
- If the dispute is not settled, the Parent/Guardian may refer the complaint to the School Complaints Committee (please see Policy (21)).
- The School shall include all responses in the student's record.

ROLES AND RESPONSIBILITIES:

Schools will, within the time and processes prescribed by this policy and related regulation:

- Provide Parents/Guardians with information on their children's education, progress, behaviour, etc.
- Fully support Parents'/Guardians' right of access to review their children's School record.
- Give due consideration to any written complaint from Parents/Guardians, and provide a clear and timely written response to rectify or justify the situation to the Parents/Guardians.

Chapter 16
Inspection
and
Self-Assessment

Policy 58: Inspection

Corresponding to Article (63) of the Organising Regulations

DEFINITION(S):

For the purpose of this policy:

- **School Inspection** is defined as an expert quality assurance system conducted by inspectors who carry out evaluations of the quality of education in Private Schools in the Emirate.
- The inspection framework (“Irtiqa’a Framework For the Inspection of Private Schools In The Emirate of Abu Dhabi”) sets out common criteria (performance standards, evaluation criteria, self-evaluation and operational details of the Council’s inspection process) which inspectors use and follow in order to make judgments on a School’s performance using a scale made of grades or criteria to judge the quality of education.
- **Inspectors** are highly experienced professionals who understand the inspection framework and the context of education in the Emirate, and are conversant with international educational standards and best practices.

PURPOSE(S):

- To periodically identify performance quality levels in Private Schools in the Emirate.
- To provide Schools with clear recommendations for improvement.
- To inform policy-making in the PSQA Sector and the Council in general.
- To encourage the sharing of best practices in education and the exchange of professional expertise.
- To provide stakeholders and Parents/Guardians with information about individual Schools and the School system as a whole.

POLICY:

The Council may inspect a School at any given time. The framework defines the standards and procedures for School inspection. These procedures include a system of periodic self-evaluation undertaken by the Principal and the School leadership team, including the development of a School self-evaluation report (please see Policy (59)). This report is considered a part of the inspection process requirements conducted by the Council-approved inspection team. Through this report, Schools learn of their strengths and required areas of improvement.

Administrative punishments listed in the Organising Regulations shall be imposed on Schools that get “very unsatisfactory” or “poor” performance levels. These punishments may result in a decree to close the School. Inspection reports and grades are published on the Council’s and the School’s websites to inform the public.

The Council regards inspection as an effective tool of School improvement. All Schools shall comply at all times with the requirements of the inspection framework. The Council shall review the inspection framework and issue a revised edition as needed.

All Schools shall fully cooperate with the Council’s appointed inspectors before, during and after inspections, providing all information (including self-evaluation forms), data and other assistance, as required, and meeting all the inspectors’ requests to access School buildings, facilities and every aspect of the School’s services, and to meet members of the School community to allow for accurate evaluations.

Types of Inspection

The Council may inspect any School at any time as it sees necessary. The types of inspections conducted by the Council are as follows:

Periodic Inspection

All Schools shall undergo a full periodic inspection every set period of time, as per the conditions of each category of License and in accordance with the following:

- Schools that have a General License: every two years.
- Schools holding a Council-Accredited License: every five years, in addition to supervisory and monitoring visits during the second and fourth year. The aims of these visits are to check the School’s continued compliance with self-evaluation, to maintain its high performance level, as well as its continued capacity to innovate and develop.
- New Schools: within the first year of its opening.

In reviewing applications for Temporary, General and Council-Accredited Licenses, the Council will take into account inspection findings, and may assign special inspections for specific purposes.

On-Command Inspection (Emergency)

The Council will make unannounced visits to Schools when necessary regardless of the School’s type of License. This inspection may be full inspections or shorter in duration, to assess a School’s response to a warning encompassing a Development Order or a Commitment Order or a closure order or any other order (see Policy (61)).

Monitoring Inspection

The Council will carry out brief monitoring visits for Schools identified as having “very unsatisfactory” or “poor” performance grade in periodic inspections, in order to follow up on its performance and ensure quality. Such visits will take place annually or twice yearly, as required.

Themed Inspection

The Council will also carry out from time to time themed inspections (for a specific purpose), to gather data on specific aspects of the education system in order to inform policy-making discussions. Such inspections will focus on one particular aspect of a School, such as the teaching of a particular subject, the achievement of a particular group of students, or the impact of information technology and its applications on learning.

Failure to Comply With this Policy

The Council requires all Schools to engage fully in the inspection process as outlined in this policy. Refusal by a School to undergo inspection will invoke progressive administrative punishments, which may lead ultimately to the revocation of the School's License (see Policy (78)).

ROLES AND RESPONSIBILITIES:

School Owners and Boards of Trustees will:

- Familiarise themselves with the inspection framework.
- Oversee the Principal's leadership of the School in preparing for inspections and in take improvement action after inspections.
- Give full consideration to the inspection report and the recommendations contained therein.
- Ensure that the School Development Committee prepares and implements a plan to address the recommendations contained in the School's inspection reports (see Policy (22)).

Principals will:

- Attend the Council-organised briefings and training workshops, and provide training workshops at their Schools to inform staff of the Council's requirements in relation to inspection, self-evaluation and School improvement.
- Lead the self-evaluation process using the specific form devised for this purpose (see Policy (59)).
- Cooperate fully with inspectors before, during and after inspections, and provide all necessary documentation and responding to all legitimate requests.

Policy 59: Self-Assessment

Corresponding to Article (64) of the Organising Regulations

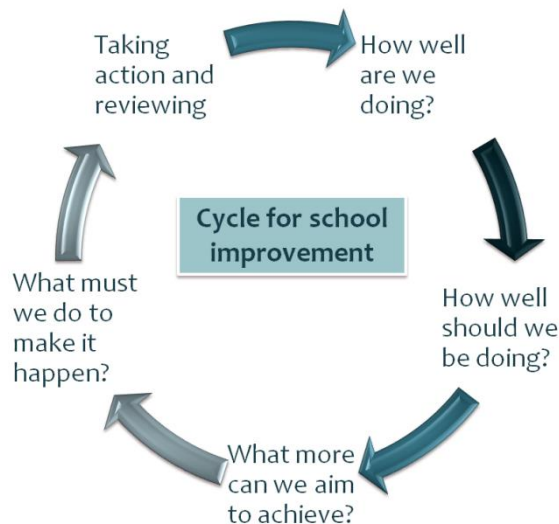
DEFINITION(S):

For the purposes of this policy:

- **Self-assessment (or self-evaluation)** is defined as a process whereby Schools formally review their own performance, through comparing their performance against the performance standards criteria of the inspection framework, and against their own set aims and objectives (see diagram below).
- The **Self-Evaluation Form (“SEF”)** is an official document designed to help Schools to evaluate the quality of education and care offered to students. It derives from and relates closely to the structure of the inspection framework.

PURPOSE(S):

- To set out the Council’s requirements that all Schools shall undertake helpful and purposeful self-evaluation and maintain an up-to-date Self-Evaluation Form.
- To encourage Schools to monitor the quality of education they provide and to explore ways of doing better through continuous School improvement.
- To inform the process of School inspection, by providing inspectors with secure evidence-based assessments in line with the inspection framework.



POLICY:

The School Principal and School leadership team shall follow a series of self-evaluation procedures as part of the School development process, recorded and updated constantly in the School's Self-Evaluation Form in accordance with the Council's template. These procedures require Schools to complete and maintain up-to-date Self-Evaluation Forms as part of the School inspection process and improvement cycle. The Council may request from the School at any time an up-to-date version of its Self-Evaluation Form.

Schools must provide School inspection teams with a completed copy of the Self-Evaluation Form when they are notified of a full inspection. Inspectors shall consider the Self-Evaluation Form in which Schools record their judgments about themselves and supporting evidence very carefully. It is therefore essential that Schools adopt a rigorous, truthful and scrupulously professional approach to self-evaluation. The Self-Evaluation Form consists mainly of important basic School information, the School's evidence-based judgments and the School Development Plan.

The Principal is ultimately held responsible for the completion of the Self-Evaluation Form and should take into account the following practices:

- Involving others with leadership roles and key teaching roles in the process of the self-evaluation of some School departments, and ensuring that all judgments are supported by evidence that is well-founded and clearly documented. The Vice Principal, department heads, heads of Teaching Faculties as well as staff with responsibility for management of support services and financial affairs shall be involved in the School's self-evaluation process.
- Allowing teachers to contribute to the self-evaluation process both as subject specialists and as informed members of the School's professional team.
- Through reflective professional dialogue, evidence-based evaluation and discussion, the Principal shall create and nurture a professional climate in which staff will focus on improving the School's development.
- Seeking the views of students and their Parents/Guardians through discussions, questionnaires, focus groups and meetings.
- Seeking the views of individuals outside the School community about the School's effectiveness and its impact upon the community.
- The School's Board of Trustees shall carry out a self-evaluation to assess its own effectiveness, providing evidence on the extent of its impact on the School development in accordance with the Council's regulations, policies and requirements.

Failure to Comply with this Policy

The School's failure to complete the Self-Evaluation Form is considered a breach of the School's commitments, indicates the School's unwillingness to cooperate with inspectors, and reflects weakness in the School leadership and management. This will negatively impact the School's inspection results and make it subject to administrative punishments.

ROLES AND RESPONSIBILITIES:

School Owners and Trustees will:

- Carry out an evaluation of their own effectiveness and their impact on the School's wellbeing and strategic development (see also Policy (18)).

Principals will:

- Attend training workshops held by the Council and subsequently offer their own staff training and support, to ensure that the self-evaluation is effective.
- Manage the accurate completion of the School's Self-Evaluation Form according to the Council's regulations, policies and requirements.
- Ensure that the content of the Self-Evaluation Form is based on evidence that is logical, realistic and evidenced by clear documentation.
- Use all possible mechanisms to ensure that the Self-Evaluation Form is a high-quality, reliable and truthful document.
- Present the completed Self-Evaluation Form to the inspection team assigned to the School by the Council.

Chapter 17

School Development

Policy 60: School Development Plan

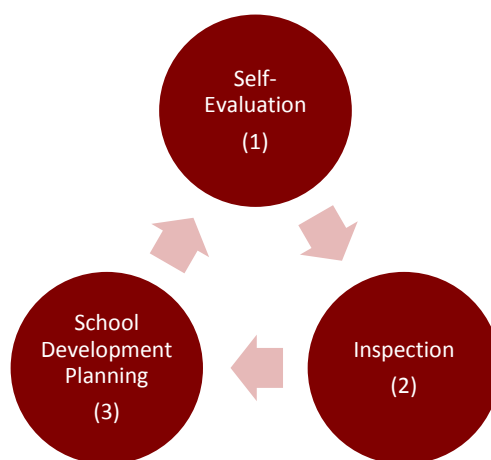
Corresponding to Article (65) of the Organising Regulations

DEFINITION(S):

For the purposes of this policy, the **School Development Plan** is a document that includes the objectives identified as part of the School's strategic priorities and the outcomes of the inspection processes and evidence-based self-evaluation, in addition to the procedures and mechanisms needed for implementation and follow-up. The objective of the School Development Plan is to improve the quality of education and the achievements of students.

PURPOSE(S):

- To create and support a climate of continuous improvement in all Private Schools in the Emirate.
- Schools will take responsibility for the continuous improvement of their services, particularly in relation to the quality of teaching and learning and making full use of inspection and self-evaluation findings in their School Development Plans.
- To enhance the three stages of the improvement cycle (diagram below) and ensure the process occurs continuously.



POLICY:

All Schools shall develop and implement a School Development Plan that is linked and related to the School's strategic priorities and the outcomes of inspections and self-evaluations. Within thirty working days of the publication of the inspection report, the School is required to present a School Development Plan to the Council for review, comment and guidance. The Council's inspection teams will therefore expect Schools to maintain and continuously update a School Development Plan, based on progress achieved and improvements made.

Through the inspection process the Council will evaluate a School's progress in implementing its School Development Plan. The Council's inspectors will place central importance on this as they make an overall inspection judgment about the School's

capacity to improve. A review of the School Development Plan by the Council will be a condition for renewing the School's License and the School must consider the Council's observations as much as possible (see also Policy (9)).

The Principal is ultimately held responsible for the implementation of the School Development Plan through the School Development Committee. The Principal shall set out the details of the School's strategies in relation to each of the improvement objectives identified in the inspection report and others identified by the School.

The School Development Plan shall set out clearly prioritised improvement objectives, with targets and deadlines, and details of roles, responsibilities and resources needed to achieve them. For each improvement objective there shall be timelines and milestones with key performance indicators and data requirements specified for every stage. A good School Development Plan should be clear, focused, practical and understood and supported by everyone in the School. The School Development Plan shall be approved by the School's Board of Trustees prior to submission to the Council.

Failure to Comply with this Policy

The School's failure to fully implement its School Development Plan constitutes a breach of the School's obligation, and the Council will apply progressive administrative punishments, which may ultimately lead to the revocation of the School's License (see Policy (78)).

ROLES AND RESPONSIBILITIES:

School Owners and Board of Trustees will:

- Establish a School Development Committee (see Policy (22)).
- Oversee the work of the School Development Committee to ensure that it develops a clear strategy for improvement, which takes full account of the recommendations contained in the inspection report.

Principals will:

- Lead and manage the School's development planning processes in order to prepare the School Development Plan, and ensure that it makes provisions to address the recommendations contained in the inspection report.
- Submit the School Development Plan to the Council in a timely manner, and make any required amendments to the plan as may be specified by the Council.

Policy 61: Orders and Warnings Issued Regarding the School's Development

Corresponding to Article (66) of the Organising Regulations

DEFINITION(S):

Development Order: An order issued by the Council following inspection to Schools that failed to achieve a satisfactory level of performance, or did not fulfil the Council's requirements. The Development Order identifies the educational aspects that the School should improve or adhere to by performing corrective actions within the specified timelines.

PURPOSE(S):

- To ensure Schools' compliance with the high standards expected by the Council regarding development and compliance.

POLICY:

DEVELOPMENT ORDERS

If it appears to the Council, following an inspection, that the School failed to achieve a satisfactory level, or to comply with one or more of the Council's regulations, policies or requirements, the Council may issue a School Development Order identifying the shortcomings in the educational aspects that need to be addressed within specific timeframes. In such an event, the School will be added to the list of Schools that do not fulfil the Council's conditions and standards.

The School should prepare the required School Development Plan quickly and within the timeframe stipulated in the Development Order. Inspectors will carry out unannounced monitoring visits to measure the progress achieved in responding to issues outlined in the Development Order as well as the extent to which such issues are being addressed within the required timeframe. At the end of the timeframe specified in a Development Order, inspectors will conduct a periodic inspection of the School to ensure that the situation has improved. If the inspection result is positive, the School will be removed from the list of Schools that do not fulfil the conditions and standards.

If the School receives an "unsatisfactory" inspection rating, the Council may look at the basis on which the Board of Trustees may dismiss the Principal for failing to provide a satisfactory level of leadership for the School. In such a case, the Council may instruct the School to institute procedures for removing the Principal from his post, in accordance with regulations and procedures in this regard in the Labour Law.

COMMITMENT ORDERS

The Council shall issue a Commitment Order to a School that it considers has failed to comply with one or more of its regulations and policies. The Commitment Order will specify the corrective procedures that the School is required to take and the required timeline to complete them. Following that, the Council will undertake unannounced monitoring visits to measure the School's progress in response to the recommendations

specified in the Commitment Order. For the purposes of Policy (78) of this Manual, a Development Order and Commitment Order shall be considered a First Warning.

Failure to Comply with this Policy

If a School receives any such orders, it must take the necessary actions as outlined therein. If the School fails to do so, the School will be subject to progressive punishments in accordance with Policy (78).

ROLES AND RESPONSIBILITIES:

School Owners and Board of Trustees will:

- Ensure that the School takes urgent corrective procedures in response to a Development Order or Commitment Order.
- Initiate dismissal procedures of the School Principal in case the Council issues such an order, or in case the Board of Trustees believes that such an action is beneficial for the School and students, subject to the approval of the Council. The School will bear all the consequences resulting from such a decision in accordance with the Labour Law.

Principals will:

- Maintain the School performance level and working toward developing it in a way that meets the Council's expectations, and which is in accordance with the Council's regulations, policies and requirements.
- Implement all required improvements or commitments, as specified in the warning which includes the Development Order, Commitment Order or any other order directed toward the School.

Chapter 18
School and Support
Services

Policy 62: School and Support Services

Corresponding to Article (67) of the Organising Regulations

PURPOSE(S):

- To ensure that Private Schools in the Emirate comply with the requirements stipulated by all relevant government entities.

POLICY:

All Private Schools shall fully comply with the requirements of all relevant government entities. Such entities include the Ministry of Labour, Abu Dhabi Urban Planning Council, Department of Economic Development, Department of Municipal Affairs, the Civil Defence Directorate, HAAD, Department of Transport, Abu Dhabi Food Control Authority, General Directorate of Residence and Foreigners Affairs of Abu Dhabi and other government authorities.

Schools may refer to the Abu Dhabi Government website to find out more information about these government entities and departments (<http://www.abudhabi.ae>). See also Policy (70).

ROLES AND RESPONSIBILITIES:

School Owner, Board of Trustees and Principal will:

- Ensure compliance with the requirements of the Council and all relevant government entities.

Policy 63: Food Services

Corresponding to Article (68) of the Organising Regulations

DEFINITION(S):

For the purposes of this policy, **food services** are arrangements made by Schools for students and staff to obtain healthy food choices through a School canteen during the school day and during extra-curricular activities.

The **School canteen** is the place equipped for the preparation, distribution and sale of healthy permitted food for students and staff in a School.

PURPOSE(S):

- To ensure that School canteens in Private Schools comply with the current “School Canteen Standards” set forth by the Abu Dhabi Food Control Authority (“ADFCA”) and ADEC.
- To ensure that Private Schools carry out their duties in promoting healthy eating within their School communities.

POLICY:

The School shall adopt a program to provide students and employees with healthy nutrient-rich food, while avoiding excessive consumption of food with low nutritional value. The School shall fully comply with the rules and requirements specified by Abu Dhabi Food Control Authority in this regard. The School shall also obtain the necessary and effective licenses and maintain inspection records and notifications.

This policy follows the “School Canteen Standards” established by the ADFCA regarding the mandatory requirements and the appropriate management of School canteen facilities, food safety and hygiene, and by HAAD regarding nutrition and healthy eating in Schools, healthy food choices and food allergies.

A School wishing to provide food services for students and staff may do so through a School canteen during the school day. These Schools shall maintain a record of related valid licenses, inspection visits and notices.

The process of offering food shall always comply with the requirements of the ADFCA, the Council, and HAAD and the requirements stipulated in the “School Canteen Guidelines of the Emirate of Abu Dhabi”. These requirements are related to School canteen facilities management, School canteen health conditions, nutrition and healthy-eating standards, School canteen suppliers and reporting food-related complaints including cases of food poisoning.

Schools offering a food service through a School canteen shall develop a healthy eating and nutrition policy and distribute it to School staff, students and Parents / Guardians. This policy shall include a commitment to promote and encourage students to develop healthy eating habits by supporting the provision of healthy nutrition for all members of the School community.

Schools are expected to maintain a healthy environment and promote and encourage a healthy life style through education using both the curriculum and extra-curricular activities.

ROLES AND RESPONSIBILITIES:

Schools will:

- Oversee food service provided by the School to ensure that such services conform in full to the standards required by ADFCA and HAAD and any other relevant official authorities in this regard.
- Maintain a record of all food-related complaints and outlining procedures duly taken in that regard.

Principals will:

- Ensure that any food service provided by the School conforms in full to the standards required by ADEC, ADFCA and HAAD.
- Ensure that all requirements, specifications and procedures for School canteen facilities, hygiene and safety, nutritional requirements, and food supplier requirements are followed by the School as specified in the “School Canteen Standards of the Emirate of Abu Dhabi”.
- Ensure that the School canteen complies with all current regulations of ADFCA, and that any inspections required by ADFCA or the Council at any time are facilitated.
- Ensure full compliance with the process for filing food-related complaints and, in particular, when related to cases of food poisoning or cases of suspected food poisoning (“School Canteen Standards of the Emirate of Abu Dhabi”).
- Develop and distribute a School policy on healthy eating and nutrition.
- Ensure a full understanding of roles and responsibilities in relation to this policy, and any additional responsibilities that are specified in the “School Canteen Standards of the Emirate of Abu Dhabi”.
- Provide evidence of fulfilling such obligations to the Council upon request or upon the License renewal.

Policy 64: Health, Safety and Environment

Corresponding to Article (69) of the Organising Regulations

DEFINITION(S):

For the purposes of this policy, the term **Health, Safety and Environment** refers to the requirement for Schools to ensure that students and staff are kept safe and healthy in School and when out of School in situations for which the School has a responsibility.

PURPOSE(S):

- To safeguard all students and staff, by requiring Schools to have clear policies, based on good and up-to-date practices, to set high standards for health, safety and environment to ensure that students and staff are not exposed to any danger or disease.
- To set out the Council's clearly defined conditions that all Schools shall meet the health, safety and environment requirements of the Council and all relevant government entities.
- To build a culture where everyone in Private Schools' operations and activities accepts responsibility and accountability toward protection of the environment and health and safety of all individuals and the community.
- To ensure that all Schools provide access to high quality School health services to all students through School-based clinics, without any additional cost to students, while complying with all regulations and mandatory requirements set out by the Council and HAAD.

POLICY:

Schools shall develop, implement and maintain an Environment, Health and Safety Management System ("EHSMS") for their operations in full compliance with the "Abu Dhabi EHSMS Regulatory Framework" and the "Education Sector EHSMS Requirements" and any relevant policies set out by the Council and other government entities.

The Principal, Board of Trustees, and the Owners share ultimate accountability when it comes to offering a safe and healthy environment. The School Principal, in consultation with the Board of Trustees and the Owners, shall prepare, implement and regularly review a Health, Safety and Environment Policy which is aligned with the Council's health and safety regulations, policies and requirements. The School policy must also set out the School's commitments and responsibilities and identify the staff specialised in health and safety matters. It must also set out procedures to ensure the following:

- Maintaining a healthy, safe and risk-free environment throughout the School, and all of its external facilities, taking into account aspects of public health, including the areas where students, staff and visitors use for arrival and dismissal.
- Providing a safe, risk-free and healthy environment for students and staff during extra-curricular activities (excursions and field trips).

- Complying with policies, procedures, programs and special instructions issued by the Council or any other governmental or regulatory entity regarding School buildings, facilities and equipment used, and their conformity with environmental, health and safety specifications contained therein.
- Obtaining the necessary valid licenses and permits from the Council, Department of Municipal Affairs, Civil Defence Directorate, HAAD, Abu Dhabi Food Control Authority and any other concerned governmental entity, and maintaining the related inspection records carried out by these entities and the observations made in their regard.
- Equipping the School with integrated and effective protection systems, fixed and mobile, for fire protection and detection, including fire sensors and detectors, fire extinguishers, water systems, pumps, taps, hoses, nozzles and sprayers to extinguish fires provided that they fully meet the specifications laid down by the Civil Defence Directorate. The School must obtain the necessary valid licenses and maintain inspection records and notifications on these systems.
- Equipping the School with integrated and effective security and access systems, including procedures and records for entering School buildings, surveillance cameras, and the like, when needed. These must be installed so as to cover School campuses, buildings and facilities, and they must be categorised as sensitive sites to ensure the safety and security of students, employees, visitors and contractors.
- Providing a special clinic for regular and emergency medical services within the School buildings. The clinic must be equipped with qualified and licensed staff, such as a School nurse, as well as the resources and equipment needed to work full time during School working hours, and in full compliance with the requirements and standards of HAAD. The School shall obtain the necessary valid licenses and maintain inspection records as required.
- Promoting and integrating health, safety and environmental education within the curriculum and School extra-curricular activities.

The School shall regard the promotion of health and safety education as essential at all times. It shall be the responsibility of every staff member to ensure that correct health and safety procedures are followed at all times, in accordance with the requirements of the School's Health, Safety and Environment Policy and all other policies and regulations applicable in the Emirate. They shall also be responsible for informing the School's Principal or his delegated representative and the Council and relevant authorities, within required timeframes, of any health and safety breaches at the School.

SECURITY VIDEO SURVEILLANCE CAMERAS (CCTV)

Schools shall be equipped with integrated and fully functioning access and security systems, including access procedures and logs, security video surveillance cameras and other devices or procedures installed to cover all School buildings and facilities, and classifying these as sensitive locations, to ensure:

- The promotion of a safe learning environment.

- The safety and well-being of students, staff, visitors and contractors while protecting individual privacy at all times.
- The prevention and detection of crime, vandalism, unlawful behaviour and inappropriate conduct.
- The protection of School buildings and their assets.

The security video surveillance cameras (CCTV) comprise a number of fixed cameras located within and around the School buildings, which shall provide coverage of the following areas:

- All entrances and exits of School buildings and grounds.
- All walkways and public areas (corridors, stairs, courtyard, sports hall, sports fields, canteen, libraries).
- Student pickup and drop-off areas (private vehicle and bus).
- Security areas and hazardous areas (control room).
- Exterior areas surrounding the School grounds.

The security video surveillance cameras (CCTV) shall not be installed in classrooms, lavatories, changing rooms or any other of area where there is a reasonable expectation of privacy.

CCTV monitors shall be installed in the office of the School Principal or Vice Principal. Other monitors may be installed as needed for access by security guards for the purpose of monitoring the facilities outside of school hours and overnight. Male security guards shall not have access to viewing CCTV footage of female students and female staff during the school day.

Parents/Guardians, School staff and visitors must be informed that security video surveillance cameras are present with signs in the School stating that the School is under camera surveillance.

Schools must install security video surveillance cameras according to the specifications of the Council's "CCTV Guidelines for Private Schools".

ACCESS TO CCTV RECORDINGS

CCTV recordings are considered confidential. The School Principal and Vice Principal are the only School-based staff authorised to view and retrieve CCTV recordings at their School. CCTV recordings of female students and staff shall only be monitored by female School Principals and Vice Principals. All other School-based staff members are strictly prohibited from accessing recordings.

CCTV records must be retained for a period of 180 days. In the event that an incident captured in a CCTV recording requires clarification beyond the School level, the School Principal or Vice Principal must immediately notify the PSQA Sector, Licensing and Accreditation Division, in order to deal with the incident.

No copy of any recordings may be shared with any person or entity unless requested by a judicial order or by prior written approval from PSQA Sector's Executive Director. Copying or distribution of CCTV recordings is strictly prohibited and punishable by law, in

compliance with Federal Law No. (2) of 2006 on the prevention of information technology crimes.

SCHOOL CLINICS

All Schools shall establish School clinics on School premises and adhere to all mandatory requirements set by the Council and HAAD for the establishment and the management of School clinics and the provision of School-based health services.

The Owners, the Principal and the School nurse are responsible for fully understanding and strictly adhere to all of the Council and HAAD regulations, policies, and standards relating, directly or indirectly, to the establishment and management of School clinics and the mandatory provision of School health services to all School students in their Schools.

All Schools must obtain and maintain a HAAD healthcare facility license for School clinics at all times. A copy of the School clinic's valid HAAD healthcare facility license must be displayed at all times in the School clinic along with a copy of the School nurse's valid HAAD healthcare professional license of the category of registered School nurses, and these may never be removed or tampered with.

All Schools shall employ a full-time School nurse that holds a valid HAAD healthcare professional license for registered School nurses. The School nurse shall be available on School premises on a full-time basis, every school day, including exam days, according to the Council-approved School calendar. School nurses shall comply with professional qualifications requirements set for School nurses by HAAD, and meet the expectations for their performance criteria.

Principals shall ensure that the School clinic is never used for any purposes other than the provision of School health services. School clinic furniture and equipment shall not be transferred to other Schools, according to the School clinic requirements set by HAAD.

School clinics shall be designed to maintain the segregation between male and female students at all times. It is mandatory for all Schools to appoint a female School nurse in all-female student Schools and a male School nurse in all-male student Schools. In co-education School environments:

- A female School nurse shall attend to all male and female students in kindergarten (KG 1 and KG 2) or in Cycle 1 (from Grade 1 to Grade 5 (Year 6)).
- A female School nurse shall only attend to female students, in Grade 6 (Year 7) to Grade 12 (Year 13).
- A female or male School nurse may attend to male students in Grade 6 (Year 7) to Grade 12 (Year 13).

ADMINISTRATION OF MEDICATION

School nurses shall ensure that they fully understand and strictly adhere to all HAAD standards that regulate the administration of medications in Schools at all times. Medications shall only be administered by the School nurse as prescribed by a HAAD-licensed physician for acute or chronic conditions or as required in an emergency situation.

The School nurse must procure the consent of Parents/Guardians before administering medications (whether prescribed or in emergency situations). Consent must be renewed annually or every time there is a change in the medication administration requirements.

According to HAAD standards, medications that can be administered by the School nurse in emergency cases are limited to the following:

- Epinephrine for acute allergic reactions.
- Metered-dose Inhalers.
- Paracetamol.
- Antihistamine cream.

All medication administered information and related activities and reactions shall be recorded in the student's medical record. All cases of suspected adverse reactions to medical products and medication errors shall be reported by the School nurse to HAAD, as required by the relevant HAAD policies. For more information, refer to HAAD standards for the administering of medication in Schools.

HEALTH SCREENING

HAAD requires "basic health screening" to be conducted every school year on all students of all grades (Grade 1 to Grade 12). HAAD also recommends "comprehensive health screening" for students in Grades 1, 5 and 9.

It is the responsibility of the School nurse to conduct mandatory health screening on students in accordance with HAAD standards for School health screening. All screening results shall be maintained in the students' health records.

When a case of head lice is detected among students in School and in cases of head lice outbreaks, Principals and School nurses shall adhere to the Council's "Head Lice Detection Flow Chart", for related procedures.

SCHOOL-BASED IMMUNISATION PROGRAMS

The immunisation program is mandated by the UAE's Ministry of Health at the national level and is regulated and managed in the Emirate by HAAD.

The School-based Immunisation Program is fully funded by HAAD and is free to all eligible students, regardless of their nationality or health insurance coverage.

HAAD appoints health providers to administer vaccinations to all eligible students in Schools.

Schools shall allow access to HAAD-appointed health providers and must facilitate their task of conducting the School-based immunisation program to students and their Parents / Guardians.

Schools shall provide the HAAD-appointed health providers with complete and accurate data of students eligible for vaccination as per HAAD's standards, within a deadline set by the health provider, as required. Schools shall ensure that complete vaccination records for all students are kept in the School clinic at all times and are made available to HAAD-appointed health providers, as required.

All Schools shall distribute the “Vaccination Consent Form” and “Pre-vaccination Checklist” provided to the School by the health provider to all eligible students and ensure that they collect the completed and signed forms from all Parents/Guardians within a deadline set by the health provider, as required. The School nurse is responsible for collecting the consent or non-consent forms and for ensuring that they are completed and signed by Parents/Guardians. All Schools shall regularly follow up on behalf of the HAAD-appointed health providers with students and their Parents/Guardians regarding the submission of required documentation and completed and signed consent forms.

Principals or their representatives shall attend mandatory “School-based immunisation program” awareness workshops conducted by HAAD, the Council or HAAD-appointed health providers, as required.

For further information, refer to HAAD’s “Standard for Childhood and Young Adult Immunisation”.

GENERAL SAFETY MEASURES

Additionally, Schools will ensure that:

- Procedures relating to the secure storage and safe use of potentially dangerous substances and equipment (e.g. laboratory chemicals and equipment, biological materials, cleaning substances, workshop tools and maintenance equipment) are followed scrupulously at all times.
- All equipment used by the School are regularly tested and maintained in safe working condition.
- Relevant staff bear responsibility for all health and safety matters in relation to facilities and have relevant licenses and approvals from relevant entities.
- The School carries out all regular safety assessments (e.g. fire safety) as required by the Council and all other applicable government entities, including emergency evacuation plans.

It is the joint responsibility of the Principal, the Board of Trustees and the Owner to ensure that Schools are equipped with fully functioning and effective fixed and portable protection systems for fire prevention and detection. The School must be fully compliant with the Abu Dhabi Civil Defence General Directorate policies and all other applicable regulations and policies in the Emirate. The School shall obtain appropriate and valid licenses and maintain records for inspections.

CLEANING STAFF

Schools shall ensure that all cleaning staff work on the following schedule:

School Stage	Gender
KG & Cycle 1 (Male / Female students)	Female cleaners only during official working hours
Cycles 2 & 3 (Male students)	Male cleaners only during official working hours
Cycles 2 & 3 (Female students)	Female cleaners only during official working hours

EMERGENCY SITUATIONS

Student safety is the primary concern in any emergency. The Principal has the responsibility for determining what circumstances amount to emergency situations and what action the School should take. Some of these actions include cancellation of School, early dismissal and evacuation of students and staff from the School.

Principals must organise efficient emergency drills at least once a year, as these assist School leaders to assess the preparedness of their School for crises and address potential weaknesses or gaps.

ROLES AND RESPONSIBILITIES:

The Board of Trustees will:

- Approve and oversee the implementation of the School's Environment, Health and Safety Policy and ensure that the School's environment, health and safety provisions conform in full to the standards required by the Council and other relevant government entities.

The Principal will:

- Prepare and implement the School's Environment, Health and Safety Policy and ensure that it conforms in full to the standards required by the Council and other relevant government entities.
- Obtain valid licenses and permits and maintain records of any relevant inspections from relevant government entities.
- Provide medical services to students through a School clinic, staffed with a HAAD-licensed nurse, and which is compliant with HAAD requirements.
- Ensure that all School employees are aware of the School's Environment, Health and Safety Policies.
- Meet all other requirements stated in this policy.

School staff will:

- Ensure that correct environment, health and safety procedures are followed at all times, in accordance with the requirements of the School's Environment, Health and Safety Policy and all other applicable regulations and policies in the Emirate.

School nurses will:

- Ensure the School clinic is staffed at all times during official School operating hours, and provides medical services to students as needed.
- Provide health education and awareness to students, School staff and Parents/Guardians.
- Implement the relevant requirements of this policy and other policies in this Manual.

Policy 65: Protection from Dangers of the Global Information Network (the Internet)

Corresponding to Article (70) of the Organising Regulation

DEFINITION(S):

For the purposes of this policy, **protection from dangers of the global information network** includes the measures taken by Schools to:

- Protect students from exposure to online harmful materials, communications and behaviours, by means that shall include the use of a reliable filtering system that alerts the School's Principal and teachers to inappropriate Internet usage by students and prevents students from gaining access to offensive and other unsuitable websites.
- Prevent unauthorised persons from gaining access to School data.

Cyber-bullying is defined as the use of electronic and information devices, such as email, instant messages, text messages, mobile phones and websites to send or post messages or images that may harm an individual or a group.

PURPOSE(S):

- To set out the Council's requirement that students are protected from morally offensive, inappropriate or other undesirable content on the Internet and preventing access to websites that contain such materials.
- To educate students on the proper use of the Internet and sharing of personal information.
- To promote good practices in using secure Internet systems.

POLICY:

The School shall use a filtering system for websites in order to monitor students' usage and to ensure that they are protected from morally and socially inappropriate materials. In this regard, Principals shall prepare, implement and regularly review an Internet Security Policy which includes, for example, the following points:

- Installing an Internet filtering and security system in order to monitor students' Internet use and to ensure their protection from online materials that are not consistent with morality, decency or public order.
- Prohibiting the viewing or downloading of any inappropriate material (offensive or immoral remarks, jokes or any other comments that may offend someone based on their physical or mental disability, age, religion, social status, political affiliations, and ethnicity).
- Monitoring Internet usage by the School's IT department.
- Having teachers and librarians take an active role in protecting students from the dangers of the Internet and monitoring websites accessed by students as well as monitoring students during a School trip in case they have access to electronic devices that are connected to the Internet.

- Guiding students in on-line activities that will support learning outcomes, depending on the students' age and maturity.
- Prohibiting the use of the Internet to attempt unauthorised access to other computers, information or prohibited services.
- Not to open e-mails or attachments from unknown sources.
- Prohibiting the downloading or copying of copyrighted material, including software, books, articles, and photographs etc., which are not licensed for use by the School.
- Prohibiting the undertaking of any activity that may introduce viruses or other malicious software to the School's network.

All Schools shall ensure that the personal information placed on the School's Internet and intranet is secure, even for a password-protected website.

Schools should endeavour to communicate with the Council using available technologies (e.g. email, etc.), ensure safe and confidential lines of communication.

ROLES AND RESPONSIBILITIES:

Schools will:

- Ensure that an effective and reliable Internet filtering system is in place.
- Develop and implement an Internet Security Policy that includes, by way of example, the requirements prescribed in this policy.

Principals will:

- Schedule continuing professional development to keep teachers aware of the most recent Internet safety developments.
- Periodically review the School's technology infrastructure with appropriate technology staff, make improvements as needed.

Teachers, librarians and other staff members will, at a minimum:

- Educate students not to open e-mail or attachments from unknown sources.
- Ensure there is an academic purpose before allowing students to go online (students should not be allowed to surf the Internet without a specific purpose).
- Educate students on the types of information that are safe to share with others online, and information that should never be shared as it could put them at risk.
- Teach students to recognise the various forms of cyber-bullying and know what steps to take if confronted with that behaviour.
- Inform students of all aspects of the School's Internet Policy.

Chapter 19

Buildings and Facilities

Policy 66: Construction Standards

Corresponding to Article (71) of the Organising Regulations

DEFINITION(S):

For the purposes of this policy, **building standards** refer to the Council's and other government entities' minimum design and construction specifications and requirements that each School Owner and Operator must meet in order to provide the quality of education in terms of educational outcomes, curricula, health and safety and design and construction.

PURPOSE(S):

- To ensure Private Schools' compliance with the design and construction specifications and requirements as determined by the Council and other relevant government entities.
- To ensure that all Schools make good provision for their students' education in terms of the buildings, facilities, services and grounds which they use and that the standards of facilities, such as specialist laboratories, special education resources, etc., are capable of supporting the demands of a high-quality education as well as offering the assigned curriculum.

POLICY:

Educational buildings and facilities for Private Schools must be:

- **Educationally suitable** - to provide multiple teaching and learning environments to accommodate the present and future needs of the School's chosen curriculum.
- **Healthy and stimulating** - to enable students and teachers to achieve maximum potential by providing a healthy, safe and comfortable environment.
- **Cost Effective** - to design buildings and facilities that are easy to build, maintain and operate.
- **Sustainable and environmentally friendly** - to minimise negative environmental impacts and maximise the use of non-polluting, renewable resources.

A School shall provide educational facilities that are appropriate and adequate for the assigned curricula and the required courses of study and that are suitable for the number of students in each class. The School building must comply with the Council's standards on design and with all other government requirements and regulations applicable to School buildings. Buildings and facilities must undergo all necessary periodic maintenance. The School buildings shall be equipped with fully functioning security, alarm and fire-prevention and protection systems, including surveillance cameras (see Policy (64)), that meet or exceed the standards set by the Council and other relevant government entities in accordance with the standards that are applicable in the Emirate.

Schools should adhere fully to the requirements stipulated in the approved version of "Design Manual Minimum Requirements for Private School Facilities", which include:

- Limiting the student capacity of each grade level, in which the number of kindergarten students and those of a similar age does not exceed twenty five students per class, and not more than thirty students per class for students in Cycles 1, 2 and 3 (Grades 1 to 12) and those of a similar age. This restriction applies unless the teaching program stipulates different class sizes, subject to first obtaining the Council's approval.
- The classroom area should be a minimum of 54 m² as a standard for twenty five kindergarten students and students of a similar age, or 2.16 m² per student. These classrooms must be on the ground floor. In Cycles 1, 2 and 3 Schools classrooms should have a minimum area of 50 m² per thirty student or 1.67 m² per student.
- Toilet, sink and drinking fountain health requirements shall be calculated according to the "International Building Code", latest edition, or local requirements, whichever is more stringent.
- Each kindergarten and Grade 1 classroom and classrooms for students of a similar age shall have a washroom with one toilet and one sink, attached and accessible internally from within the classroom. The School shall take into account that such sanitary equipment be appropriate for children in terms of dimension and scale.
- The provision of appropriate rooms and resources to accommodate students with special needs. The buildings must be suitable for such students by ensuring they have access to all School departments, as well as by providing them with toilet facilities.
- The need for special classrooms like: art, music, laboratories, etc. shall be determined in accordance with the approved curricula to be taught, taking into consideration how many hours per week a particular subject will be taught in a particular space, and the amount of space that will be available (capacity).
- Laboratories' minimum space shall be 69 m² for thirty students or 2.3 m² per student.
- Laboratories that have chemicals shall be equipped for emergencies and must include a separate lockable chemicals storage room and a preparation room.
- Laboratories and preparation rooms must have appropriate ventilation and emergency shut off controls.
- Prayer rooms for students of both genders with appropriate ablution facilities.
- Toilet facilities design should ensure privacy.
- Schools must have separate changing rooms for male and female students of all grades, to allow them to change clothes for physical education classes or extra-curricular activities. The changing rooms must be available to students at all times the School is open.
- Parking and School entrance requirements must be as detailed in the Department of Transport's Regulations and the Council's, as detailed in "Building Standards".

- Kindergarten students must get on and off the bus from the right side, adjacent to the building and near the entrance. It is prohibited to design bus stops which allow buses to drive in reverse.

LIQUID PETROL GAS (“LPG”) USAGE

Schools are prohibited from using LPG except for educational purposes, and the following procedures shall be followed:

- The main LPG supply must be located outside of School buildings and properly secured from access by students and any other unauthorised persons. This main LPG supply must comply with the requirements of the Directorate of Civil Defence.
- LPG should be distributed through a complete system that incorporates sensors that can cut off the main LPG supply in the event of any leakage. This system must be linked into the School’s fire alarm system and must comply with the requirements of the Directorate of Civil Defence.

Schools shall make the necessary arrangements to insure the buildings and premises sufficiently through insurance companies licensed in the Emirate. In addition, specialised companies shall be appointed to maintain the firefighting and alarm system, which shall be approved by the Directorate of Civil Defence. Students and staff must also be insured against any legal liabilities incurred by a School, its staff, or members of the Board of Trustees in accordance with the laws of the Emirate of Abu Dhabi and the UAE.

BUILDING STANDARDS

The Council’s code for the design and specifications of School buildings is set out in the “Design Manual Minimum Requirements for Private School Facilities”. All Private Schools must adhere to the requirements of this code in the design and construction of any new School building or facility.

School buildings and facilities should be equipped with systems to minimise energy consumption and should use environmentally-friendly materials. Schools are expected to outline a broad plan for periodic maintenance and repair that keeps the buildings and facilities in a satisfactory state.

All Schools must meet the design and construction specifications as determined by the Council and other government entities (such as the Abu Dhabi Municipality and Abu Dhabi Urban Planning Council, HAAD, Civil Defence and other relevant government entities), to enable the School to implement its curricula. A School building shall be maintained at all times to the standards required for meeting these specifications.

All Schools operating from buildings that do not conform to the Council’s standards may be required to submit to the Council a development plan showing how they intend to meet the Council’s building design standards within a period of time agreed to by the Council.

SCHOOL LAND OR BUILDING AND FACILITIES EXPANSION

A School wishing to undertake any land or building expansion must obtain prior approval from the Council and shall be required to submit an application form to amend their existing School License (see Policy (4)). This application shall be completed as per the

guidelines available on the Council’s website and published documents. The School shall submit the License amendment application along with existing as-built drawings and proposed expansion designs, providing clear justification for the expansion, including documentary evidence showing the financial viability of this expansion.

A School’s application for a License amendment for land, building or facilities expansion will be evaluated on the basis of:

- Proposed procedures to ensure the non-disturbance and continuation of educational activities with the same effectiveness.
- The School is overall effectiveness results (Band (A) or (B)).
- The School Development Plan.
- The School’s proposed concept plan for a building or facilities expansion must comply with the Council’s standards on School buildings and “Design Manual - Minimum Requirements for Private School Facilities”, as per this policy and Policy (67), and with all other government requirements and regulations applicable to School buildings.
- The School’s proposed concept plan must be consistent with all environmental, health and safety policies and requirements set out by the Council (see Policy (64)) and any other government authorities.
- Any effects on the School’s maximum student capacity.
- The financial implications of the School’s License amendment request.

The Council will approve land extension applications at its discretion and after consultation with the relevant governmental entities.

ROLES AND RESPONSIBILITIES:

School Board of Trustees, Owners and Principal will:

- Comply with the design and construction requirements as set out in the Council’s “Design Manual Minimum Requirements for Private School Facilities”.
- Complete the required applications and submitting the required plans referred to in this policy.
- Ensure that the School’s buildings and facilities conform to the requirements specified in this policy.
- Provide evidence-based justification for any planned land, building or facilities expansion prior to obtaining the Council’s approval.

Policy 67: School Buildings

Corresponding to Article (72) of the Organising Regulations

DEFINITION:

For the purposes of this policy, **buildings and facilities** refer to all places located within or outside of the School boundaries that are used for School purposes and contribute to the School's operation.

PURPOSE(S):

- To ensure the Schools' commitment to constructing School buildings on land designated for educational purposes in compliance with health, safety and environmental requirements, as well as other basic requirements for constructing a School building or facility.

POLICY:

All new and existing School buildings must meet the Council's minimum requirements for Private School facilities. All such facilities must be subject to Council approval through the licensing process.

Schools are not permitted to operate from buildings intended for residential or commercial usage, nor may they operate from plots of land that have not been designated by the Abu Dhabi Urban Planning Council for school use.

The Council may close any School that is operating from buildings intended for residential or commercial purposes, or from other sites that have not been designated by the Abu Dhabi Urban Planning Council for school use, without the need for any Court order or judgment. In doing so, the Council may solicit the assistance of any competent executive authority such as the Abu Dhabi Police General Directorate, Abu Dhabi Civil Defence General Directorate and other relevant government entities.

ROLES AND RESPONSIBILITIES:

Schools will:

- Ensure that their new and existing buildings are approved by the Council.
- Ensure that their plots of land have been designated by the Urban Planning Council for school use.

Policy 68: Staff Housing

Corresponding to Article (73) of the Organising Regulations

DEFINITION(S):

For the purpose of this policy, **staff housing** refers to buildings or other premises designated for the residential purposes of School staff.

PURPOSE(S):

- To ensure that School buildings and grounds are used exclusively for teaching and student learning.

POLICY:

Boarding and residential accommodation for staff and students shall not be located inside School buildings unless pre-approved by the Council.

The security guard's room should be inside the School campus and near the School's main gate and should only include utilities.

ROLES AND RESPONSIBILITIES:

Principals will:

- Ensure that the School complies with this policy.

Policy 69: Requirements of Inspecting School Buildings Corresponding to Article (74) of the Regulations

PURPOSE(S):

To ensure that all regulations set by the Council and other government entities regarding School buildings are applied and that all standards specified in this policy and other related polices are met.

POLICY:

The Principal shall at all times cooperate with the Council or any relevant government entity to facilitate inspection procedures of the School's buildings to ensure compliance with the approved standards. The Council may delegate such work to a third party.

The Inspection Framework includes a procedure to evaluate the quality of the School's buildings and premises. These are specified in detail in the Framework which covers the size of the site and buildings, the requirements for maintenance of the School buildings, the need to provide a prayer room, safety of electrical and other equipment, and storage of dangerous substances (see Policy (66)).

ROLES AND RESPONSIBILITIES:

Principals will:

- Cooperate with the Council, and any entity assisting the Council, or any other relevant government authorities to ease inspection procedures on School buildings to ensure their compliance with all relevant standards.

Policy 70: Declaring Licenses and Accreditations

Corresponding to Article (75) of the Organising Regulations

DEFINITION(S):

For the purposes of this policy, **public posting** refers to the act of posting copies of licenses and certificates issued by the Council and other government authorities on a bulletin board near the School's main entrance in order to exhibit School compliance with all Council and other governmental authorities' requirements.

PURPOSE(S):

- To inform the Council and stakeholders that the School fulfils licensing and certification requirements issued by the Council and relevant government entities.
- To facilitate the duties of the inspectors from the Council and other relevant government entities by posting licenses on a bulletin board near the main entrance of the School.

POLICY:

The Principal shall post on a bulletin board near the main entrance of the School building a copy of any license or certificate from the Council and any government entity that has conducted an inspection of the School facilities.

Schools must maintain documentation confirming that:

- Premises are in good condition, are in accordance with all legal requirements, and are safe and fit for its purpose throughout the License period.
- Buildings comply with all applicable legislation throughout the License period.
- They have periodic maintenance inspection reports to identify and repair any defects.
- Safety assessments (e.g. fire safety) are carried out regularly, as required by the Council and in accordance with all applicable government entities' requirements.

ROLES AND RESPONSIBILITIES:

Principals will:

- Ensure that the licenses or certificates issued by the Council or other government entities and displayed by the School are recent and valid, and that the School meets the other requirements prescribed by this policy.
- Place copies of those licenses and certificates on the bulletin board near the main entrance of the School.

Policy 71: External Yards

Corresponding to Article (76) of the Organising Regulations

PURPOSE(S):

To ensure that students have all the protection needed while in the external yards of the School by maintaining the School yards in a safe, clean and healthy state, and providing appropriately shaded spaces to protect students from direct exposure to sunlight, as well making clean and cool drinking water available near the outdoor play yards.

POLICY:

The School external yards shall be maintained in a safe, clean and healthy condition. The design of the outdoor play area needs to be carefully designed in order to minimise injuries and to ensure that students' needs and interests are catered for.

The School external yards should also provide sufficient drainage and be free of harmful plants and dangerous objects (e.g. cactus plants, objects with sharp edges, etc.).

Each School shall ensure that there are an adequate number of covered areas to protect students from direct sunlight. Schools should consider "invisible" risks (e.g. metal and plastic surfaces can heat up in direct sunlight and burn students' skin on contact). Schools should ensure that such equipment is placed in covered areas to avoid direct sunlight and should continue to monitor the surface temperature during outdoor play time.

Each School shall provide fresh and cool drinking water near the outdoor play areas, readily available for students to use.

The School external yards shall be designed to allow for easy supervision of students. Students playing in external yards should never be left unsupervised and first aid kits should be available in case of any injury or illness.

School Owners and Operators are expected to provide green spaces as stated in the Council's "Design Manual Minimum Requirements for Private School Facilities".

ROLES AND RESPONSIBILITIES:

School Owners and Operators will:

- Ensure that external yards meet the Council's design and construction requirements.

Principals will:

- Ensure that the School complies with this policy.
- Ensure that students are supervised at all times.

Policy 72: Occupation of School Buildings

Corresponding to Article (77) of the Organising Regulations

DEFINITION(S):

For the purpose of this policy the term **Request for Proposal (“RfP”)** refers to the requests for proposal submitted by companies or individuals (investors or Operators) interested in operating vacant former governmental school buildings as Private Schools in accordance with the Council’s requirements.

PURPOSE(S):

- To regulate the requirements for allocating former governmental School buildings temporarily to private Operators or investors through an RfP process, in order to allow them to operate a School in the short term until the building of a new permanent School building is completed, in accordance with the governmental procedures approved by competent authorities.

POLICY:

The Director General, based on the recommendation of the Tenders and Biddings Committee, may grant permission to a Private School Operator who has submitted a proposal in respect of a tender, to temporarily occupy a governmental school building, with the proposal being supported by the required evidence and showing the Operator’s ability to construct a new School that fulfils the minimum standards set by the Council.

The Director General, following the recommendation of the RfP Evaluation Committee via the Tenders and Biddings Committee, may grant permission for the temporary leasing of governmental school buildings by Private School Operators or investors who have successfully participated in an RfP process to operate such government School buildings.

These participants need to submit documents that prove:

- Their educational experience in managing and operating Private Schools.
- Their sufficient financial capability to manage and operate vacant former governmental school buildings and build new School buildings or develop vacant lands set aside for education purposes.
- That they meet the Council and other relevant government entities’ minimum standards, in respect of the leased governmental schools as well as the new School buildings, services and associated facilities.
- That they can construct and operate new Schools within a period not exceeding three years.

ROLES AND RESPONSIBILITIES:

School Owners and Operators may:

- Participate in an RfP to temporarily lease vacant former government school buildings.

Chapter 20

Transportation

Policy 73: Ownership of Means of Transportation

Corresponding to Article (78) of the Organising Regulations

DEFINITION(S):

For the purpose of this policy:

- **Specialised student transport operators (or third party transport companies)**, refers to operators that are approved by the Department of Transport and are contracted by the School to transport students to and from Schools.
- **Students' transport** is the process of taking students to and from School, as well as to and from School functions, using a student transport vehicle, irrespective of whether this is done for a fee or for free.
- **Student transport vehicle** is the vehicle that is used during an academic year to transport School students only (school buses), and which meet the requirements of the Department of Transport and the Vehicles and Drivers Licensing Department.

PURPOSE(S):

- To emphasise the School's responsibility to ensure the safety of students during the transportation process up until the students' arrival at the School or at their homes.

POLICY:

The transportation of students involves a number of different activities, each of which must be performed properly and coordinated carefully, to ensure a safe and seamless student transport system. This policy applies equally to both third-party transport companies and School-operated or-owned student transport vehicles.

It is mandatory that the transport of students is done safely, efficiently and in compliance with the specific requirements of the Council and other government departments with jurisdiction over aspects of the student transportation system. In that regard, Schools and third party transport companies should specifically comply with the Department of Transport and Vehicles and Drivers Licensing Department pertaining to student transport to and from School; for instance, School transport vehicles should not be used for the transportation of passengers outside the School community.

Additionally, the one-way journey for a school bus should not exceed 1 hour and 15 minutes from the starting point to the final destination (picking up the first student until the last student is dropped off).

Only Schools and specialised student transport operators that have obtained a license to operate from the Department of Transport have the right to operate student transport vehicles. Schools are ultimately responsible for the safety of students and all individuals in the transportation process, even if the Schools rely on third-party operators.

Schools and specialised student transport operators should procure the approval of the Department of Transport before registering or renewing any transport vehicle.

In line with Department of Transport regulations, Schools should ensure adequate insurance coverage for student transport vehicles.

ROLES AND RESPONSIBILITIES:

Schools will:

- Abide by the Department of Transport's rules and regulations.
- Provide safe and high quality bus transport services at affordable prices.
- Ensure that third-party providers are selected through an open and competitive process, provided they are licensed by the Department of Transport.
- Ensure adequate insurance coverage for student transport vehicles.
- Develop student awareness of bus safety as part of the curriculum and extra-curricular activities.
- Inform Parents/Guardians of school bus times, fees and routes.
- Employ a bus supervisor and informing operators and Parents/Guardians of their name and contact numbers.
- Comply with all other requirements within this policy.

Policy 74: The Condition of the Means of Transportation Corresponding to Article (79) of the Organising Regulations

PURPOSE(S):

- To emphasise the need for School transport vehicles:
 - To be regularly and adequately maintained in order to ensure the safety of students and all members in the transportation process.
 - To include a CCTV camera system, a GPS device and an electronic tracking device (in line with Department of Transport requirements).

POLICY:

It is the expectation of the Council that the transport of students is done safely, efficiently and in compliance with the specific requirements of the Council and other government departments with jurisdiction over aspects of the student transportation system.

Buses must be maintained and operated with the highest degree of care and must receive the required maintenance on a regular basis at a specialised service centre. It is forbidden to carry out any maintenance activities of transport vehicles inside the School premises. Buses shall be properly equipped with fire extinguishers and first aid kits for emergencies and must meet all technical or safety specifications as determined by the Council and the Department of Transport. Buses must be air conditioned and must provide adequate seating for the maximum number of students that are assigned to the bus. Buses must also be equipped with signalling devices that warn oncoming traffic that students are getting on or off the school bus.

Each school bus must be equipped with a CCTV camera system that includes at least four cameras that continuously records on a video recording system the maximum possible interior coverage of the bus. The purpose of the camera system is to record the activities of the students during the transport service and to record the bus supervisor's final sign indicating that the bus is empty of students at the conclusion of the route. The recordings produced by the camera system must begin with the entry of the first student and must continue without interruption until the final signal of the bus supervisor indicating that there are no more students on the bus. The recordings must be securely preserved for thirty days or longer if so requested by the Council or another government department. The recordings may be used to justify the need for disciplinary punishment for student misbehaviour or other improper actions as evidenced by the recordings. The recordings are considered to be the property of the School and shall be kept in a secure location and be used only for official School purposes. It is the School's responsibility to maintain these recordings and to prevent dissemination, publication or access to the recording by unauthorised personnel.

Each school bus shall be equipped with a GPS tracking device that allows for the transportation supervisor to monitor and determine the location of any school bus. Each school bus (with the supervisor or bus driver) shall be provided with a mobile phone for prompt and constant communication with the School transportation supervisor. Students' Parents/Guardians are responsible for any damage students cause to School transportation vehicles (see Policy (50)).

ROLES AND RESPONSIBILITIES:

Schools will:

- Comply with the requirements of this policy.
- Inform Parents/Guardians of their responsibilities toward School transportation.
- Comply with Department of Transport requirements.
- Obtain proper licensing from other relevant government authorities.
- Ensure that all buses have comprehensive insurance coverage with an insurance company in accordance with the relevant laws.

Policy 75: Drivers

Corresponding to Article (80) of the Organising Regulations

PURPOSE(S):

- To outline the eligibility requirements for drivers of student transport vehicles (school buses).

POLICY:

School buses must be driven by licensed, experienced and cautious drivers, who have good and safe driving skills. Drivers must hold a valid license authorizing them to drive a school bus with at least three years' experience in driving heavy or medium buses, according to the School's need for any of the two types. This experience should include at least one year's experience in the UAE. In addition, the driver's age should not be less than twenty five years old, and he should be conversant in either Arabic or English. The driver shall be of good conduct and must never have been convicted of any crime involving moral turpitude, whether inside or outside the UAE, or any traffic violation which inherently threatens the safety of the students. The School shall inform the Abu Dhabi Police General Directorate of any suspected incident of a criminal nature or which contradicts morals and laws.

Each bus driver must fulfil the required conditions of the Vehicles and Drivers Licensing Department and the Department of Transport regarding training, qualification and licensing. In particular, school bus operators will ensure that school bus drivers drive carefully during foggy weather and remain stationary in a safe location when vision is completely blocked by heavy fog. The bus driver shall abide by the policies and conditions specified by the Department of Transport and the Vehicles and Drivers Licensing Department.

ROLES AND RESPONSIBILITIES:

Schools will:

- Comply with the requirements of this policy.

Policy 76: Buses Supervisors

Corresponding to Article (81) of the Organising Regulations

PURPOSE(S):

- To outline the Council's expectations of school bus supervisors.

POLICY:

Schools bear responsibility for student safety during transport, as it is deemed an extension of the school program. Students are expected to treat the school bus environment as a school environment and are expected to abide by the School's rules on student behaviour while involved in student transport. Students may be disciplined by a School official for misbehaviour on a School bus. Therefore, Schools should ensure that student discipline policies include provisions for student behaviour while the student is being transported (see Policy (50)).

The School must appoint at least one adult to supervise each school bus. The bus supervisor shall receive proper training from the School to effectively fulfil their duties. The supervisor must also procure the Council's approval prior to appointment. The bus supervisor must be able to read and speak Arabic or English. Female students shall be accompanied by a female supervisor at all grade levels as well as in co-educational Schools. Kindergarten and Cycle 1 students shall be accompanied by a female supervisor irrespective of whether students are males or females.

The bus supervisor should sign an undertaking agreeing to accept the responsibilities of a Parent / Guardian in keeping the students safe and secure while on the bus and until their arrivals and receipt by Schools officials or Parents/Guardians. Bus supervisors shall commit to the following:

- Maintaining discipline on the bus.
- Ensuring that students remain seated while the bus is moving, with seat belts fastened.
- Ensuring that each student exits the bus at their assigned stop.
- Each student exiting safely.
- Releasing Students who are eleven years old or younger from the bus to an authorised adult.
- Having students of close age ranges sitting close to each other.
- Having male and female students, twelve years old or above, sitting separately.

No person convicted of a crime, the nature of which could pose a risk of harm to students, shall be allowed to perform the duties of school bus supervisor. The Council may adopt additional requirements for the qualifications of supervisors as it deems necessary.

The bus supervisor shall not leave the bus unattended at any time that students remain on the bus. Following completion of the route, the bus supervisor must conduct a thorough inspection of the bus by walking the full length of the bus and looking at each seat and under each seat to ensure there are no students remaining on the bus. The supervisor shall not permit the driver to depart until the inspection is completed.

The bus supervisor shall report to the School transportation supervisor any incident of inappropriate behaviour or unsafe driving by the bus driver. Parents/Guardians and bus drivers should be provided with the bus supervisor contact details.

ROLES AND RESPONSIBILITIES:

Schools will:

- Comply with the requirements of this policy.

Principals will:

- Be fully responsible for student safety on School transport (whether owned or contracted by the School for this purpose).
- Ensure that a bus supervisor is assigned for each school bus transporting students as per the requirements of this policy.
- Ensure that bus supervisors are approved by the Council and that they receive the proper training to fulfil their responsibilities
- Ensure that policies include provisions regarding student discipline and behaviour while being transported.

Chapter 21

Commitments and Violations

Policy 77: Granting Access to the Council Employees

Corresponding to Article (82) of the Organising Regulations

DEFINITION(S):

For the purposes of this policy, the **Council's employees** include the Council employees and representatives from any entity authorised in writing by the Council to access School buildings in order to complete certain tasks such as inspection, observation and compliance monitoring, etc.

PURPOSE(S):

- To enable and facilitate the Council's employees to accomplish their assigned tasks.

POLICY:

School Principals shall facilitate and support the role of the Council's employees and shall provide them with access to School buildings, records and financial data. Principals shall also allow the Council's employees to monitor teachers, staff and students while carrying out their duties. Principals are responsible for providing the Council's employees with copies of any required information, records or reports requested. Principals are also encouraged to keep accurate records of information made available, the purpose for which it was made available and to whom it was provided.

ROLES AND RESPONSIBILITIES:

Schools will:

- Facilitate the work of the Council's employees or those designated by the Council.

Policy 78: Violating the Council Rules and Regulations

Corresponding to Article (83) of the Organising Regulations

DEFINITION(S):

For the purposes of this policy, **progressive punishments** refer to a series of administrative punishments, leading ultimately to School closure in cases of extreme or repeated violations of the Council's regulations, policies and requirements.

PURPOSE(S):

- To inform Schools of the need to comply with Council regulations, policies and requirements and the steps that will be taken if they fail to meet these.
- To work with transparency and consistency by setting out the implications of non-compliance with the Council's regulations, policies and requirements so that consequences are contemplated and known in advance when the Council takes actions against violating Schools or those not complying with the Council's regulations, policies and requirements.

POLICY:

All Private Schools shall comply with the Council's regulations, policies and requirements. If a School is found to be in violation, the Council may impose administrative punishments depending on the type of the violation, including written warnings with corrective action to be taken, a series of progressive punishments up to License restriction and cancellation, and closure of the School in cases of extreme or repeated offenses as described in detail below.

1. First Warning (Development Order or Commitment Order – see Policy (61))

If the Council finds that a School has committed a violation, depending on the nature and severity of such violation, the Council shall issue a Development Order, Commitment Order or First Warning, depending on the cases. The First Warning shall be issued by the Commitments Committee based on the recommendation of the PSQA Sector as a result of violations or inspection results.

The School shall work on removing the violation within the period specified by the Council. By issuing such warning, the violation committed by the School is deemed to have been officially documented. The Council will follow up with the School to ensure that it has responded to what is included in the Warning.

2. Second Warning

If the Council finds that a School has not responded to the First Warning (Development Order or Commitment Order) or has not achieved sufficient progress as per the timeline set out by the Council, the Council will issue a Second Warning. The Second Warning shall be issued by the Commitments Committee based on the recommendation of the PSQA Sector as a result of the School's non-commitment to the requirements of the Development Order or the Commitment Order or the First Warning.

Pursuant to this warning, the School shall be notified that it is being monitored. The Council may also restrict the License or withdraw the accreditation from the School holding a Council-Accredited License or place the School under financial and administrative supervision pursuant to the procedures detailed later. The School shall take the necessary procedures to rectify its status within the period specified by the Council.

3. Final Warning

Should the School fail to undertake its commitment to make the necessary rectifications within the specified timeframe, despite the First Warning (Development Order or Commitment Order) and Second Warning, a Final Warning approved by the Director General shall be issued against the School based on the recommendation of the PSQA Sector and the Commitments Committee. The decision in this case may include:

- Restricting the School License. In this case, the Council may place the School under financial and administrative supervision and assign a specialised third party (institutions - companies) to manage and operate the School.
- Or cancel the License and close the School.

At such a time, the School has the right to appeal to the Commitments Committee to reconsider the Final Warning within a period not exceeding two weeks. This shall include an amended and detailed operation plan including solutions proposed by the School for rectifying the violations. The Council may grant or reject this appeal.

Procedures Associated with Warnings

Placing a School under Financial and Administrative Supervision

If the Council issues a decree to place a School under Financial and Administrative Supervision:

- The Council shall appoint a supervisory body, which may be an independent third party, to manage the School financially, administratively and technically.
- The School-appointed administrators shall refrain from interfering in all School affairs.
- The supervisory body shall seize all documents and School records.

The supervisory body shall submit a monthly report to the Council regarding its work, the financial and administrative standing of the School, and any other violations previously committed by the School which are discovered upon review of the School's papers, records and documents. The Council may decide to end the financial and administrative supervision of the School. In such a case, the supervisory body shall hand over everything in its custody from School papers, documents and records and shall also submit an overall report on administrative and financial work conducted by the body during the financial and administrative supervision period.

License Restriction

The Council shall be entitled to restrict the License when the School fails to respond to the Council's warnings and orders. In this case, the School shall be prohibited from submitting

to the Council any requests related to School affairs, particularly a request for License renewal, increasing fees, expansion of buildings or curriculum.

License Cancellation and School Closure

In addition to the possibility of cancelling the License and closing the School as part of the progressive punishments mentioned previously, the Council may immediately revoke a School's License in any of the following cases:

- A major breach in health, safety and security requirements endangering the lives and safety of the students.
- Committing practices which violate decency and public morals.
- Conducting programs or activities detrimental to Islamic beliefs and civil values recognised in the UAE or affecting UAE policy and security.
- Continuing with the violation or not redressing the violation despite receiving two written warnings.

The Director General issues a decree to close the School upon the School committing any of the above-mentioned cases, based on the recommendation of the Commitment Committee which shall be supported by evidence and proof. A later date shall be set for the closure of the School, giving enough time to take and complete the necessary procedures so that such closure does not affect students' interests. However, the following shall be implemented immediately:

- The appointed management shall refrain from interfering in all School affairs, except to the extent decreed by the Council.
- The Council shall appoint a supervisory body, which may be an independent third party, to manage the School financially, administratively and technically in preparation for its closure.

The previously mentioned procedures do not prejudice the criminal liability, if any, of the relevant parties.

Procedure for School Closure

In case a School closure is decided, the closure date will be determined. The Council may announce the closure date by placing a sign outside the School and advertising the same in all available media. In that case, the School or the supervisory body responsible for the School management which is appointed by the Council should follow the following steps:

- Providing the necessary support to transfer students to other Schools.
- Not undermining the acquired rights of third parties toward the School.
- Collecting any amounts owed to the School and settling any such amounts.
- Refunding undeserved tuition fees to Parents / Guardians.
- Cancelling other governmental licenses related to the School.
- Obtaining Council approval to dispose of School assets.
- Submitting the students' records and files to the Council within a period not exceeding twenty days from the date of closure.

Specific Orders for Frequently Violations

The following tables identify typical violations and what resulting orders could be issued. The tables should not be considered complete lists of violations and resulting orders. The orders shall be issued along with the First Warnings issued in writing.

Student Affairs Violations

Student affairs violations that would require a Development or Commitment Order include areas of: assessment of students' levels; student discipline; student activities; and support services. Some of the frequent student affairs violations and common Development or Commitment Orders are:

Violation	Development or Commitment Order
Student abuse (such as detention, corporal punishment or mental harm), or neglect in dealing with cases of staff abuse of students.	The possibility of suspending the staff member while an investigation is undertaken and a determination can be made concerning the member of staff's fitness to continue in that job pending a decision of an investigation committee or Court, if applicable. The decision to suspend the staff member depends on the severity of the abuse.
Placement of students in a way that is not compatible with their age group or academic progression.	Conducting an evaluation of students in accordance with the Council's policy and correcting the placement of students accordingly.
Registration of students in a way that is not compatible with the Council requirements.	Following the Council's procedures on registration.

Staff Affairs Violations

Staff affairs violations that would require a Development or Commitment Order include the areas of: employment contracts; qualifications; salaries; and allowances. Frequent staff affairs violations and common Development or Commitment orders are:

Violation	Development or Commitment Order
Employing unqualified teachers or those with inadequate credentials.	Employing qualified teachers that are sufficiently well qualified, have appropriate experience and have the legally accredited documentations as required by the Council.
Not having Ministry of Labour contracts or Labour Cards (or any equivalent).	Registering the appropriate contracts with Ministry of Labour or obtaining the necessary Labour Cards.

Appointing staff without Council authorisation or appointing them in areas other than those authorised by the Council.	Obtaining the necessary authorisation from the Council or employing staff in suitable areas and subjects approved by the Council.
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Academic/Educational Programs Violations

Academic violations that would require a Development or Commitment Order include the areas of: level of teaching quality; use of appropriate tools; resources and equipment; examination and placement results; classroom capacity; equipment; and learning environment. Frequent academic violations and common Development or Commitment Orders are:

Violation	Development or Commitment Order
Student exam results and placement tests: Staff falsifying exam results or placement tests, or undeservedly promoting students to the next grade.	Investigating the circumstance to determine evidence of non-compliance with the Council’s Professional Code of Ethics, and determining the member of staff’s fitness to continue in the job. Correcting falsified exam results, placement tests, or undeserved student promotions to the next grade.
Failure to teach required UAE courses and the three compulsory subjects in foreign curriculum Schools.	Hiring qualified staff and scheduling classes as needed.
Overcrowded classrooms without the Council’s permission.	Redistributing students.

Operations Violations

Operations affairs violations that would require a Development or Commitment order could include aspects of: health, safety and health facilities; transportation and security; and suitability of buildings and grounds and their maintenance and supervision. Frequent operations violations and common Development or Commitment orders are:

Violation	Development or Commitment Order
Failure to raise the UAE’s flag or to chant the national anthem during the morning assembly.	Installing the flag and maintaining it in good condition and chanting the national anthem daily during the morning assembly.
School not operating with a License or not renewing the School’s License.	Obtaining a License or renewing the School’s License.
Unsafe transportation practices including employing bus drivers not properly	Implement new safe transportation policies.

licensed and having overcrowded and/or unclean buses.	
School session held on an official public holiday (with the exception being on a day when international exams are conducted).	Adopting the Council policy on official holidays.
Medical or other School areas unclean.	Cleaning and sanitizing medical or other School areas.
Principal or designee not available during School emergency.	Ordering Principal or designee to be available via mobile phone or in person.
School security is inadequate and does not meet requirements.	Providing suitable School security.
Unavailability of a licensed and qualified School nurse.	Providing a licensed and qualified School nurse in compliance with HAAD's requirements.
Failure to have suitable learning environment.	Making improvements to facilities and classrooms.

Governance Violations

Governance violations that would require a Development or Commitment Order could be within the areas of: School Owner interference with education operations; failing to appoint an appropriate Board of Trustees; not cooperating with inspection officials; tuition and other fees; violating the general order, public morals and the political system of the UAE; and violating the UAE's norms, customs and traditions. Frequent governance and financial violations and common Development or Commitment Orders are:

Violation	Development or Commitment Order
Auditors preparing incorrect financial reports.	Correcting and re-issuing reports. Conducting an investigation to determine if false reporting was intentional and determining relevant members of staff's fitness to continue in their jobs.
School Owner's office is at School or Owner's involvement in daily operations of School or academic affairs.	Immediate removal of the office from the School.
Failure to implement a School Development Plan.	Order implementation of the plan with a timetable for completion.
Failure to properly appoint a Board of Trustees.	Appoint a Board of Trustees within a specific timetable.

Holding fewer than 175 teaching days.	Adding a suitable number of teaching days to the School calendar.
Failure to prepare a modified education plan for the Council's approval.	Preparing a modified education plan and halting all changes until the amendments are approved by the Council.
No Parent/Guardian complaints procedure.	Implementing a Parent/Guardian complaint procedure and establishing a School Complaints Committee.
Excessive tuition fees.	Redressing fee issue.
Unethical behaviour of any School staff member and violation of the Council's regulations.	Disciplining the offender and determining offender's fitness to continue in that job pending any judicial order or judgment.
Violation of public order, morals, customs, traditions and political system of the UAE.	Suspending the staff member, whilst an investigation is undertaken to determine the staff member's fitness to continue in that job pending a court ruling.

ROLES AND RESPONSIBILITIES:

<p>School Owners, Board of Trustees and Principals will:</p> <ul style="list-style-type: none"> - Respond to any Development or Commitment Order issued by the Council, by implementing a clear and effective Development Plan within the timelines specified by the Council. - Follow up on any orders and procedures as specified by this policy and the applicable regulations.

Policy 79: Grievances

Corresponding to Article (84) of the Organising Regulations

DEFINITION(S):

For the purposes of this policy, **grievances** refer to the process performed by a license holder or person concerned with an administrative decision to seek a review or reversal of the Council's decision issued pursuant to the provisions of the Council regulations, policies and requirements.

PURPOSE(S):

- To deal promptly with grievances from Schools and individuals in respect of the Council's rulings.

POLICY:

The Grievance Committee shall receive grievance requests against the Council's decisions issued in respect of such decision with respect to the following matters:

- The Council's resolutions regarding License-related issues.
- The Council's application of administrative punishments.
- The Council's resolutions regarding tuition fees, other fees and School income.

The Council's Grievance Committee shall acknowledge the receipt of grievances within three working days and shall normally decide on the request within thirty working days. Its decisions shall be deemed final. The Director General shall specify the procedures for reviewing grievance requests and may amend them from time to time.

ROLES AND RESPONSIBILITIES:

Schools will:

- Comply with grievance procedures in accordance with this policy and other related policies.

Policy 80: Voluntary School Closure

Corresponding to Article (85) of the Organising Regulation

DEFINITION(S):

Voluntary School closure refers to the decision a School may take to discontinue its operations and activities.

PURPOSE(S):

- To clarify the procedures that should be taken and commitments that should be made in case of a voluntary School closure.

POLICY:

School Owners and Boards of Trustees may decide that students would have better educational opportunities in a different setting, and following a proper consideration of all available options may decide to close the School. In this case, it is not permissible to create any School activities until the approval of the Council is first procured.

A School wishing to discontinue and cease its operations and activities must submit a request to the Council giving details of the reasons behind the decision to close and the proposed closure date, and setting out proposed arrangements for the transfer of students to other Schools. Additionally, any School considering this possibility must submit a request to the PSQA Sector, Licensing and Accreditation Division, at least six months before the end of the school year as per the School calendar. The School wishing to discontinue its operations is granted this period of time in order to be able to complete the closure process and to provide sufficient time to make the necessary decisions and take the actions needed for the benefit of students and staff.

The School Owners and Boards of Trustees must fulfil the following conditions:

- Time the closure to coincide with the end of the academic year, in order to minimise repercussions on students and their Parents/Guardians.
- Fulfil all existing contractual commitments (both legal and financial) toward teachers, School staff and external parties.
- Cancel all other government licenses.
- Submit to the Council or its regional offices, within twenty days of the date of closure, all student records and files.

ROLES AND RESPONSIBILITIES:

Schools will:

- Notify the Council at least six months in advance of its decision to close the school, providing reasons behind the decision and identify the proposed closure date and the proposed arrangements for the transfer of students to other Schools.
- Time the closure to coincide with the end of the academic year.

- Notify all stakeholders of the closure decision.
- Fulfil all existing contractual commitments (both legal and financial) toward teachers, School staff and external parties.
- Obtain legal and financial clearances.
- Cancel all other government licenses.
- Submit to the Council or its regional offices, within twenty days of the date of closure, all student records and files.
- Present student's files, end-of-year academic certificates and transfer certificates to the Parents/Guardians.

Chapter 22

Business Development

Policy 81: Business Development Activities

Corresponding to Article (86) of the Organising Regulations

DEFINITION(S)

Educational lands: Council-owned lands designated for educational purposes.

PURPOSE(S):

- To encourage business development activities for the purpose of increasing the capacity of the Private Schools sector and making rapid and necessary development in this sector to cope with Council priorities and strategic plans.
- To grant the Council a degree of flexibility that allows it to take whatever necessary action to identify investors and private educational institutions and provide incentives to attract and encourage them to work in the Emirate including establishing partnerships with them.
- To authorise the Council to take necessary actions and set out mechanisms required to increase the number of Private Schools that provide exceptional education in the Private School sector in the Emirate.
- To facilitate partnerships and mechanisms that increase the availability of high quality Schools across the Private School education sector in the Emirate.
- To provide the required support to increase the number of high-quality Private Schools that meet the needs of particular socio-economic groups based on School curriculum demands, targeted groups and tuition fees.
- To provide a mechanism to support the Operators in establishing newly licensed Private Schools.

POLICY:

The Council encourages investment in the Private School sector in the Emirate in line with the economic vision 2030 for the Emirate of Abu Dhabi. The specialised division of the Council shall issue publications and manuals related to investment opportunity and welcomes investors' suggestions in this regard.

Those wishing to apply to lease educational land or vacant government school buildings may submit their requests to the Council in accordance with the conditions and requirements set by the Council from time to time.

Further Information

For further information, investors and/or Operators may refer to the Council's "Investment Guideline".

ROLES AND RESPONSIBILITIES:

School Investors and Operators will:

- Provide the Council with sufficient information regarding investors and Operators intending to establish Private Schools in the Emirate.

- Ensure that the establishment of Private Schools complies with all ADEC and other relevant government authorities' requirements before commencing operations.

References

References

Local References

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- Abu Dhabi Emirate School Transport Regulations, 2012.
- Organising Regulations of Private Schools in the Emirate of Abu Dhabi, 2013.
- Abu Dhabi Emirate Environment, Health and Safety Management System, Regulatory Framework.
- Abu Dhabi Education Council Guidelines for Managing Student Behaviour in Abu Dhabi Schools.
- Special Education Policy and Procedures Handbook, ADEC, 2013.
- ADEC Public Schools (P-12) Policy Manual, 2013-2014
- HAAD Medical Record/Health Information Retention and Disposal (Policy PPR/HCP/MRHI/07).
- HAAD Policy on Reporting Medication Errors, PHP/PHM/0002/09.
- ADEC Information Security Policy.
- SEHA Comprehensive Preventive Screening for Students (Policy AHS-SH-014).
- SEHA Confidentiality, Access and Release of Information (Policy AHS-SH-027).
- SEHA Medical Records Retention and Disposal (Policy AHS-SH-009).
- SEHA Students Medical Records Documentation (Policy AHS-SH-017).
- SEHA Consent (Policy AHS-SH-028).
- SEHA Creating and Managing Student's Health Record (Policy AHS-SH-032).
- Design Manual Minimum Requirements for Private School Facilities, ADEC, 2011.
- HAAD Standards for Administration of Medication in Schools, 2012.
- HAAD Standard for Healthcare Facility Licensure, 2012.
- School Canteen Standards of the Emirate of Abu Dhabi 2013-2014.
- HAAD Standard for Childhood and Young Adult Immunisation – (Policy HAAD/CHIM/SD/0.9).
- HAAD Standards for School Health Screening – Policy PHR/FSH/01.
- School Transport Regulations and Guidebook, Abu Dhabi Department of Transportation, 2012.
- Positions of Their Highness Pictures and Placements and Uses of Flags Manual, ADEC.
- eSIS User Manual, ADEC.
- SEHA School Health Manual.
- Irtiq'a Framework For the Inspection of Private Schools In The Emirate of Abu Dhabi, ADEC.

- Education Sector EHSMS Requirements.
- Professional Standards for Principals, ADEC.
- HAAD School Nurse Professional Qualifications Requirements, 2011.
- CCTV Guidelines for Private Schools, ADEC, 2013.
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- Abu Dhabi Economic Vision 2030.
- ADEC Strategic Plan.
- Schools Calendar, ADEC.
- Headlice Detection Flow Chart, ADEC.
- SEHA Student's Referral Form.
- SEHA General Consent Form.
- SEHA Allergy Alert Form.

Federal References

- Federal Law No. (8) of 1980 regarding the organisation of labour relations and its amendments.
- Federal Law No. (3) of 1987 Promulgating the Penal Code (Criminal Law).
- Federal Law No. 29/2006 on the Rights of Persons with Special Needs, United Arab Emirates, 2006.
- Federal law No. (2) of 2006 on the Prevention of Information Technology Crimes.
- Federal law no. (15) of 2009 Regarding Tobacco Control.
- UAE Cabinet Resolution No. (4) of 2007 Allowing the GCC Nationals to Exercise the Economic Activities and Professions of the UAE.
- Council of Ministers Decision no. (96/6K/2) of 2013 about unifying schools holidays.
- General Rules for the Provision of Special Education Programmes and Services (Public & Private schools), MOE 2010.
- Student Conduct Disciplinary Bylaw in Schools Community, MOE, 2011.
- The Teacher's Charter: Professional Code of Conduct, MOE.
- Ministerial Decision No. (4532) of 2005. Amending articles (31&32) of the Executive Notice of the Private Education Law issued by the Ministerial Decision no. (4592) of 2001.
- MOE Decree No. (963) of 2002 on Mandatory Education in Government Schools.
- Minister Decree No. (1,363) of 2009 regarding chanting raising the national anthem and UAE flag in the morning assembly.
- Administrative publication regarding extracting the year end results 2010/2011, MoE.
- Ministerial Decree No. (820) of 2014 on Registration Terms for Student.
- Ministerial Decree No. (165) of 2014 on Schools Calendar for School Year 2014/2015.
- General Secondary Education Certificate Exam Schedule, Ministry of Education.

Other References

- The European Council of International Schools Policy Manual, 2012.
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