



Global Indian  
International  
School

# THE GIS COMPASS



## YOUR READY RECKONER

Students Handbook 2026-27



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## PRINCIPAL'S MESSAGE

Dear Parents and Students,

Welcome to a new academic year. As we complete the first month of school, I would like to extend a warm greeting to each one of you. It has been a wonderful start filled with enthusiasm, new friendships, and exciting learning experiences. Your positive energy and eagerness to learn have already made our school vibrant and inspiring, and I am delighted to see you begin this journey with confidence and curiosity.

The sudden shift to online learning due to the current geopolitical situation required all of us to adapt quickly. I am proud of how responsibly you embraced this change, attending classes, staying engaged, and continuing your learning with determination. Your resilience and flexibility truly reflect the spirit of lifelong learners. As a school, we remain committed to supporting you at every step, ensuring your well-being and uninterrupted learning, whether in the classroom or online.

This year, we will continue with important initiatives such as CAT4 and PASS assessments, which will help us better understand your strengths, interests, and learning styles. These tools allow your teachers to support you more effectively and provide learning experiences tailored to your individual needs. Alongside academics, our National Identity Mark (NIM) activities will help you deepen your understanding of UAE values, build national pride, and strengthen your sense of belonging.

We are also looking forward to many exciting opportunities ahead, including assemblies, marquee events, and platforms for you to showcase your talents and leadership. In addition, our new initiative, Bagless Fridays, will bring engaging, activity-based learning experiences that encourage creativity, collaboration, and hands-on exploration beyond textbooks.

I encourage each of you to make the most of every opportunity, stay curious, be kind, and strive for excellence. Together, let us make this year meaningful, inspiring, and filled with growth.

Wishing you a wonderful year ahead.

Warm regards,

**Mr. Dilip Kumar**

Principal, GIIS Abu Dhabi

# VISION, MISSION AND CORE VALUES



## VISION

To become a Global Role Model for Teaching and Learning

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## MISSION

We nurture our global students into men and women, who will be leaders of distinction, committed to the spirit of excellence, through premier education imparted by globally experienced and caring teachers, building strong virtues and values while focusing on all-round development, creativity, and entrepreneurship.

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## CORE PHILOSOPHY

We nurture students' growth to prepare them for college and beyond

Everything we do is driven by these intrinsic beliefs:

- Manage with Information and Metrics
- Agility & Adaptability
- Honesty, Integrity and Ethical Practices
- Attitude before Knowledge
- Teamwork
- Mentor, Coach and make a difference
- Ambience for Learning

# GENERAL INTRODUCTION

Initial school education reflects the growth of society, and the foundation for this is laid in primary years of education. These are the crucial formative years during which children imbibe good habits, and develop concepts and skills that last them throughout their lives.

GIIS offers the Global Montessori Plus programme for Kindergarten and the CBSE curriculum for Classes 1 to 12.

Kindly note with effect from academic year 2026-27, Global Indian International School Abu Dhabi is fully co-educational for all grades (KG to Grade 12)

## School Timings

Our School Timings Bell Timings

PERIOD	REGULAR TIMING	FRIDAY TIMING
HEARTFULNESS & CT TIME	7:50 AM - 8.00 AM	7:50 AM - 8.00 AM
1	8.00 AM - 8.40 AM	8.00 AM - 8.35 AM
2	8.40 AM - 9.20 AM	8.35 AM - 9.10 AM
FRUIT BREAK	9.20 AM - 9.30 AM	9.10 AM - 9.20 AM
3	9.30 AM - 10.10 AM	9.20 AM - 9.55 AM
4	10.10 AM- 10.45 AM	9.55 AM- 10.30 AM
5	10.45 AM - 11.20 AM	10.30 AM - 11.05 AM
6	11:20 AM - 11.50 PM	NA
7	11.50 PM - 12.30 M	NA
LUNCH BREAK	12.30 PM - 12.55 PM	NA
8	1.10 PM - 1:45 PM	NA
9	1.45 PM - 2.15 PM	NA
10	2:15 PM - 2:55 PM	NA

# Our School Day - Timings

- Pre KG, KG1 and KG2: 7:55 a.m. to 12:30 p.m. (Monday to Thursday)
- Grade 1 to 12: 7:55 a.m. to 2.55 p.m. (Monday to Thursday)
- KG1 to Grade 12: 7:55 a.m. to 11:05 a.m. (Friday)
- Students should reach school before 7:55 a.m. and should not be in the school premises after 3 p.m. unless they are authorized and are under the supervision of a teacher/coach.
- Students' free activities during break and lunch are restricted to designated areas. Playing in the bus bay is strictly prohibited.
- Special classes may be organized for students from Grade 8 and above after school hours or on Saturdays with prior intimation to parents and students.

## Office Timings:

Monday to Thursday: 7:30 a.m. to 3:00 p.m.


Friday: 7:30 a.m. to 1:00 p.m

Saturday: 9:00 a.m. to 1:00 p.m.

To maximise learning benefits, a sincere and disciplined approach to regular studies, homework submission, and time management is expected from all students. Our teachers are facilitators who are the bridge between your child's quest for knowledge and the prescribed textbooks. With a focus on interactive learning, we aim to build rapport between teachers and students and provide the ideal environment for learning.

## Teachers will

- Educate students on expected academic performance, discipline and attitude.
- They will keep the Coordinator/Vice Principal/Principal informed. If absolutely required, parents will be contacted.
- Assign homework, as required in all the subjects, as part of the continual learning programme.
- To strengthen the child's academic and general performance, parents are requested and required to
- Check the intranet mails regularly for general as well as specific information regarding their child
- Acknowledge the information sent and take appropriate action.

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- Enquire from the child about any assigned homework and ensure prompt submission.
  - Enquire from the child about any project work, practical assignment, or activity and ensure prompt submission.
  - Issues of concern are to be mailed to the respective Class teacher.

## General Appearance Uniform:

- The uniform has to be clean and ironed neatly every day. The shirt has to be neatly tucked in.
- Freshly washed white socks are to be worn every day. Socks should not sag.
- Clean, washed, polished shoes (black shoes with regular uniform and white shoes with PE uniform) are to be worn every day. Shoes with velcro are preferred for primary children as they are easier to handle.
- The days when PE class is there, students must wear PE uniform
- For girls, who wish to wear abaya, they must make sure that the school uniform is seen

## Hair and Nails:

- No hair colour/ gel/ spikes and other types of hairstyling allowed for any student.
- Boys should keep their hair short and neat.
- Girl Should follow the below -
  - \* Short haircuts should keep their hair in place using **black** hair bands or clips.
  - \* Students having shoulder length hair should tie with **two ponytails** with black elastic bands or ribbons.
  - \* Students having longer hair should tie their hair in two plaits using black elastic bands or ribbons.
  - \* **No fringes or bangs** are allowed. Hair must be pinned back to prevent it from falling on the face.
  - \* Nails must be clipped close and kept clean. **No nail polish** is allowed.

## Jewellery and Cosmetics:

- ONLY ear studs, preferably **inexpensive** ones, are allowed.
- Students are not allowed to wear any other form of jewellery to school. This would include dangling earrings, bangles, rings, anklets etc.

- In case parents choose to put on expensive jewellery (gold, platinum etc.) for their child, the school **will not be responsible** for the loss of the property which also compromises the child's security in general.
- Children below grade 5 are **not** allowed to wear watches to school.
- Children are not allowed to wear lipstick or other cosmetics
- Children are not allowed to wear smart watches to school.

## Assembly

- Assembly is held on assigned weekdays.
- Students are required to reach the Multi-Purpose Hall on time for the scheduled assembly.
- Students get an opportunity, on a class-wise rotational basis, to address their schoolmates and throw an insight into the major current events, talk about historical events of the past and showcase their talent. Students will be presenting assemblies based on 9 Gems & SCF.
- Class teachers may assign some specific tasks for students to prepare and present during the assembly. Wherever needed, parents are expected to help their children in accomplishing such tasks.
- Parents may be invited for special assemblies.

## Attendance

- Students taking medical leave should submit their medical certificate as well as fitness certificate when they start attending school after illness.
- Students are advised not to come to school with illness even during their exams.
- Students on medical leave during a test will be given grades based on their continual assessments and marks scored in the previous exams.

## Early Departure

- The child cannot leave school before the scheduled time for any reason without the school's permission.
- The child can be picked up from school only by **the person(s) authorized by the parents.**

- In the event of a child falling sick at school, the school nurse will contact the parents of the child and request for the child to be picked up from school.
- If parents want to pick the child up for any reason, the permission slip for the same has to be filled in at the reception and signed by the
- Vice Principal/Academic Supervisor and the concerned Class Teacher.
- Dropping/picking up the child for the sole purpose of doing worksheets or tests is not allowed.

## Attendance

All students and parents are advised to adhere to the student attendance policy provided in the subsequent pages of this handbook.

### Parent-Teacher Meeting (PTM):

Parent Teacher Meetings are regularly arranged by the school to communicate the progress of the child and discuss plans for helping the student achieve his/her potential. We should ensure that all parents attend the PTMs without fail. Parents can also initiate a meeting with any teacher by appointment.

### Feedback and Suggestion:

- The school recognizes that there may be conditions on the school campus that are in need of improvement. Feedback can be given online at [mygiis.org](http://mygiis.org), through emails, and meetings.
- The escalation level for any parent regarding feedback or area for improvement is the Campus Principal.

### School fee-related information:

- As per School policy Re-registration fee payment is mandatory for confirmation of the continuation of students in the school applicable next academic year and not refundable(as per ADEK).
- School transport is optional, and transport fee is charged to only those parents who opt for school provided transport for their children.

***Installment: We are offering an installment plan for the term payment on a case-to-case basis. For availing installment facility, please share your employment contract, salary slips & bank statements for the last 3 months.***

The school accounts committee reserves the right to accept such requests based on the genuineness of the case.

**Note:**

- If the first installment is not paid within the next 3 days of the due date, the scheme will be considered null & void.
- If there is any delay noticed in any fee installment as per the due date, virtual classes would be blocked within 2 days after the due date elapsed.
- Installment is applicable only for a particular TERM's Tuition Fee, all other fees such as Book, Uniform, or any other fee, are required to be paid up front.
- Fee Reminder would continue to be sent being system configuration; however, there won't be any interruption to virtual learning.
- There is no possibility of further extension of the due date of the installment agreed.

Below payment modes are available for School's parents:

## Online Payment

- We advise you to pay the fee online by logging into <http://www.mygiis.org/> with your parent's credentials.

**Note:** The partial payment will not be accepted for any invoice and the full amount has to be paid at the counter.

- Fee Counter At school - Cash, Cheque & Debit/Credit card by visiting the school.

**Note:** If a parent is paying through cheque then the only current dated cheque will be accepted & it should be in the name of the parent or company where the parent is working.



## GIIS, Abu Dhabi Team

	Email id
Principal	principal.giisauh@globalschools.com
Vice Principal	vp.giisauh@globalschools.com
KG Coordinator	kgsup.giisauh@globalschools.com
Primary Coordinator	cdrpri.giisauh@globalschools.com
Middle Section Coordinator	headms.giisauh@globalschools.com
Secondary Section Coordinator	sectionhead.giisauh@globalschools.com
EA to Principal	ea.giisauh@globalschools.com
Senior Manager Admissions	shruti.parab@globalschools.com
HR	hrexec.giisauh@globalschools.com
PRO	pro.giisauh@globalschools.com
PRE	psg.giisauh@globalschools.com
helpdesk mail id	<a href="mailto:helpdesk.giis.ae@globalschools.com">helpdesk.giis.ae@globalschools.com</a>
Operations Manager	operations.giisauh@globalschools.com
Transport incharge and EHS officer	ehs.giisauh@globalschools.com
Store Manager	manoharan.padmanabhan@globalschools.com
Accounts Executive	accounts.giisauh@globalschools.com
Cashier	accounts.giisauh@globalschools.com
Senior Admission Officer	adm.giisauh@globalschools.com
Senior Admission Officer	tintu.kuriakose@globalschools.com
Receptionist	reception.giisauh@globalschools.com
School Social worker	smartbloom.giisauh@globalschools.com
School Counsellor	smartbloom1.giisauh@globalschools.com
Inclusion Head	neethu.suni@globalschools.com



## Contact Details

Activity	Contact Person	Mail on MyGIIS
QUERIES-ESCALATION	Parent Relations Executive	helpdesk.giis.ae@globalschools.com psg.giisauh@globalschools.com
TRANSPORT QUERIES-ESCALATION	Transport incharge and EHS officer	ehs.giisauh@globalschools.com
ADMISSIONS INQUIRY	Senior Manager- Admissions	shruti.parab@globalschools.com
STORES (UNIFORM, BOOKS ETC)	Stores- in -charge	retail.giisauh@globalschools.com ops.giisauh@globalschools.com
ACCOUNTS	Accounts department	accounts.giisauh@globalschools.com
ACADEMIC RELATED MATTERS - ESCALATION TO	KG Section	kgsup.giisauh@globalschools.com
	Primary Section	cdrpri.giisauh@globalschools.com
	Middle Section	headms.giisauh@globalschools.com
	Secondary Section	sectionhead.giisauh@globalschools.com
PRINCIPAL	Principal	principal.giisauh@globalschools.com
ACADEMIC MATTERS - ESCALATION TO LEVEL VICE PRINCIPAL	Vice Principal	vp.giisauh@globalschools.com
APPOINTMENT TO PRINCIPAL	EA to Principal	ea.giisauh@globalschools.com
SCHOOL NURSE	Nurse	nurse.giisauh@globalschools.com
PARENT LOGIN ID ON MYGIIS.ORG	Principal's Office	ea.giisauh@globalschools.com
SPECIAL EDUCATION NEEDS DEPARTMENT	Counsellor Special education needs coordinator Inclusion Head	smartbloom.giisauh@globalschool.com smartbloom1.giisauh@globalschools.com

Matters related to discipline/behaviour should only be addressed to the respective section coordinator.

# List of Holidays

Dates	Day of the week	
July 6, 2026 to August 30, 2026	Monday -Friday	Summer Vacation for Students
July 13 , 2026 to August 23 , 2026	Monday-Friday	Summer Vacations for Teachers
December 1 to 2, 2026	Monday- Wednesday	Commemoration Day and UAE National Day Holiday
December 14, 2026 to January 3, 2027	Monday- Friday	Winter Vacation for Students
December 21, 2026 to January 3, 2027	Friday- Monday	Winter Vacation for Teachers
		Spring Break begins for Students
October 20,2026	Tuesday	Vijaya Dashami
November 9, 2026	Monday	Diwali
January 26, 2027	Tuesday	Republic Day

\*Holidays are tentative & subject to ADEK guidelines.

## Exam Dates for AY 26-27

April	CT-1 for Grade 12 Diagnostic Test for Grades 1-8
May	PT-1 for Grades 3 to 8 Assessment-1 for Grades 1&2 CT-2 for Grade 12 Pre-midterm Grade 9 & 10
June	CT-3/CT2 for Grade 11 & 12
September	Term 1 for Grades 1&2 Half yearly exam for Grades 3 to 12
November	Pre Board for Grades 10&12 Post Midterm for Grade 9 CT-3 for Grade 11
December	PT-2 for Grades 3 to 8
January	Pre board 2 Grade 10 and 12
February	Annual Exam for Grade 9&11
March	Annual exam for Grades 3 to 8 Term 2 for Grades 1&2

## Main Activities Dates

<b>DATES</b>	<b>ACTIVITIES</b>
March 30, 2026	School Commences for Grades 1 to 12
May 14, 2026	Investiture ceremony
June 27, 2026	GOAL
June 13, 2026	Big Pitch
December 9, 2026	Annual Day (Grades 1&2)
June 24, 2026	Annual Day (Grades 3&4)
October 7, 2026	Secondary Field Trip
January, 2026	Primary Field Trip
November 14, 2026	Al Tasamuh
November 16, 2026	Middle School Field Trip
November 20, 2026	Al Maysan (KG Talent Show)
December 12, 2026	Ashirvachanam Grade 12
December 10, 2026	Sports Day Grades 9 to 12
November 5, 2026	Sports Day Grades 3&4
January 14, 2027	Sports Day Grades 1&2
January 30, 2027	KG Annual Day
February 4, 2026	Sports Day Grades 5&6
February 8, 2026	Sports Day Grades 7&8
Nov 3, 2026	UAE Flag Day
Dec 2 to Dec 4, 2026	Eid Al Etihad
December 7 , 2026	KG Sports Day
February 28, 2026	Emirati Day for Education
March 8, 2026	Emirati Women's Day
March 15, 2026	Emirati Children's Day
March 24, 2027	KG Graduation Day

\*Dates are tentative & will be notified in case of any change.

# GUIDELINES ON USAGE OF INTRANET PORTAL – MyGIIS.org

User Login ID and Password (parent and student) is auto generated once provisional admission fee is paid. The parents can use this to log into [www.mygiis.org](http://www.mygiis.org) and access various features online which will be very helpful and are user-friendly.

Feature	
Calendar	Allows you to view the year and term calendar for your child.
Exam & Results	Allows viewing your child's test marks/grades (Class 1 and above)
Fees History	Gives the payment history and outstanding fees for your child.
GIIS Directory	Give the contact details for the teacher handling your child's class and campus contact details.
Messaging	This is the main communication channel, which can be used for mailing teachers, staff, and technical support and view & respond to emails from school.
Parent-Teacher Meet	Access is given for a period of time when registration opens for PTM scheduled. Parents are to follow instructions & register for PTM.
Profile Update	This feature has to be updated immediately for any changes in your and/or your child's immigration status, address, and contact details.
Withdrawal	Allows you to submit withdrawal applications online.
Edit Login Info	Allows you to edit your username and/or the password given by the school at the time of admission. It is mandatory that this first-time password given at the time of admission is changed as per the preference of the parent. It is important that this password is not shared with others.

## Updates on Intranet Portal - MyGIIS.org

The student and parent particulars, as provided by the parent, appear on the MyGIIS student profile. It is the parent's responsibility to ensure that these records are correct and updated at all times. In case of a change in any of the following particulars, the parent is requested to update the changes in the child's profile online. Parents are to update their expiry Emirate ID, Visa status, etc. on the ADEK information portal (eSIS) whenever required to do so. The update should be done in the school by contacting the admission team through Helpdesk

- Passport details of the child and/or both parents
- Immigration status of the child and/or of both parents
- Change in Emirates ID of child and/or parents
- Change in contact details, including current address, all phone numbers, and email ID of both parents.

We are migrating in a phased manner from [mygiis.org](http://mygiis.org) to Smartlearn.com.

# GUIDELINES ON USAGE OF SMARTLEARN PORTAL

User Login ID and Password (for parents, students, and staff) are provided by the school. Users can access SmartLearn via [www.smartlearn.com](http://www.smartlearn.com) or through the mobile application. This platform enables seamless communication, academic tracking, and overall school engagement.

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## Features

### Login & Access

Allows users to log in using registered credentials (email/username and password). OTP verification ensures secure access. Users can also log in using QR code via the mobile app.

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### Email & Messaging

Serves as the primary communication channel between school, teachers, parents, and students.

- Direct messaging (1:1 communication)
  - Group messaging (managed by teachers)
  - Academic groups for subject-related discussions
  - Message requests ensure safe communication
- 

### Calendar

Enables users to track daily activities such as classes, meetings, and school events. Users can view schedules by day, week, or month and set reminders.

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### Timetable

Provides a structured view of student and teacher schedules, helping users stay organized with academic commitments.

## E-Notice Board

Displays important announcements, updates, and circulars from the school.

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## Results

Allows parents and students to view academic performance, marks, and grades.

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## Fees

Enables viewing of pending fees, fee breakdown, and payment options (where applicable).

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## Helpdesk (Raise a Ticket)

Allows users to raise queries or report issues directly to the support team. Users can track the status of their request through notifications.

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## Communication Guidelines

- Use messaging respectfully and only for academic purposes.
  - Parents can communicate with assigned teachers.
  - Students can interact with peers and teachers in a safe and monitored environment.
  - Follow group guidelines set by teachers/admins.
- 

## Login & Security Guidelines

- Ensure registered email ID and mobile number are updated for OTP verification.
  - Change the password periodically for security.
  - Do not share login credentials with others.
  - Use “Forgot Password” option to reset access when required.
- 

## Profile & Information Update

Users must ensure that their registered details (email ID, phone number, etc.) are accurate and updated at all times to ensure uninterrupted access and communication.

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## Support & Troubleshooting

- In case of login issues, use “Forgot Password” or access SmartLearn via MyGlobalSchool portal.

- For technical issues, raise a ticket through the Helpdesk section.
- The support team will respond and resolve queries promptly.

## Important Note

SmartLearn will be used for all academic and communication purposes, while financial transactions may continue on the existing portal until full integration is completed.

# SCHOOL DISCIPLINARY COMMITTEE

The school has a School Disciplinary Committee to review and discuss student behavioral issues. The disciplinary committee consists of Coordinators, PE teachers and Principal. Disciplinary actions by the committee will 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. A transparent and fair appeals process for sanctions will be available to students and Parents or Guardians. The School Disciplinary Committee shall keep a record of the disciplinary offenses of each student and the actions taken in response. The school shall treat all information about students' behaviour as strictly confidential.

The Disciplinary Committee empowers teachers, and assistant teachers to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instructions. Their power to discipline applies to students' behaviour in school and outside school, in certain circumstances. The range of reasonable penalties includes:-

- Short informal detentions at lunchtime or break time.
- Exclusion from social time, e.g. loss of break times and lunchtimes for a period of time.
- Parents/Guardians shall be contacted over telephone or through letter and information.
- Confiscation, retention or disposal of a pupil's property.
- For involvement in a serious incident, students may receive 'Internal Exclusion.'
- Students will be removed from lessons and social time for a period of time, the length of which is dependent on the behaviour. Students will have to complete their work separately, under supervision. Parents will always be informed if this sanction is used.
- Students who persistently fall below expected behaviour standards will have a

- personalised support plan designed by our school counsellor. This may include being ‘on report’ or may involve them taking part in some intervention work e.g. Organization Support. When there is a serious problem with a learner’s behaviour, the Director of Learning will, where appropriate, involve outside agencies.
- In a small number of cases, a student’s bad behaviour or failure to respond to help, support and other sanctions may result in them being excluded from school by the Principal in accordance with statutory guidelines.
- In addition, all members of staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

All incidents of poor behaviour are logged in the behaviour management register. Parents can access these registers during their school visits and see the number of behaviour events that have been logged.

## **MOBILE PHONE AND DIGITAL DEVICES POLICY**

### **Responsibility of the student**

The school does not allow students to carry or use headphones or any digital devices within the school premises without prior permission. In case of emergency, if a parent needs to communicate with his/her ward during school hours, they can call the school office.

### **Responsibility of the management**

- The teacher will clearly state equipment/devices permitted in school.
- The teacher will regularly remind students about the safe-keeping of their personal items.
- The class teacher/coordinator will check for any equipment that is not permitted in school.
- Any behaviour that interferes with the primary objectives of the policy will be considered an infringement of the school policy.
- Students of classes 6 and above are allowed to carry their laptop/tablet computers to school at the discretion of the school Principal.

## Corrective Measures


- If a student is found using a phone while in class, or outside the class within school premises, the student will be issued a warning card for a first-time offence.
- The warning card will be recorded in the student's profile for classes 5 and above.
- Violations of the rules and the unauthorised use of mobile phones or electronic devices during school hours for the second time will result in confiscation of the phone and issue of notification(s) to parents until parents come to retrieve it.
- A receipt, stating the date of collection, will be issued to the student after the confiscation, and the parent will be notified. This receipt is to be presented by the parent when they visit the school to retrieve the mobile phone.
- A repeat of the offence, even after issuing notifications to parents, will result in confiscation on a non-returnable basis.
- In the event that a student brings a mobile phone, with or without approval, and loses it within the school premises, he/she is advised to report the incident immediately to a teacher or staff member. The school reserves the right not to conduct an extensive investigation or search that may lead to a loss of valuable curriculum time.

# SOCIAL MEDIA AND SCHOOL NETWORK GUIDELINES POLICY

## Social Media

Social media is an evolving and rapidly growing communication platform, allowing for two-way social interaction between people and organisations. In short, social media is about people. The use of social media is reflective of individuals and of organisations they are associated with. The spread and reach of content posted on social media channels are vast; postings are available and can be viewed by people worldwide in seconds.

Social media is changing the way we use the internet to interact with one another. It is rapidly becoming a part of our daily lives. Social media refers to online community sites including Facebook, Myspace and LinkedIn, file sharing sites such as Picasa and YouTube; blogs, forums and micro-blogging sites like Twitter. These guidelines would be updated from time to time as new social media platforms, communities, trends and cultures develop. The Global Schools Foundation's (GSF) Marketing & Communications Team, along with assigned staff coordinators, are authorised to post content on behalf



of Global Indian International School (GIIS) on its social media channels. GIIS recognizes that social media is a two-way engagement and interaction platform, which facilitates open dialogue and discussion of ideas that are beneficial for the organisation, and/or individuals in their learning capacity.

Always be considerate and transparent about your engagement on social media channels, as you represent GIIS as an employee or student. Your online behaviour impacts the organisation's reputation and we encourage you to positively engage in sharing views and ideas on social media channels. As employees and students of GIIS, it becomes critical for us to stay connected and relevant.

Parents are not advised to post any grievances, complaints or derogatory comments about any post/student/employee or any other parent on social media. All grievances have to be addressed to the school through the school intranet portal [www.mygiis.org](http://www.mygiis.org). Any post/comment considered inappropriate will be removed from the school's official social networking sites and action may be initiated as deemed fit.

Keeping the above in mind, remember:

## Protect your own Privacy

Do not upload, post or divulge any information that will compromise your privacy or professional confidentiality. Beware of scammers and identity thieves. Only accept invitations to share information from people you know. Utilise privacy settings to control access to your network, web pages, profile, post blogs, etc.

## Identify with your own Identity

Always use your real name to post or share content on social media. If you are sharing or posting content on behalf of GIIS and wish to promote school activities or achievements identify yourself as a student or staff member.

## Maintain respect

Sharing content, thoughts, and views with others is the idea of engaging in social media. Always be respectful and avoid inflammatory, racist or offensive language. Do not upload offensive or explicit written, audio, or video content.

## Be responsible online

You are responsible for any content or comments personally made by you. Always maintain a clear and calm-minded approach to sharing any content online. Ensure that you always protect your privacy and do not insult, threaten or deride anyone on the grounds of caste, religion, race, nation, gender or circumstances in a manner that goes against GIIS' code of conduct.

## Think before making any post

Social media has a strong 'viral' quotient, making any comment, post, or sharing of thoughts, ideas, or events reach out to people worldwide in a matter of seconds. Be mindful of what you post. Search engines and archival systems save information, which can be retrieved years after the post has been made.

## Cyber Bullying

Cyberbullying is considered an act of harassment. Do not indulge in this crime in any manner whatsoever. Please refer to the GISS Student Handbook for detailed information.

Maintain Personal and Organisational Confidentiality

Do not post any information that is confidential personal or commercial information about GISS, its students, teachers, or staff members. Posting the same may breach legal obligations or GISS policies and procedures.

## Privacy Settings

Only accept invitations to share information from people you know. Utilise privacy settings to control access to your network, web pages, profile, posts blogs, etc.

## Manage your time spent online

Users should allocate a certain amount of time to using social media to avoid over usage and manage time for studies, co-curricular activities, and other important work.


## Plagiarism

Publishing your opinions, art, writing, and other works make them subject to plagiarism. Although an effective way to share your work, content online is public and can be used without prior permission and knowledge of the user. Users must be cautious of what is published to maintain the genuineness of their work.

## Precautionary use of photo uploads

Social media involves photo-based communication and a large number of images. These can be manipulated and used in other areas without the user coming to know. Hence, caution should be exercised to protect your identity, and above all, integrity.

The school shall be regularly posting photographs and video clips of school activities involving



Students unless specifically requested by parents not to post their child/children's photographs or video clips, they will be posted on the school's official Facebook page, Google + page, or official YouTube channel.

## Guidelines for posting on facebook

Any post that is offensive, defamatory, off subject, abusive, or selling external services, events, or activities will automatically be marked as spam and removed. No parent or student shall give misleading facts / opinions or any blog(s) / website(s) / social media channel(s) about the school or any teacher. If they are defamatory in nature or deemed to be so by the Internal Review Committee (IRC), it would be considered a serious breach.

Students and parents should use the official school communication channels such as emails from school officers or the school intranet to send any feedback/ grievances or complaints. Any complaint or negative comment mentioned on the school's Facebook post will be treated as defamatory and appropriate action would be initiated against the person concerned.

Use of school logos, images, or photographs on personal social profiles is strictly prohibited. If a user has any question or feedback to share in relation to classes, activities, or any school-facilitated service, he/she is requested to contact the respective teacher- in-charge or Campus Principal through the official GIIS web portal, [www.mygiis.org](http://www.mygiis.org)

## School internet

Global Indian International School provides internet access as a facility to supplement the delivery of its learning programs. The benefits of having access to the internet are invaluable for both educators and students.

Amongst the vast resources on the internet are some materials that are not suitable for school-aged children. It is not appropriate to locate the material that is illegal, defamatory, or offensive. Such conduct will lead to the immediate loss of network access and disciplinary actions.

### Users Can:

- Participate in projects using the Internet in a directed manner to support curriculum and research activities.
- Use the internet to locate materials to meet educational requirements.
- Access a variety of educational related information including news resources, information databases, the holdings of other libraries, etc.

## Users Cannot:

- Locate material that is illegal, defamatory, or offensive.
- Use the network for commercial or for-profit purposes.
- Use the network for any illegal activity, including violation of copyright or other contracts.
- Resort to cyberbullying or harassment. Use the network to access obscene or pornographic material.
- Damage computers, computer systems, or computer networks.
- Invade the privacy of other network users.
- Gain unauthorized access to computer networks, resources or materials.





# STUDENT PROMOTION AND RETENTION POLICY

## Scope/Intent

To provide a framework and broad guidelines for the promotion of students from one grade to another or retention of students within the same grade.

## Responsibility & Authority

KG, Primary, Middle and Secondary supervisors are responsible for ensuring that the policy is adhered to by all the teachers of their respective levels. The Principal's office is responsible for hearing any grievances and forwarding them to the Academic Review Committee. The Academic Review Committee shall have the authority of determining whether a student needs to be retained in a particular grade.

## Application

This policy applies to all the students and teachers of GIIS Abu Dhabi

## Policy

GIIS Abu Dhabi follows the Global Montessori Plus Curriculum at the Pre KG and Kindergarten level. The school shall follow the guidelines issued by CBSE and ADEK with regard to the promotion and retention of the students. The school shall set up the Academic Review Committee which shall be vested with this responsibility.

## Pre Kg And Kindergarten

The school follows the 'No Child Left Behind' policy in the Pre KG and Kindergarten section and normally all students shall be promoted to the next grade of a similar age group. The decision to retain a student in the same grade shall be taken in exceptional cases. The school shall conduct meetings with the parents of such students and students shall be retained only after the request/consent of the parent.

## GRADE 1 TO 4

The school follows the 'No Child Left Behind' policy in Grades 1 to 4 and normally all students shall be promoted to the next grade of a similar age group. The decision to retain a student in the same grade shall be taken in exceptional cases. The school shall conduct meetings with the parents of such students and the student shall be retained only after the consent/request of the parent.

The school follows the assessment pattern as recommended by CBSE from time to time. The current pattern involves students being assessed on scholastic subjects and co-scholastic areas. A 9 point grading scale is adopted for grading scholastic subjects and a 3 point grading scale is adopted for grading co-scholastic subjects and discipline aspects.

Assessment Designs : **Enrichment activities like assignments, worksheets, classwork, and homework.**

- Grades 1 & 2 have 8 ongoing assessments along with Term 1 and Term 2 assessment as per NEP policy.

## GRADE 8 TO 8

- Assessments and weightages for grades: 3 to 8

**Term: 1- Periodic Test 1** (5%) + Portfolio (5%) + Multi Assessment (5%) + subject enrichment activities (5%) + Half Yearly (80%)

**Term 2- Periodic Test 2** (5%) + Portfolio (5%) + Multi Assessment (5%) + subject enrichment activities (5%) + Annual Exam (80%)

### **Periodic Test (5 Marks)**

The school will be conducting two periodic tests in the entire academic year.

### **Portfolio (5 Marks)**

The portfolio is a part of an internal assessment aimed at enhancing the seriousness of students towards preparing notes for the topics being taught in the classroom as well as assignments. This also addresses the critical aspect of regularity, punctuality, neatness, and notebook upkeep.

### **Multi Assessment (5 Marks)**

Multi assessment is a part of internal assessment Subject Enrichment Activities (5 Marks)

These are subject-specific application activities aimed at enrichment of understanding and skill development. These activities will be recorded by respective subject teachers.

Promotion is granted on the basis of the performance of the student during the entire academic year as per the following weightage:

- Final exam - 80 Marks
- Internal Assessment - 20 Marks

## Grade 9 and 10

Pen Paper test (5%) + Multi Assessment (5%) + subject enrichment activities (5%) + Portfolio (5%)+ annual exam (80%)

### **Periodic test (5 marks)**

The school will be conducting three periodic tests in the entire academic year

with the syllabus included cumulatively. The average of the best two will be taken into consideration for the calculation of final marks.

### **Portfolio (5 Marks)**

The portfolio is a part of an internal assessment aimed at enhancing the seriousness of students towards preparing notes for the topics being taught in the classroom as well as assignments. This also addresses the critical aspect of regularity, punctuality, neatness, and notebook upkeep. Subject Enrichment Activities (5 Marks)

These are subject specific application activities aimed at enrichment of the understanding and skill development. These activities will be recorded by respective subject teachers.

### **Multi assessment (5 marks)**

Multi assessment is a part of internal assessment

Promotion is granted on the basis of the performance of the student during the entire academic year as per the following weightage:

- Final exam - 80 Marks
- Internal Assessment - 20 Marks

Students have to secure a minimum of 35% in CBSE subjects - (English, French/ Hindi, Maths, Science, Social, IT) and 50% in ministry subjects- (Islamic, Arabic, MEP)

## Grade 9 to 12

Promotion from grade 9 onwards is as per CBSE guidelines.



CBSE - Central Board of Secondary Education

# SPECIAL EDUCATION POLICY

## Scope/Intent

This policy provides broad guidelines on the provision of special education for students studying in the school.

## Responsibility & Authority

The admissions team shall brief the aspiring students and parents on the special education provisions available at the school. The Special Education Coordinator shall identify students needing special education.

## Application

This Policy is applicable to students studying in this school.

## Policy

GIIS believes in inclusive education and hence shall strive to provide placements to students with mild to moderate special education needs. Additional charges might be incurred from the parent to provide any equipment or support to the disabled students. Special Education Needs students shall be treated without discrimination and will be treated similar to their peers. Everyone shall be given equal educational opportunities.

The School shall provide high-quality services to meet the different needs of students with special education needs and involve them as much as possible with others in daily School activities. Each student with such mild or moderate delays or disabilities shall be admitted to the School and be treated with due respect and utmost care by the entire School community.

The school shall make adequate provisions to address the needs of gifted and talented students.

### **The school identifies the special educational needs by:**

The school identifies the needs of children by considering the needs of the whole child and not just the special needs or disabilities of the child.

## Classify a child as having a learning difficulty if:

They have significantly greater difficulty in learning than the majority of children of the same age.

## Classify children as having an emotional difficulty if:

They are unable to conform to the expected norms of behaviour displayed by the vast majority of the children in the school.

## Classify children as having a disability if

It is physically difficult for them to make use of the educational facilities that are provided for children of the same age.

They have a diagnosed medical condition that requires intervention.

## Special Education Needs Teacher

The school has a full-time Special Education Needs Teacher and other staff members who will be responsible for assisting the SEN Coordinator to effectively meet the requirements of students with special education needs.

## The SEN Teacher shall:

Identify the needs of students with Special Educational Needs and Disabilities as early as possible and ensure that their needs are met. Ensure that all students make the best possible progress  
Monitor the progress of all students in order to aid the identification of students with Special Educational Needs and Disabilities  
Work with parents/guardians to gain a better understanding of their child and involve them in all stages of their child's education  
Ensure that students express their views and are fully involved in decisions which affect their education  
Ensure a high level of staff expertise to meet student need, through well-targeted continuing professional development  
Promote effective partnership between school and outside agencies to support any student with special education need as and when required.

## Individual Education Plan

The school shall develop an Individual Education Plan for Special Education Needs students if they experience difficulties in accessing or being able to learn the curriculum. The IEP will be used by teachers and students to guide instructional practice, including modifications of the programme and adaptations of the environment of aspects of instruction and assessment. These will be tailored to the individual student's needs to enable optimal learning success. The school shall also develop an Individual Support

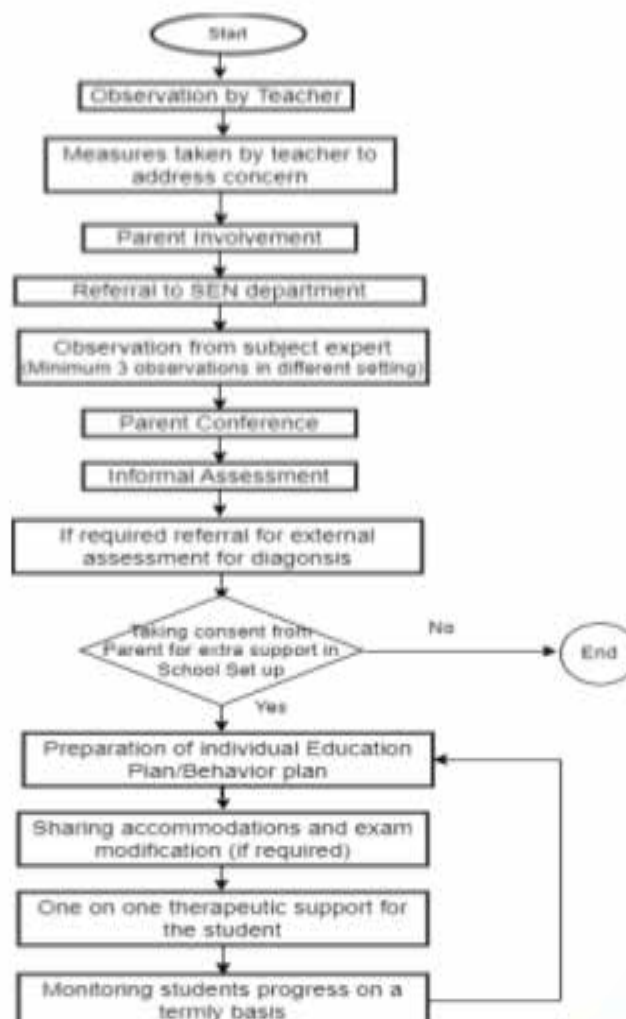
Plan (ISP) for students who require learning support. An IBP (Individualised Behaviour Plan) is also developed for students who require support to focus on tasks and are overly distracted.

## Identification Process:

- Observation by teacher
- Measures taken by teacher to address concerns
- Parent involvement
- Referral to the SEN department
- Observation from subject expert ( Minimum 3 observations in different setting )
- Parent conference
- Informal assessment

If required referral for external assessment for diagnosis. ◊ Taking consent from parents for extra support in the School set up. ◊ Preparation of Individual Education Plan/ Behavior plan ◊ Sharing accommodations and exam modifications (if required) ◊ One to one therapeutic support for the student.

Monitoring students progress on a termly basis.





# Gifted & Talented

The term gifted is usually used to refer to the students with superior intellectual or cognitive ability specific, aptitude ability (Subject science, IT or mathematics), social maturity and leadership, mechanical / Technical/ technological ingenuity. The term talented is usually refer to the students who show outstanding performance in a specific area such as visual and performing arts (Art, Theatre, Recitation) psychomotor ability (Dance & sports)

Students who meet this criteria of high performance in scholastic or co scholastic are treated as gifted and talented.

The school develops an Advanced Learning Plan (ALP) through enrichment programmes for the gifted and talented. ALP shall identify ways in which teachers can enrich the students' learning in order to achieve their potential.

The Identification of gifted and talented usually involves a combination of procedures including

- Intelligence scores
- Creativity measurements
- Achievements measures
- Nomination -By teacher, By parents, by peers and by self
- During assemblies
- Inter-school competitions
- Art/science exhibition
- Special initiatives plans brought up by the school ('Al Tasamuh', Month of curiosity, innovation week, set up of planetarium, Robotics, STEM and GOAL,
- External tests (SOF & ASSET)

## Enrichment Programmes:

The major purpose of enriching a school programme for the gifted is to stimulate and foster optimum development with extension and challenge.

## Individual enrichment

- Group-oriented enrichment
- Peer buddies
- Excursions
- Leading
- clubs
- Library facilities
- Community services

- Research Projects
- Faster lessons

## Advanced Learning Plan

The school will develop an Advanced Learning Plan through an enrichment programme for gifted and talented students who are exceptionally exceeding scholastic or co scholastic expectations. The ALP shall identify ways in which teachers can enrich the student's learning in order to achieve according to their potential.

## Involvement of Parents/Guardians

The school considers parents and guardians as partners in education. All staff liaise regularly with parents of students with SEN at formal parents' meetings as well as on a more informal basis. The school will provide an annual report for parents on their child's progress.

When a student is receiving SEN support, we will meet parents regularly to set clear outcomes and review progress, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the student and the school. These discussions will usually be led by either the class teacher or the SENCO. They provide an opportunity for the parent to share their concerns and, together with the teacher, agree on their aspirations for the student. Where possible these meetings will be aligned with the normal cycle of discussions with parents of all students

The views of the students will be included in these discussions either through involving the student in all or part of the discussion itself or by gathering their views as part of the preparation.

A record of the outcomes, actions and support agreed upon through the discussion will be kept and shared with all the appropriate school staff.





# LIBRARY RULES

- The rules and regulations in the Library are meant to promote the judicious and fair use of Library materials for the mutual benefit of the school community.
- However, students are reminded that the following rules and regulations are enforced and enjoin all to abide by them.
- All the members of the staff and students of the school are the members of the school library.
- Strict decorum and discipline must be maintained in the Library. 3. Grade I - X classes are provided with a Library period once a week.
- Books are issued only during Library periods. Students are permitted to borrow only one book at a time and should be returned within a week.
- No book will be issued or returned during the teaching hours.
- Reference books, Periodicals, Comics, Maps etc., shall not be spoiled and taken out of the library.
- If any book is lost or spoiled, actual cost plus the fine amount is chargeable or replacement of the same is permitted.
- Newspapers and Magazines must be read only in the library and should not be taken out from the library.
- Users should not mark, underline, deface, mutilate, cut or write or damage the Library books or library materials in any form. If users are found guilty, it will be charged double the cost of that particular material.
- Books will be reissued for not more than two times.
- Borrowers should check the fitness of the book before getting it issued. Any discrepancy should be brought to the notice of the Librarian or else the borrower will be held responsible for any defect or damage.
- Library computers are for academic purposes only. Do not tamper with the computer settings. Follow the internet safety guidelines
- No food or drinks are allowed inside the Library.
- At the end of the academic year or during vacation books will not be issued.
- At the time of withdrawal, clearance from the Librarian should be taken.
- The library is not responsible for any personal items that are lost, stolen or damaged.
- Library staff reserve the right to inspect bags or other personal property when students enter or leave the Library.
- Suggestions on all aspects of Library services are welcome.
- Strict order and silence shall be maintained in the library and speak softly if needed.

# CYBER SECURITY POLICY

The aim of the Acceptable Internet usage policy is to ensure that all students and staff are aware of the risks and hazards of Internet usage and use it sensibly and safely for the purpose of information sharing and improved learning. All students and staff should be free of any fear of cyberbullying by anyone known or unknown.

They should be able to recognize cyberbullying and inform the teachers in case of any bullying.

## This policy includes

- Acceptable usage of the Internet by all students and staff during school hours
- Anti-cyber bullying
- Smart usage of educational and information sharing websites
- Etiquettes of electronic communication.
- **The school follows Cyber Security norms as per the UAE Government.**

## Guidelines for safe online classes

- Zoom/Google classroom integrity-, i.e. joining of unwanted guests. If any unwanted guest joined the link and the reason was sharing of link with others from the parents' end. This will be strictly monitored and in case, such an issue is brought to notice, the same will be brought in the reports of the UAE Digital Wellbeing Council.
- Students are strictly advised not to share their ZOOM and Google Classroom ID's and password with anyone. They must keep it confidential in order to avoid any kind of violation and for safety purposes
- Kindly refrain from recording the online classes. If the same activity is brought to notice, the school has the authority to bring it to the notice of the UAE Digital Wellbeing Council.
- Class teachers and subject teachers will maintain a track of attendance and if the child is not present for the entire learning hours in a day, he/she will be marked absent in MyGIIS. Furthermore, maintain the credentials of a child in the display (Child's name, with class and section), and this will further help us to track their attendance in the class.
- Parents are requested to address their concerns through MyGIIS (parent portal) as it is an official medium of communication.
- Parents are requested to keep an eye on their ward, during the online classes. They must refrain from unnecessary interruption of the class and must maintain class discipline for the smooth running of classes.

# ANTI BULLYING POLICY

## 1. Policy Statement

GIIS Abu Dhabi is committed to fostering a safe, inclusive, and respectful learning environment in which all members of the school community are treated with dignity. Bullying in any form is not tolerated. The school adopts a zero-tolerance approach to bullying and is fully aligned with ADEK regulations, prioritizing student wellbeing, safeguarding, and positive behavior.

## 2. Purpose

This policy aims to:

- Prevent bullying across all school sections (KG, Primary, Secondary)
- Establish clear and consistent procedures for reporting and responding to incidents
- Provide appropriate support for students affected by bullying
- Promote positive behavior, mutual respect, and inclusion
- Ensure compliance with ADEK safeguarding and wellbeing standards

## 3. Scope

This policy applies to:

- All students
- All teaching and non-teaching staff
- Parents and guardians
- Visitors on school premises
- All school-related activities, including trips and events
- Online interactions connected to the school community

## 4. Definition of Bullying

Bullying is defined as repeated, intentional behavior that causes physical, emotional, or psychological harm and involves an imbalance of power.

Types of Bullying

- Physical: hitting, pushing, damaging property
- Verbal: name-calling, teasing, threats
- Social: exclusion, spreading rumors, humiliation
- Cyber: online harassment, messaging, social media misuse

## 5. Roles and Responsibilities

### School Leadership (Principal & Senior Leadership Team)

- Ensure implementation and regular review of the policy
- Promote a whole-school culture of respect and inclusion
- Ensure compliance with ADEK regulations
- Allocate resources for training and student support

### Safeguarding Team / Counsellor

- Lead investigations of bullying incidents
- Provide counselling and intervention support
- Maintain confidential records of incidents
- Monitor patterns and recommend preventive strategies

### Teachers and Staff

- Model respectful and inclusive behavior
- Supervise students effectively in all settings
- Identify and respond promptly to bullying concerns
- Record and report incidents in line with procedures

### Students

- Treat others with respect and empathy
- Report bullying incidents (for themselves or others)
- Participate in promoting a positive school culture

### Parents/Guardians

- Support the school's anti-bullying expectations
- Report concerns promptly
- Work collaboratively with the school to resolve issues

## 6. Prevention Strategies

### Kindergarten (KG)

- Teach emotional awareness, kindness, and empathy
- Use storytelling and role-play to model positive behaviour
- Display visual aids (emotion charts, kindness posters)
- Conduct circle-time discussions such as “How to be a good friend”

### Primary School

- Deliver explicit lessons on bullying awareness
- Implement peer buddy systems
- Establish classroom agreements promoting respect and inclusion
- Ensure supervised play and structured activities
- Provide empathy and conflict resolution workshops
- Organize anti-bullying assemblies and campaigns
- Reinforce positive and inclusive behavior
- Integrate moral education and UAE values into lessons

### Secondary School

- Deliver cyberbullying awareness programs
- Encourage student-led initiatives and leadership roles
- Provide peer mediation and mentoring programs
- Maintain safe reporting systems (including anonymous options)
- Conduct workshops on digital citizenship
- Promote emotional intelligence and resilience
- Collaborating with parents on online safety
- Integrate social-emotional learning into the curriculum

### Whole School Approach

- Promote a culture of Respect, Inclusion, Responsibility
- Displaying messages across campus
- Celebrate diversity through assemblies and events
- Provide staff training on safeguarding and trauma-informed practices
- Conduct regular awareness campaigns
- Observe an annual Anti-Bullying Week
- Ensure continuous professional development for staff

## 7. Reporting Procedure

1. An incident is reported by a student, parent, or staff member
2. Immediate safety and wellbeing of those involved are ensured
3. The incident is formally documented
4. An investigation is initiated within 24-48 hours
5. Parents/guardians are informed as appropriate
6. Appropriate action is implemented
7. Follow-up and monitoring are conducted
8. Intervention and Consequences

### Support for the Affected Student

- Access to counselling and emotional support
- Provision of a safe and supportive environment
- Ongoing monitoring and regular check-ins

## Response to the Student Displaying Bullying Behavior

- Restorative practices to repair relationships
- Behavior contract implementation
- Counselling and behavioral support
- Disciplinary action in accordance with ADEK guidelines

## 9. Confidentiality

All cases will be handled with strict confidentiality. Information will be shared only on a need-to-know basis, ensuring the dignity and privacy of all individuals involved.

## 10. Monitoring and Review

- Maintain accurate records of all incidents
- Analyze trends and patterns to inform prevention strategies
- Conduct term reviews by the safeguarding team
- Undertaking an annual policy review to ensure effectiveness and compliance

# WITHDRAWAL AND FEE REFUND POLICY

## Scope/Intent

This Fee and Refund Policy (Policy) only intends to determine and provide broad guidelines for the collection of Fees and establishes a framework for Refund of Fees at Global Indian International School (“School”), Abu Dhabi.

### Step-by-step procedure for applying the withdrawal

**Step 1:** Through myGIIS Parent portal you will find the withdrawal icon under Student profile. After clicking on the withdrawal icon, a page will be displayed stating as Apply for Withdrawal. The parent is required to serve a minimum of 30 days in advance for withdrawing a student. Withdrawal is to be applied by the parent on myGIIS system to serve withdrawal intimation, any other communication would not be considered as an intimation to School

**Step 2:** Once the withdrawal application is received, you will receive a call from the eSIS coordinator to understand the withdrawal reason.

**Step 3:** An exit interview will be scheduled by the Academic Head through Zoom and details of the exit interview appointment will be shared at your registered mail id.

**Step 4:** If there are pending dues, the finance department will intimate the due amount to the parent.

**Step 5:** Once approved by all the department heads, the Transfer Certificate (TC) is issued within thirty (30) working days of the withdrawal effective date for those students who are moving out of Abu Dhabi and out of the country. Those students moving within the Emirates, a NOC must be submitted. After submission, the student will be transferred online in the ADEK (eSIS) system.

In case of queries regarding withdrawal, send mail to the eSIS coordinator at [esiscoordinator.ad@globalindianschool.com](mailto:esiscoordinator.ad@globalindianschool.com)

### Profile update for students:

Parents should update the student profile by login to myGIIS under student profile.

Any changes in the residential address and phone numbers should be intimated to the eSIS coordinator and Transport in charge with cc to the class teacher by sending a mail.

The refund will be processed within a period of 30 days.

## Classification of Fees:

- 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.
- Extra-curricular Fee is associated with optional, extra-curricular activities or
- related curricular activities which incur separate charges and are not to be included as part of tuition fees.

## Quantum of Fees:

The quantum of fees charged by the School) is in accordance with the Department of education and knowledge, Abu Dhabi - Private School Policy and Guidance Manual 2014-2015 and its applicable provisions and is compatible with the School's academic infrastructure.

We have a clear and transparent approach to the regulation of fees to ensure fees that mirror the quality of education and that other charges/fees are reasonable in accordance to facilities or curricular or extracurricular activities offered by us towards the overall growth of our students.

## Collection of School Fees:

### Registration or Re-registration Fees:

School has enabled provisions to collect registration or re-registration fees up to four months ahead of the commencement of the school year, however, such amount is deductible from School fees and does not exceed the quantum or percentage of the tuition fees as prescribed by Department of education and knowledge, Abu Dhabi. The registration or re-registration fees are charged only when the student is enrolled in the school and is not charged when a student is applying in the school.

### Tuition Fees and Other Fees:

There are three equal installments for tuition fees in each academic year. The School collects the first installment not earlier than one month preceding the beginning of the school year and for the second or third installment, the amounts are collected not earlier than one month preceding the beginning of term 2 or 3 respectively.

### Refund Eligibility and Calculation:

The School at its sole discretion may retain a certain amount of the fee paid or refund the same 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 Parents/Guardians 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 registration or re-registration fees.

- If a student attends from one week and up to three weeks in any term, the School shall retain the value of one full month of tuition fees.
- If a student attends over three weeks and up to six weeks in any term, the School shall retain the value of two full months of tuition fees.
- If a student attends over six weeks in any term, the School shall retain the
- full-term fee. For the avoidance of doubt, full-term fee here shall refer to full & complete full term fee as published by School and any discounts or deductions shall not be considered here.
- These cases apply to both existing 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 for the above calculation of student attendance.
- The value of one month of tuition fees is calculated by dividing the annual tuition fees for the respective grade by ten months.
- The refund amount shall be subject to deduction of all the charges such as cheque or credit/debit card collection charges or any benefits given at the time of registration.
- Any fee paid for textbooks or uniform will not be refunded except in genuine cases decided by the school management.
- Transportation fees refunds will be applicable as per the transport fee policy of the school aligned with ADEK guidelines.

## Non-Payment of School Fees:

The school has a clear, transparent policy for non-payment or late payment of school fees. The school encourages parents to clear their dues in a timely manner. The school puts reasonable efforts, when dealing with non-payment issues, to protect the student from unnecessary embarrassment. If a Parent does not make full and timely payment of dues within the prescribed days mentioned on the invoice, the School shall take the following actions:

- School shall suspend a student for up to three days after sending three fee
- payment reminders, each of these reminders being sent at a gap of one week to the student's parent.
- The school shall also terminate the provision of transportation services if entire dues are not cleared during the student suspension period.

- Further, School shall withhold examination report cards, transfer certificates,
- block transfer on eSIS, and/or not re-register a student until all outstanding dues are settled.
- Any part payment done by the Parent shall be first adjusted against the tuition fee and then against the transportation fee.
- Withdrawal of the student from the School shall be subject to a written notice through MYGIIS to the School at least one (01) month in advance. Any other communication may not be considered as a valid intimation to School.





# STUDENT REGISTRATION AND ADMISSION POLICY

## SCOPE/INTENT

The primary purpose of the admission policy is to provide guidelines for the prospective parents with an understanding of the admission thereby promoting uniformity and consistency across institutions.

## SCHOOL ADMISSIONS POLICY

The school admission policy is developed and implemented in line with ADEK guidelines and is made available to the prospective parents via our school website.

1. **Non -Discrimination:** We strive to provide students fair and equal opportunities to seek admission to our school, regardless of race, gender (excluding single gendered schools), special educational needs, disabilities, religion or beliefs, language, or medical conditions.
2. **Open Campus:** We allow prospective parents and students to visit the school's premises prior to appointment.
3. **Procedures:** The school is communicating clear procedures and timelines for applications, offers, acceptances, and enrolment.
4. **Documentation:** The school clarifies the documentation that parents are required to submit to enable the admission of their children to the school during the first communication via mail.
5. **Inclusive Admission Practices:** The school is adopting practices for students with additional learning needs during the admissions process, in line with the ADEK Inclusion.
6. **Transition Between Phases / Promotions:** The school actively plans and implements transition support when students move between key stages, cycles, or when they are being promoted or accelerated. For any student who has not been promoted, or who is being accelerated, we develop an individualised documented learning plan (DLP) in consultation with parents, teachers and inclusion staff. In the year prior to a cycle change, we provide familiarisation activities like transition workshops, school visits and during the first year of the new cycle we closely monitor and support students, ensuring that they build positive relationships with new teachers and peers and adapt to the changed environment with confidence.
7. **Graduation, Leaving School & Pathway-Switching:** As students approach the end of their current programme or consider changing pathways (e.g., moving into higher education, technical and vocational education and training (TVET), specialised provision, homeschooling or other non-mainstream systems, our School ensures they are well prepared for the new environment. We provide guidance, workshops, counselling and tailored support plans to enable each student to transition successfully. For students with additional learning needs, this planning is aligned with the School's inclusion provision and the ADEK Inclusion Policy, ensuring reasonable adjustments and support continue through to the next phase of their education.

## RESPONSIBILITY & AUTHORITY

The Head of Admission/Admission counselors will ensure that all details pertaining to school facilities, infrastructure, fee structure, ADEK enrolment, documentation and curriculum are provided to the parents of prospective students at the time of admission.

## ADMISSIONS ASSESSMENTS

- The school will be assessing the students through observation, interviews, and/or placement tests for students in pre-kindergarten to Grade 12.
- The school assessments are done to understand the level of learning support required for the prospective students.

## WAITING LIST

The school is ensuring the waiting list criteria are published on the school website to ensure transparency in the selection process, informing the maximum number of students who can be on the waiting list within the valid period.

Amendment affected on 25th March 2026 considering the current geo political scenario , school will give priorities to those students who are physically available in UAE with valid Emirates ID and all the documents as per ADEK registration requirement over those students who have been placed in the waiting list who are physically not available and do not have valid documents.

## PROVISIONAL ADMISSION LETTER

The school issues a provisional admission letter with the validity period mentioned along with the academic year.

## REGISTRATION

1. eSIS : The school register all the new students on the Enterprise Student Information System (eSIS)
2. Documentation: The school requires following documents from the parents to complete the admission process
  - a. Registration Form: The parent requires to complete the admission form that is available on the school website and need to update as and when required based on the document expiry ensuring the correct information is updated like
    - Student contact information
    - Copy of child's birth certificate
    - Copy of child's passport
    - Copy of child's Emirates ID
  - Copy of parent's passports (Both mother and father, if applicable) and evidence of UAE residency.
  - b. Medical Records: The school maintains the medical records of the student's in accordance with the Department of Health (DOH) requirements. The school collects the copy of the student immunisation record. The school nurse creates DOH -complaint medical files for new students from schools outside the UAE.

c. Transfer Certificates: The parent has to submit the promoted original Transfer Certificate with the attestation to the school in case the student is coming from outside UAE. Transfer Certificate is mandatory for Grade 2 and above admission.

- GCC countries - Transfer Certificate stamped by the Ministry of Education from a previous country of residence.
- Arab countries and other countries -Attestation required from UAE (Ministry of Foreign Affairs)

d. Documented Learning Plan (DLP): If applicable, the school shall plan, monitor, assess, and evaluate teaching and learning programs personalised for students with additional learning needs, as per the ADEK Inclusion Policy.

e. Clinical Assessment Report: If applicable, the school is authorised to ask parents to submit a clinical assessment report assessing their child’s needs by a qualified professional, as per the ADEK Inclusion Policy.

## ENROLLMENT AND RE-ENROLLMENT

1. Enrolment: The school is authorised to enrol students at any time (subject to available space and fulfilment of admissions requirements) prior to the enrolment cut-off date stipulated by ADEK.
2. Re-enrollment: The school ensures that re-enrolment for all existing students for the upcoming academic year, provided that all conditions for re-enrolment, as defined by ADEK, have been met.
  - a. The school shall have a clearly published re-enrolment procedure, detailing the prerequisites and timelines for re-enrolment.
  - b. The school ensures that existing students are automatically re-enrolled in the next academic year, subject to meeting fee payment requirements, as per the ADEK Fee Policy, unless parents actively choose to withdraw their child from the school.

## PLACEMENT OF NEW STUDENTS

- Maximum capacity of each Pre-Kindergarten, Kindergarten 1 and 2 class is 25 students.
- Maximum capacity of each section Grade 1 to 12 shall be 30 students.

Age cut -offs for Grades

The age cut -off date	Academic year starts in April
Pre-Kindergarten/FS 1	3 years before 31st March of that academic year
Kindergarten 1 /FS 2	4 years before 31st March of that academic year
Kindergarten 2/Year 1	5 years before 31st March of that academic year
Grade 1/ Year 2	6 years before 31st March of that academic year

## ADMISSION PRIORITIES

The school ensures that existing students with Siblings, management referred students, new students with siblings, Staff children, ex GIIS students, GIIS inter school transfer within UAE/outside UAE, tie up with corporate company's employee's children, students residing near school area are given preference under the quota that is decided by the school management.

## TRANSITION FOR NEW AND TRANSFER STUDENTS:

The school takes all necessary steps to ensure a seamless transition for new and transfer students.

1. **Transfer of Records:** The sending school shall transfer the records of a student to the receiving school in accordance with the guidelines outlined in the ADEK Records Policy. In case of transfers within the Emirate, the receiving school shall update the student's registration on both ADEK's eSIS and the school's internal system.

2. **Transferring Curricula:** When students are transferring to the receiving school with a different curriculum from the sending school, the receiving school shall write to the student's parents highlighting the potential risks that may arise in the adoption of a different curriculum, especially for those students who seek equivalency to the UAE's general secondary education certificate (Al Thanawiya), in line with the ADEK Curriculum Policy.

# STUDENT (CHILD) PROTECTION POLICY

## Scope/Intent

This policy shall cover all the students of the school. The policy aims to provide broad guidelines to ensure the safety, security and well-being of all the students of the school.

## Responsibility & Authority

Teachers shall be responsible for students in the classrooms and play area.

Bus attendants travelling in the bus shall be responsible for students while commuting to and from school.

## Application

This Policy is applicable to students studying in the school.


## Policy

### Student Protection

Every student has the right to feel safe and free from harm in every area of their daily lives including when they are at school. Protection for children and young people is of paramount importance and one that the school takes very seriously. The school has developed policies and procedures to guide school staff, volunteers, and visitors to the school in their responsibilities to recognise and report all matters of abuse and harm, likely abuse or suspected harm of any student.

The school shall be responsible for the care and protection of students while 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 organized by the school. We will take all possible measures to protect students from any form of exploitation, abuse, oppression, insult, and/or any other physical, sexual, or emotional threat, danger, or harm.

The school shall be responsible for the supervision of students traveling by school bus from the time they enter the bus till they are dropped back to their designated drop-off points after school hours. The school shall be responsible for students availing of their own transport 15 minutes before the start of school time and 30 minutes after school hours and shall notify parents/guardians of their responsibility toward their children outside



of these two periods. School staff shall be available on a telephone call for parents to contact in case of any need till 60 minutes after the school end time.

- The school has implemented the following measures to ensure the safe being of children while they are in school and on the school bus.
- The presence of security guards at all the entry/exit points of the school ensures
- that every visitor to the school makes an entry in the visitors register at the entrance.
- High quality cameras are installed in the corridors and outdoor play areas to monitor the safety and security of students at all times. Patrolling of security personnel to various locations inside the school and outdoor play areas is performed at regular intervals. All areas of the school premises are monitored by supervisors and teachers adequately.
- Classroom management is primarily the responsibility of the teacher, and he/ she must make sure that all the students are out of the classroom during recess, activity time, and school dispersal time.
- The school's staff recruitment policy and procedures include a background check of new recruits along with a Police clearance certificate from the relevant authorities.
- Safety induction is provided to every staff member. Staff members are to ensure that all operations are performed with the utmost regard for safety and health.
- Inspections are carried out on a regular basis to promote a safe learning environment by ensuring that all equipment, furniture, and facilities used by the students are safe.
- Students and staff are trained to react to emergency situations including building evacuation. Fire drill is conducted on a regular basis to ensure the safe and speedy building evacuation.
- Students are advised to walk cautiously in school corridors and stairs. They must refrain from running to avoid accidents.
- A certain percentage of regular staff are trained to provide First Aid and CPR to students and adults.
- Physical conflicts of any kind are strictly forbidden among the students. In case of any such incident, the teacher should call the supervisor who will accompany the child to the school nurse. The school nurse is responsible to decide whether the child needs only first aid or must be taken to the hospital for follow-up and inform the parent in consultation with school authorities.
- GISS believes and protects the rights of the child to grow and enjoy a free, safe and modern life. We involve children in social life activities according to their age, maturity and capabilities. Students in GISS enjoy a priority right for protection and safety under all circumstances.

Service of a student counsellor is made available in the school who investigates any report of child abuse (physical, mental and emotional) or neglect reported by the teacher. Students are also free to approach the student counsellor to report any incidents of abuse at home or elsewhere.

The school has appointed full time experienced licensed Health and Safety personnel to ensure the safety of students and staff as per the standard.

Staff are not allowed to carry or use anything that could harm students such as hot drinks or sharp objects inside the classrooms/corridors or while supervising the students.

Housekeeping staff are instructed to take utmost care while using cleaning solvents and other solutions.

The presence of any visitor in classes or corridors during school hours is forbidden. If the need arises for any visitor to be there, they shall be accompanied by the security or school official.

Workers or maintenance staff who visit the school will be always under a supervisor and school official to ensure that they don't mingle with students and no maintenance work is permitted in the presence of students.

Students below the age of 11 years are not allowed to leave the school alone and must be accompanied by either a parent or guardian. They can leave with their driver if the parent has informed the school in writing.

Staff or supervisors are not permitted to transport any student in their private cars unless they are asked to do so by school authorities or with permission from parents.

Designated area has been allocated for the school bus pick up and drop off. Security personnel individually inspect every bus after dropping children in the school. All buses are equipped with cameras, Notification to parents along with a bus tracking facility is available with all school buses. The lady conductor in charge of the bus ensures that every student is wearing seat belts and no unnecessary movement of students inside the bus is permitted.

## Reporting of Incidents

### Grievance Committee

The school shall thoroughly investigate and report immediately to ADEK all incidents of abuse that students may face including exploitation, violence, and /or any other physical harm, sexual abuse, or 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, the Principal, Chair of Board of Trustees (or in the case of the abuse being carried out by the Principal, the Chair of Board of Trustees) shall:

- 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 Parents/Guardians concerned

- 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.

The school shall conduct thorough investigation and shall maintain scrupulous communication and actions when dealing with relevant government entities such as Health Authority-Abu Dhabi, the social welfare institutions and police departments. School shall keep relevant records and inform ADEK of such communications when requested.

## Rewards for good behaviour

Recognising and rewarding a student's good behaviour, self-discipline and learning is crucial to establishing and maintaining a culture of high expectations. Students want to show their parents that they are doing well. They want to feel pride. They want what everyone wants, the chance to feel important and valued for their efforts. The school aims to ensure students feel valued in the following ways:-

- Sensitive and genuine verbal praise from teachers
- Written praise in exercise books and in homework notebooks
- Notes and mails from teachers and staff
- Letters/certificates of praise accompanying school reports
- Recognition in assemblies, wall displays and newsletters



# INCLUSION POLICY

## Introduction

This policy supports and promotes the principles of inclusive education in an ecosystem in which skilled professionals are equipped with the pedagogical knowledge to meet the diverse needs present in the school. Through its implementation, this policy promotes a rights-based approach to education for all students where an understanding of equity and inclusion is instilled in all aspects of the community.

## Purpose

- Provide inclusive education as a fundamental right for all students, including students with additional learning needs in the school.
- To specify admissions requirements for students with additional learning needs.
- Ensure the school is offering standard inclusive provision in terms of staffing, physical accessibility, and teaching and learning support.
- Outline requirements to charge additional fees to parents.
- Identify school leadership roles and responsibilities to promote inclusive learning environments.
- Define minimum requirements for compliance and standard provision of education for students with additional learning needs in the school.

## Policy


Our vision, mission, and core philosophy promote holistic education and the development of students.

**Vision:** To become a global role model for teaching and learning.

**Mission:** We nurture our global students into men and women, who will be leaders of distinction, committed to the spirit of excellence, through high-quality education imparted by globally experienced and caring teachers, building strong virtues and values while focusing on all-round development, creativity, and entrepreneurship.

**Our Core Philosophy:** We nurture students' growth to prepare them for college and beyond. Everything we do is driven by these intrinsic beliefs:

- Manage with Information and Metrics
- Agility and Adaptability

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- Honesty, Integrity and Ethical Practices
  - Attitude before Knowledge
  - Teamwork
  - Mentor, Coach and Make a Difference

## Ambience for Learning

**Students:** This policy is applicable to any student who may require in-school specialist services.

## 2. Admissions

All the students with Additional Learning Needs to be given admission with the principles Concerning the Rights of People with Disabilities and its amendments shall, under no circumstances, be denied a place at a preferred school, provided the school has the capacity to admit them in the appropriate grade/year, as per the ADEK Student Administrative Affairs Policy. Accordingly, the school's admissions processes shall adhere to the following:

- Prioritizing the attendance of students with additional learning needs and their siblings in the same school.
- Requesting original clinical assessment reports from parents completed by any relevant specialists, such as a therapist, psychologist, or pediatrician.
- Supporting the transition process for all students with additional learning needs. In particular, targeted transition support shall be provided to:
  - I. Students starting school for the first time or coming from alternative early education settings.
  - II. Students transferring from specialized provision, homeschooling, or any other type of educational provision.
  - III. Students in exchange programs.
- Providing any accommodations required by the student to complete the assessment, if assessments are part of the school's admissions process, and utilizing such assessments as a means to inform the provision of learning support as per the ADEK Student Administrative Affairs Policy. These assessments shall not be used to deny admission to the school.
- Using all information provided to ensure equitable and safe access to the learning and physical environment of the school for students with additional learning needs, making reasonable adjustments where necessary.
- Defining what constitutes the school's "inability to accommodate" (see Section 2.2.).

- Clarification on updating records for students with additional learning needs on eSIS
- Updating records for students with additional learning needs on the eSIS ALN module.

2.2 Inability to Accommodate Notification: The school shall submit an inability to accommodate notification to ADEK and the parents within 7 days of the admission decision being issued.

**Note:** ADEK reserves the right to uphold or overturn an inability to accommodate notification based on the evidence submitted by the school and from other sources. The school shall make reasonable adjustments and accommodations to enable admission for all students with additional learning needs.

2.3 Re-enrolment: In line with the ADEK Student Administrative Affairs Policy, the school shall re-enrol all students for the next academic year.

**Referrals to Specialized Provision:** The majority of students with additional learning needs will attend mainstream school along with their peers. Alternative placement may be considered for students who meet eligibility criteria.

Request for a child for repeating a Grade/Year

Clarification on the requests for a child repeating a grade/year be made by the parent to ADEK.

Where a parent wishes to request a child to repeat the grade/year, ADEK approval is required and the school shall submit an application form for retention, including a medical report, and the student's DLP.

- Where the school considers that a student may require a more specialized placement, the school will contact ADEK prior to conversations with parents in order to establish whether the student would meet the eligibility criteria for specialist provision and to determine which, if any, type of placement would best meet their needs.

### 3. Standard Inclusive Provision

**Inclusion Staff Requirements:** The school shall appoint the following inclusion positions, as per the requirements of the ADEK Staff Eligibility Policy:

1. **Head of Inclusion:** At least 1 Head of Inclusion, with no more than 10% of their timetabled workload dedicated to teaching commitments outside of their role as Head of Inclusion and member of the school leadership team.

#### Flexibility For Heads Of Inclusion

Clarification on the CPD completion time frames for the Heads of Inclusion

As per the Staff Eligibility Policy, Heads of Inclusion who require CPD as their additional qualification shall demonstrate completion (within one year of their appointment) of 60 hours of coursework through local and/or international training providers covering top- ics related (but not limited) to:

- a. SEND (Special Educational Needs and Disabilities) pedagogies
- b. Identification of barriers to learning
- c. Strategies to support SEND
- d. Learning interventions and evaluation of effectiveness
- e. Target-setting for learning and developing IEPs
- f. Coordinating inclusive provision
- g. Resource allocation and deployment

### 3.2.2. Assistive Technology For Students

Clarification on the financial support provision by ADEK for assistive technology for students  
Where a student may require assistive technology, the school may apply to ADEK for financial support

2. **Inclusion Teacher:** At least one Inclusion Teacher per cycle, with no more than 10% of their timetabled workload outside of their role of teaching students with additional learning needs.

As per the ADEK Staff Eligibility Policy, Inclusion Teachers/shadow teachers who do not have a specialized qualification in Special Education shall demonstrate completion of 40 hours of coursework through training provided by ADEK or other local and/or international training providers covering topics related (but not limited) to:

- SEND pedagogies
  - a. Identification of barriers to learning
  - b. Strategies to support SEND
  - c. Effective teaching
  - d. Target setting for learning and developing IEPs
  - e. Planning and evaluating interventions
  - f. Data to inform practice

3. **Inclusion Assistants:** Inclusion Assistants to provide additional support to teachers for students with additional learning needs. Inclusion Assistants work under the direction of a teacher and may provide:

Whole-class support where there are higher numbers of students with additional learning needs.

Targeted pull-out and push-in support to small groups (and occasionally for individual students as needed) with any additional learning needs to enable their progress towards Documented Learning Plan (DLP) targets. Dedicated 1:1 support to a particular student, if required, as per their DLP and the Clinical Assessment Report.

The school shall conduct an annual review at a minimum to track student progress and evaluate outcomes to determine whether 1:1 support should continue or be modified to maximize positive impact.

4. **Individual Assistant:** Where a student with additional learning needs requires additional individualized assistance for personal care and other non-teaching-related support, the school may seek the provision of a parent-funded Individual Assistant, which is not part of the school's standard inclusive provision.

When requesting parents to engage an Individual Assistant, the school shall provide evidence and a justification to outline the need for support for the majority of the student's school day.

The Individual Assistant shall be available outside the classroom and is authorized to enter the classroom to provide support to the concerned student only upon request by the teacher.


The school should maintain records on the Enterprise Student Information System (eSIS) and Private School Staff Information System (PASS) to indicate the provision of an Individual Assistant for a particular student.

## Physical Accessibility

**General Accessibility:** The school shall ensure school buildings and learning spaces are reflective of a universal design approach and provide equitable access to education for all students.

**Parking spaces, pathways, buildings, and playgrounds are accessible to all.**

- a. All entry points to buildings have ramps that conform to regulatory standards for wheelchair accessibility.
- b. Stairs are equipped with handrails, contrast color bands, and tactile indicators on the edge of each step.
- c. Signage uses symbols to accompany text and considers color contrast for ease of visibility.
- d. Evacuation alarms are accompanied by flashing lights to indicate the alarm for those with hearing impairment.
- e. School buildings are accessible on the ground floor, at a minimum, to all students.
- f. Accessible bathrooms are equipped with appropriate sanitary provisions for people with a physical disability as per the applicable codes.
- g. A hoist or lift is available to enable access to the swimming pool, operated by a trained member of staff.
- h. Evacuation chairs are available to ensure safe exit from buildings in cases of emergency where the lift is not in operation and there are people who cannot mobilize independently down the stairs.

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- i. All teaching staff receive training in the safe operation of evacuation chairs, and specific members of staff have been identified to assist students and staff requiring evacuation chairs during emergencies.
  - j. Personal Emergency Evacuation Plans (PEEP) have been developed for each student and staff member who may require additional support or guidance to evacuate safely for any long- or short-term needs, and that any identified staff providing assistance for evacuation have received relevant training.
  - k. Coordination with school transportation providers to enable students with additional learning needs access to school buses, making any appropriate and approved adjustments necessary, as per the requirements of the Integrated Transport Centre (ITC).
  - l. Development of a risk assessment and mitigation plan to demonstrate how the school will manage risks stemming from already identified accessibility-deficient areas.
  - m. Development of a school accessibility plan (based on the risk assessment) to identify required adaptations to the school environment and buildings with clear steps and timelines to improve accessibility.
  - n. Existing school buildings that are unable to fulfill universal design-based accessibility requirements are authorized to seek exemption, with justification, from ADEK. However, existing school buildings seeking to renovate/expand are subject to the general accessibility requirements.

**Accessibility of Learning Spaces: To provide equitable access to education and inclusive learning opportunities, the school shall ensure:**

- All classrooms are accessible for all students, with desks and chairs providing adapted seating options for those who require it.
  - a. A variety of classroom resources (pens, pencils, scissors, etc.), which offer choices regarding size and ease of use.
  - b. All timetabled classes are physically accessible to students with additional learning needs, to the best extent possible.
  - c. Specialized teaching spaces, such as science laboratories, sports facilities, spaces for the arts, etc., are accessible to students of different ages and lessons, and such spaces offer adapted resources to support access and integration for students with physical disability, and/or sensory impairment.
  - d. Classroom acoustics and lighting are evaluated for students with hearing and/or visual impairment to reduce any background noise/visual disturbances that may interfere with access to learning.
  - e. Classrooms reflect a Universal Design for Learning (UDL) approach, providing information and content in multiple ways, allowing students to express their learning through multiple forms, and facilitating engagement with learning through different means.
  - f. The teaching and learning environment incorporates accommodations and modifications to teaching to enable fair access to the curriculum and the school facilities.

**Specialist Support Spaces:** In order to provide specialist pull-out intervention or targeted support for any student with additional learning needs as per the ADEK In-School Specialist Services Policy, the school shall:

- Provide accommodations for each cycle (dedicated spaces within the school premises for the duration of interventions) to allow specialist learning support and pull-out interventions for any student with additional learning needs.
  - a. Evaluate the specialist support space on acoustics, lighting, flooring, and textiles to promote access to learning through consideration of sensory needs.
  - b. Avail a specialist support space that has technological and digital resources that mirror those of other classrooms to support the development of digital literacy skills.
  - c. Avail a range of nondigital teaching and learning resources to allow specialists to deliver interventions as part of the DLP.

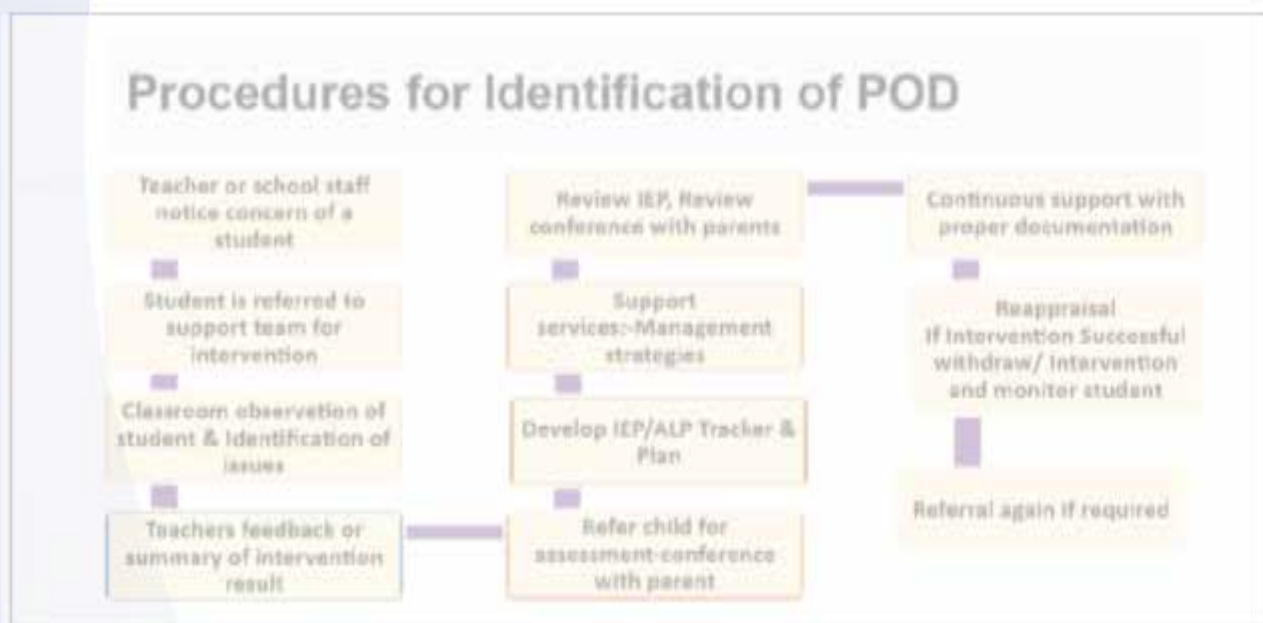
### 3.3 Inclusive Teaching and Learning Support

**Identification, Referral, and Tracking System:** The school shall develop a robust identification, referral, and tracking system that:

- Outline how teachers or other staff can raise concern about any aspect of a student's academic, social, emotional, physical, behavioral, or developmental needs.
  - a. Integrates the input of the student (as appropriate), parents, and staff members.
  - b. Identifies the needs of the student (e.g., via assessments such as standardized screening tools overseen by the Head of Inclusion/designated coordinator), appropriate measures to improve their learning, and identifies any student who would benefit from a further assessment of needs.
  - c. Enables the development of a DLP that plans, monitors, assesses, and evaluates teaching and learning programs that are personalized for the student. The school shall incorporate information provided through any internal and external assessments and ensure the information is shared with staff to identify students who may require emotional, social, or behavioral support or where risks are apparent.
  - d. Establishes ongoing communication with parents regarding the student's additional learning needs, providing information (in their native language where possible) on how support can be provided in the home setting.
  - e. Records the details of students with additional learning needs on eSIS, as required by ADEK.
  - f. Tracks the progress of students with additional learning needs by:
  - g. Using a Tiered Model of Support to reflect the level of support provided to students with additional learning needs.

- h. Developing a DLP for all students with additional learning needs receiving at least Tier 2 and Tier 3 support.
- i. Ensuring progress data for students with additional learning needs and other students receiving any aspect of support for their learning is reviewed on a termly basis and reported accordingly to parents. DLP shall be reviewed at least three times a year and incorporate a system to track progress towards identified targets at least every 4 weeks.
- j. Conducting an annual review, at a minimum, of needs for students receiving Tier 2 or 3 support, including any student with a dedicated Inclusion Assistant or an Individual Assistant, to ensure provision remains appropriate and informs the long-term educational pathways of the student.
- k. Ensuring all subject leaders track the progress, attainment, and approaches of students with additional learning needs in their subject to identify any learning outcomes linked to the DLP.
- l. Personalizing, where necessary, attainment and progress reports, which shall be created based on information in the DLP, for students with additional learning needs to celebrate their progress, which is unique to their individual starting point.

## Procedures for identifying the students



**Inclusive Teaching & Learning Approaches:** The school shall ensure their teaching and learning approaches reflect the following elements:

Incorporate inclusive teaching strategies into lesson planning to support students with additional learning needs as a feature of adaptive teaching.

- a. Personalize the teaching content for students with additional learning needs and ensure alignment with the tiered model of support and any DLP targets.
- b. Ensure professional development opportunities and awareness sessions on inclusive approaches to education (including adaptive teaching strategies to support learning and the achievement of DLP targets) are delivered to staff by the Head of Inclusion/designated coordinator and other specialists.
- c. Ensure the Head of Inclusion/designated coordinator deploys the Inclusion Team to provide support in accordance with the needs of students with additional learning needs.
- d. Provide guidance for Inclusion Assistants and any interested Individual Assistants in their professional development.
- e. Adopt a tiered model of support response to interventions to ensure the progress of all students with additional learning needs.
- f. Ensure the Head of Inclusion/designated coordinator coordinates specialist interventions by external agencies such as Speech and Language Therapists, Occupational Therapists, Psychologists, or Counselors, uploaded accordingly through the In-School Specialist Services system, as per the ADEK In-School Specialist Services Policy.
- g. Support students with additional learning needs to enable them to use assistive technology, where appropriate, to improve their access to learning.
- h. Ensure all teachers explore the full range of adaptive approaches to teaching and that they seek guidance from others before initiating any referral to the Head of Inclusion designated coordinator.
- i. Ensure concerns over progress and attainment are raised with parents at an early stage to support early intervention.


3. **Curriculum:** The school shall provide students with additional learning needs an opportunity to follow an appropriate curriculum pathway and achieve appropriate outcomes by:

Ensuring all students with additional learning needs have access to a broad and balanced school curriculum that includes access to the full range of extracurricular activities, which shall be adapted to meet their needs, where appropriate.

4. **Assessment Accommodations:** The school shall ensure that students with additional learning needs are not disadvantaged during any form of assessment. Consequently, the school shall:

Evaluate the needs of all students with additional learning needs to:

- Ensure all accommodations and modifications reflect the student's normal way of working in the classroom.

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- a. Ensure permissions for accommodations and modifications are sought and adherence to policies/guidelines stipulated by external assessment providers and examination boards, where necessary.
  - b. Develop an Assessment Accommodations Policy outlining the process and eligibility for applying accommodations and modifications for assessments in line with any external assessment provider requirements (if applicable).

## Additional Fees

The school shall follow the principle of inclusion, which states that equitable access to education is the right of all students and efforts are made to meet the needs of any students with additional learning needs within the school's fee structure.

1. Where the exceptional need of a student requires specialist intervention and support beyond the school's standard inclusive provision, and as stipulated in the student's Clinical Assessment Report (where applicable), the school may request additional school fees. Where additional school fees are necessary, the school shall:

- Justify, with evidence, the requirements and costs for additional provisions that extend beyond the standard inclusive provision.
  - a. Obtain a parental agreement, which shall be renewed at least annually or when there is a change in the fees charged.
  - b. Itemize all additional individually chargeable fees and update the student records on the eSIS database with the itemized charges.
  - c. The school shall provide termly financial statements to parents itemizing the allocation of additional funds charged.
  - d. Limit additional charges to parents so that they do not exceed 50% of the tuition fee and that any optional administration charge for in-school specialists does not exceed 10% of the cost, as per the ADEK In-School Specialist Services Policy.
  - e. The school in the low to very low tuition fee range for whom the above cap may be insufficient to cover cost is authorized to charge above 50% of the tuition fee if parents consent to paying the extra charge. Alternatively, the school shall seek approval from ADEK for any extra charges.
  - f. Review all additional charges on a termly basis and evaluate the impact and ongoing applicability of specialist services.

## Leadership


**5.1 Leadership Roles and Responsibilities:** The school's Inclusion Policy shall describe the roles and responsibilities of the school leadership, with the following as a minimum:

1. The Board of Trustees shall:

- Set the strategic direction for the school, incorporating a commitment to inclusive education.
  - a. Nominate one board member for oversight of inclusive provision.
  - b. Ensure a financial budget that provides the necessary specialist staffing and resources to support the inclusion of students with additional learning needs.
  - c. Ensure adjustments and accommodations to the school environment/ infrastructure are made, or planned for, to improve access for students with additional learning needs with physical disability and sensory impairment.

2. The Principal shall:

- Ensure inclusive provision is a standing agenda item of senior leadership and Board of Trustees meetings.
  - a. Develop and review their inclusive provision as part of their School Development Plan including measurable targets, in order to evaluate and improve provision and accessibility for students with additional learning needs.
  - b. Ensure a member of the senior leadership team has direct oversight of inclusive provision in the school.
  - c. Appoint a Head of Inclusion/designated coordinator who meets the requirements of the ADEK Staff Eligibility Policy with responsibility for the coordination of all aspects of education for students with additional learning needs.
  - d. Appoint a separate member of staff to be responsible for the coordination and provision of multilingual learners.
  - e. Appoint a member of staff to be responsible for the coordination and provision for gifted and/or talented learners and work in conjunction with senior leaders.
  - f. Ensure all staff have access to a program of CPD opportunities related to adaptive teaching and ensure staff are trained in student protection and safeguarding awareness measures, which include how to identify concerns that may be specific to students with additional learning needs, as per the ADEK Student Protection Policy.
  - g. Establish a risk assessment procedure for all structures within the school to be undertaken to identify and mitigate any hazards that may present heightened risks to those with communication, mobility, sensory, and behavioral needs.
  - h. Ensure data on the identification of students with additional learning needs is submitted to ADEK as per any request.
  - i. Ensure all incidents of maltreatment (particularly bullying or discrimination) against students with additional learning needs are recorded and resolved, as appropriate.

- 
- j. Establish a system for the emergency evacuation of all people of determination (students, staff, and visitors), ensuring that key persons identified are aware of their roles and that training and awareness sessions have been delivered in a timely and appropriate manner to the school community.
  - k. Undertake overall responsibility for the safe evacuation of all people of determination during emergencies.

3. The Head of Inclusion/designated coordinator shall:

- Coordinate all aspects of educational, behavioral, social, and emotional provision for students with additional learning needs through liaison with other teachers and professionals.
  - a. Collaborate with all teachers on the teaching and learning needs of students with additional learning needs and track their progress and attainment in relation to curriculum expectations.
  - b. Ensure all documentation about students with additional learning needs is securely stored, evaluated, and disseminated as appropriate, as per the ADEK Records Policy.
  - c. Maintain, review, quality assure, and update the school-based register of students with additional learning needs, including their DLP and PEEPs.
  - d. Develop PEEPs for each student in coordination with the designated Health and Safety Officer in preparation for emergency evacuation situations, as per the ADEK Health and Safety Policy. This should be reviewed on a termly basis or where the needs of the individual or setting change.
  - e. Evaluate, together with the school's Health and Safety Officer, the school's accessibility for students with additional learning needs, including ensuring an emergency evacuation procedure is in place.
  - f. Ensure all data requirements and eSIS information on students with additional learning needs are reviewed and updated.
  - g. Engage in reviews of teaching and learning for quality assurance purposes on inclusive teaching approaches and the provision for students with additional learning needs.
  - h. Meet with parents to discuss the provision for students with additional learning needs throughout the school year and the support that can be provided in the home setting.
  - i. Ensure all specialist push-in and pull-out interventions are coordinated and evaluated for positive impact on attainment.
  - j. Coordinate with in-school specialists to facilitate the delivery of specialist services in the school setting where required, through the in-school services system, as per the ADEK In-School Specialist.

# TEACHING AND LEARNING RESOURCE POLICY

## Scope/Intent

To provide all Students, teachers and parents with an understanding of teaching and learning practices at GISS.

## Responsibility & Authority

Academic Supervisor and Subject Heads of Departments shall be responsible for the implementation of this policy. This policy will be reviewed and updated as needed by the school and in line with ADEK guidelines from time to time. APPLICATION This Policy is applicable to all teachers and students of GISS.

## Policy

At GISS, we are committed to high quality teaching and learning to raise standards of achievement for all students. This policy summarizes expectations and common work- ing practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision.

## Principles Of Teaching And Learning

Learning is the purpose of the whole school and is a shared commitment. At GISS, we recognize that education involves children, parents, staff, School Management Committee, Board Members, the community and the local authority, and that for optimum benefit all should work closely together to support the process of learning. Working in partnership, we aim to:

- Provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community;
- Recognize the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements;
- Ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum;

- Provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- Provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
- Develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes;
- Encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being; Develop children's confidence and capacity to learn and work independently and collaboratively;
- Develop enduring values of respect, honesty, equality, integrity, tolerance, fairness and trust;
- Encourage children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world;
- Encourage children to value the diversity in our society and the environment in which they live; Encourage children to become active and responsible citizens, contributing positively to the community and society.

## Roles and Responsibilities

Learning and teaching is a shared responsibility and all members of the school community have an important part to play. All members of the school community should work towards the school's aims by:

- Esteeming children as individuals and respecting their rights, values and beliefs;
- Fostering and promoting good relationships and a sense of belonging to the school community;
- Providing a well ordered environment in which all are fully aware of behavioral expectations;
- Offering equal opportunities in all aspects of school life and recognizing the importance of different cultures;
- Encouraging, praising and positively reinforcing good relationships, behaviors and work;
- Working as a team, supporting and encouraging one another.

## Teachers will strive to:

- Provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement;
- Recognize and be aware of the needs of each individual child according to ability and aptitude;

- Ensure that learning is progressive and continuous;
- Be good role models, punctual, well prepared and organized;
- Keep up-to-date with educational matters;
- Provide clear information on school procedures and pupil progress;
- Have a positive attitude to change and the development of their own expertise;
- Establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life;
- Work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.

### Parents are encouraged to support their child's learning by

- Ensuring that their child attends school regularly, punctually, well-rested and in good health;
- Ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment;
- Providing support for the discipline within the school and for the teacher's role;
- Supporting the work of educational targets and becoming actively involved in the implementation of any support programme;
- Participating in discussions concerning their child's progress and attainment;
- Ensuring early contact with school to discuss matters which affect a child's happiness, progress and behavior;
- Support the school's homework policy and give due importance to any homework;
- Ensuring that all contact addresses and telephone numbers are up to date and correct;
- Allowing their child to become increasingly independent as they progress throughout the school;
- Informing the school of reasons for their child's absence; Actively supporting the Home- School Agreement.

### Students are encouraged to support the school's aims by:

- Attending school in good health, maintained by adequate diet, exercise and sleep;
- Attending school regularly and punctually;
- Being organized, bringing necessary equipment, taking letters home promptly, etc;
- Conducting themselves in an orderly manner in line with the expected behaviour policy;
- Taking increased responsibility for their own learning.

## The community is invited to support the school by:

- Contributing to activities, such as assemblies, specialist outings, clubs, etc.
- Presenting themselves as positive role models to be emulated;
- Organizing activities and events throughout the year to extend and deepen pupils' knowledge and skills;
- Supporting school events;
- Voluntarily helping in the classroom.

## Planning

The foundation for curricular development is the School Development Plan, developed through a process of collaboration between staff, and approved by governors.

At GISS, we are committed to following the programmes of study as required by the CBSE, India and Ministry of Education, UAE.

Planning takes place before the beginning of the academic session in April every year. Implementation is monitored throughout the year through a variety of mechanisms.

## Supervisors have a variety of roles. These include:

Taking the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school; Supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities;

Monitoring progress for their levels and advising the Principal on action needed; taking responsibility for the purchase and organization of central resources for their subjects;

Using release time to support colleagues;

Keeping up-to-date through reading and attending relevant courses.

Teachers ensure breadth and balance to the curriculum and endeavor to make use of cross curricular opportunities to enhance learning.

## Organization

The learning environment will be managed in such a way as to facilitate different styles of learning. Opportunities will be made for:

- Whole class teaching;
- Group work, organized according to appropriate criteria (i.e. ability, mixed ability, friendship, etc);
- One to one teaching;
- Conferencing;

- Collaborative learning in pairs or groups;
- Independent learning.

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills, and understanding.

The classroom will be organized to facilitate learning and the development of independence. For example:

- Resources in each area will be grouped according to curriculum subjects;
- Labels and posters should be used wherever possible/appropriate to reflect the language diversity in the school;
- Areas for imaginative play will change regularly, in order to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner;
- Pupils will be involved in the maintenance and care of all equipment and resources.

Classrooms provide a stimulating and purposeful learning environment, including thought-provoking and stimulating displays.


Classroom support is available in the form of both learning support assistants and volunteers. These are used at the discretion of the class teacher. Classroom helpers assist with the many aspects of school life. Students are welcomed into school and certain standards of dress and conduct are expected.

Excellence is celebrated in display and performance. Each child is given an opportunity to have work displayed during the school year. The sustained effort, including drafting and reworking, is encouraged to enhance standards. School events such as performances and assemblies are seen as opportunities for all pupils to demonstrate their own best performance. Students are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement. 'Student of the Week' awards are given monthly to celebrate individual academic or behavioral achievement.

## Teaching Strategies and Styles

In order to ensure equality of access and effective matching of tasks to needs, teachers will employ a variety of teaching strategies in any one session. This will include

- Provision of an integrated curriculum
- Teacher observation;

- 
- Discussion and questioning (open and closed as appropriate);
  - Previewing and reviewing work;
  - Interactive teaching;
  - Conferencing;
  - Listening;
  - Brainstorming;
  - Providing opportunities for reflection by students;
  - Providing opportunities for repetition/reinforcement;
  - Providing encouragement, positive reinforcement, and praise;
  - Making judgments and responding to individual need;
  - Intervening, as appropriate, in the learning process in order to encourage development;
  - Providing all students with opportunities for success;
  - Using a range of communication strategies - verbal and non-verbal.
  - The emphasis of our policy is on a good variety of experiences and we encourage children increasingly to take an active role in their own learning. Thus:
    - Investigative work is used;
    - Children are encouraged to communicate findings in a variety of ways;
    - Opportunities are provided for children to become involved in decision making and to take responsibility, along with staff, for their own learning.
  - At GISS, we recognize the importance of key skills. Opportunities will be made available across the curriculum to develop:
    - Application of number;
    - Communication;
    - Computing skills
    - Problem solving;
    - Working with others;
    - Improving self-learning and performance.
  - Thinking skills will also be developed across the curriculum. This will include:
    - Creative thinking;
    - Critical thinking;
    - Enquiry;
    - Information processing;
    - Reasoning;
    - Evaluation.

# Learning Processes and Learning Styles

Students enter school at different stages of development. They learn in different ways and at different rates of progress. In the course of learning, students develop their skills through a variety of processes and learning styles. These include:

- Investigation;
- Experimentation;
- Listening;
- Observation;
- Talking and discussion;
- Asking questions;
- Child-initiated play;
- Practical exploration and role play;
- Retrieving information;
- Imagining;
- Repetition;
- Problem-solving;
- Making choices and decision-making.

At GISS, opportunities are organized to allow students access to these processes, and for them to develop their own strategies to gain knowledge and skills. We aim to provide opportunities to develop a wide range of learning styles. We recognize that each child has a unique way of learning and that learning preference is affected by previous experience, competence, confidence, beliefs, and values. We shall ensure that learning is accessed by as many means as possible, e.g. VAK. Teachers are aware of a range of theories and research linked to learning including encouraging a 'Growth Mindset'.

Planning will incorporate as many styles of working as possible. These styles include

- Individual learning;
- Collaborative learning in small groups, or pairs;
- One to one learning with an adult, or more able pupil;
- Whole class;
- Independent learning.

Group work may include friendship, matched ability, mixed ability, etc. appropriate to the activity. Collaborative learning is encouraged, although some periods of the day may be set aside for silent work.

Effective learning is ensured through the process of monitoring successful teaching and students' learning outcome i.e. Baseline Study, regular periodic tests, and benchmarking tests.

## Resources

Classroom and central resources are the responsibility of classroom teachers and HoDs who ensure that:

- There is a range of appropriate, accessible, and labeled resources available for which pupils can select materials suitable to the task in hand;
- All children know where classroom resources are kept and the rules about their access and use;
- Children are encouraged to act independently in choosing, collecting and returning resources where appropriate;
- The library is a valued resource and used appropriately;
- Children work together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources.

Each classroom and special room are appropriately equipped to meet the curriculum needs and achievement of learning outcomes by students.



# HOMework POLICY

## Scope/Intent

To provide students, teachers, and parents with broad guidelines on the administration of student homework related to scholastic and co scholastic areas.

## Responsibility & Authority

### Responsibilities of Parents

- Provide a study area that is quiet, comfortable, and free from disturbances. ◇ Set rules (when, where, how) for your child.
- Make available resource materials such as reference books, magazines, newspapers, and a dictionary.
- Assist the student with drills, such as learning how to spell.
- Check the finished product for neatness and legibility.
- Consider homework as non-negotiable (extracurricular activities should not interfere with the timely completion of homework).
- Encourage reading for pleasure.
- Show confidence in your child's ability; never do your child's homework for him/her.
- Hold your child accountable for getting homework to and from school.
- Let the teacher know if your child is experiencing difficulty with the homework.

### Responsibilities of Students

- Know homework assignments before leaving school.
- Take homework assignments and all necessary supplies home.
- Jot down a homework buddy's phone number to use if a day is missed or if there are questions.
- Spend the necessary time on homework each evening.
- Know that a best effort is demonstrating pride in homework.
- Seek help from parents only when needed.
- Submit finished homework to the teacher, neatly done and on time.

# Responsibilities of Teachers

- Ensure homework assignments leave school with clear expectations.
- Share individual classroom homework expectations at Curriculum Night and in the first or second newsletter that is sent home.
- Plan homework that is meaningful and relates to specific instructional purposes.
- Make homework as interesting as possible.
- Plan homework tasks that are appropriate to students' ability levels.
- Give parents specific suggestions on how to help their children with homework.
- Give children a sufficient amount of homework to meet the time guidelines for your grade.
- Check homework daily or as often as appropriate (for example, a long-term project would be checked on or around its due date).
- Provide students with feedback on their progress, or with comments that are specific to the assignments. This can occur as direct written comments on the assignments, as part of in-class discussions or through connections made with in-class assignments. Supervisors are responsible for ensuring adherence to the policy by all teachers. Supervisors are authorized to make appropriate amendments to the policy keeping all stakeholders well informed.

This policy will be reviewed and updated as needed by the school and in line with ADEK guidelines from time to time.

## Application

This Policy is applicable to all students, teachers, and parents of GHS.

## POLICY

### Goals for Homework

- To reinforce classroom instruction
- To develop good work habits, responsibility, self-direction, and organizational skills
- To extend and enrich curriculum
- To assess independent work
- To provide parents with an opportunity to become informed of and involved in the students learning

The time allotted to homework should increase gradually from grade to grade.

The time limits are guidelines that remain flexible. Individual differences among children may be taken into consideration by parents and teachers.

Grade Level Suggested Average per Day varies based on weekly assignments there shall be no daily homework for students in KG 1 and 2. Weekend homework not exceeding 60 minutes may be given

## Daily homework time for other grades:

- Grade 1&2 25-30 minutes
- Grade 3 to 5 30-45 minutes
- Grade 6 -11 45-60 minutes

### \* Types of Homework/Assignments

Homework/assignments will be consistent in most things, such as Mathematics, spelling, and reading. Other assignments will vary. There are several types of homework assignments you may expect to see over the course of a year: **Practice Homework**

Practice Homework helps students' master skills and reinforce in-class learning. Learning spelling words and completing Math worksheets are examples of this type of homework.

### Preparation Homework

Preparation assignments prepare students for an upcoming lesson or assessment. Reading a chapter in preparation for the discussion, pre-tests, and surveys are examples of preparation homework.

### Extension Homework

Extension homework helps students take what they learn in class and connect it with real life. It requires students to transfer specific skills and concepts to new situations. Journal writing and conducting experiments at home are examples of extension homework.

## Creative Homework

Creative homework helps students integrate multiple concepts and promotes the development of critical thinking and problem-solving skills. This type of homework often takes the form of open-ended questions and long-term projects that allow students a choice.

## Vacation Homework Guidelines

Homework given during vacation needs to be completed by the ward (with the guidance of parents) and returned to the school on the first-day school reopens or the date assigned. If your child will miss school for a significant amount of time, please let the teacher know before you leave. However, please be aware that teachers cannot

accommodate requests for homework in advance. Missed homework will need to be made up upon return.





# STUDENT ATTENDANCE POLICY

## Scope/Intent

This policy shall cover all the students of the school. The policy aims to provide broad guidelines for the uninterrupted attendance of the students at the school.

## Responsibility & Authority

The teacher shall be responsible for marking the attendance of the student's daily. KG, Primary and Secondary Supervisors shall be responsible for monitoring the attendance of students at their respective levels. KG, Primary and Secondary Supervisors shall be responsible for maintaining late arrival data of students.

The Principal shall be reviewing the attendance of the students once every month.

## Application

This policy is applicable to all students studying in this school.

## Policy

The school believes that regular and punctual attendance of the students at the school will result in greater benefit to the students. The school encourages all its students to be regular and punctual for their daily classes and shall appreciate the students with maximum attendance.

All students shall be governed by the following policy guidelines with regard to attendance:

- 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.
- 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.

- When a student returns to school following an absence, Parents/Guardians must send a signed note or an email on the school intranet to the School indicating the reason for the student's absence. Students must get approval from the Principal in writing for a leave of absence exceeding 3 days consecutively.
- Students are responsible for completing all assignments missed during their absence. Parents/Guardians should seek to ensure that family vacations take place during scheduled School holidays.
- Each student should achieve a minimum of 95% attendance in an academic year (excluding medical leave which shall be supported with a HAAD approved medical certificate).
- A student who remains absent for more than 20 days (consecutive) or for more than 25 days (non-consecutive) in an academic year without prior approval by the Principal cannot be promoted to the next grade. In case of long leaves, the school will forward the request of leave to ADEK for further approval and guidance.

# PARENT INVOLVEMENT AND ENGAGEMENT POLICY

## Scope/Intent

This policy shall cover parents of students enrolled in the school. The policy aims to provide broad guidelines for the active engagement of the parents in the schooling of their children.

## Responsibility & Authority

The receptionist shall be a member of the Parent Support Group and shall coordinate the parent engagement initiatives. KG, Primary and Secondary Supervisors shall be responsible for Parent-Teacher Meetings for their respective levels.

The Principal shall be the final authority in approving the parent engagement programme.



## Application

This Policy is applicable to all teaching and non-teaching staff of the school and all the parents of the students studying in the school.

## Policy

The school considers parents as partners and important stakeholders in the schooling of the students and thus whole heartedly encourages parents to take an active part in the education of their children. The following shall be the policy regarding parent engagement at GISS.

## Communication

The school has a dedicated intranet for the use of parents. This intranet is the one stop solution to parent's two-way communication needs. All circulars and important information from the school such as curriculum document, school calendar, Parent Teacher Meeting schedule etc. shall be facilitated through the school intranet. The portal also facilitates SMS communication to parents when needed.

### Parent Orientation Programme

The school shall arrange a Parent Orientation Programme at the beginning of each academic year to familiarize the parent with regards to the curriculum, grade specific activities and expectations from the school. Email Communication

Each parent shall have a unique user id on the school intranet and shall be able to communicate with the teachers, administrative staff and the school leadership. All teachers teaching a particular grade shall have access to email the parent to keep them informed of any or all matters related to the student's education.

### Parent-Teacher Meetings

The school shall arrange a minimum of three formal parent-teacher meetings to facilitate interaction between the parents and the teachers to discuss matters pertaining to the progress of the students. Parents shall have access to a large majority of teachers teaching their children during the PTM.

Besides the formal PTMs, parents can seek appointments with the subject teachers or class teachers or any administrative staff of the school during school hours to discuss any matter they may concern them.

Teachers can meet any parent without an appointment only if they are free and the meeting does not take away their teaching time.

## Regular Academic Updates

The school, at its discretion, may send out weekly or monthly reports to parents on the academic work happening in the classrooms. Besides formal academic reports, parents shall be updated on the academic and non-academic activities happening in the school from time to time.

## Newsletters and Social Media

The school shall make extensive use of the official school website, school intranet, official school Facebook page to keep the parents and students updated on the various happenings at the school such as special assemblies, celebrations of events like National Day, School Annual Day and Sports Day, etc. Grievances posted on social media by parents will not be addressed or entertained and shall be removed. Parents must use the school intranet to communicate their grievances or concerns.

Additionally, the school will send monthly newsletters from mygiis portal to parents to keep them updated about the activities conducted in the school

## Parents as Guest Speakers

The school believes that many parents are individuals with expertise in some specific area. It shall invite selected parents to deliver lectures and demonstrations to students under the supervision of the school faculty and school leadership.





# STUDENT GRADUATION POLICY

## Scope/Intent

This policy shall cover all the students of the school. The policy aims to provide broad guidelines for organizing graduation ceremony for students.

## Responsibility & Authority

Senior School coordinator shall be in charge of organizing graduation for Grade 10/12 students.

## Application

This Policy is applicable to students studying in the school.

## Policy

The school shall organize Graduation Ceremony at the secondary/ Senior Secondary (Grade 10/12) level to recognize the efforts put in by the students.

## Eligibility:

- Each student who fulfils the requirements for completion of the Senior Secondary course/ and secondary and has at least 92% attendance is eligible to be part of the graduation ceremony.
- Graduation ceremony to be organized once towards the end of the academic year with parents of the graduating students invited to the event.
- Each graduating student shall receive a Graduation Certificate.



# STUDENT CODE OF CONDUCT POLICY

## Scope/Intent

This policy aims to provide broad guidelines to students, parents, and staff on how students should conduct themselves while at school and while traveling on school provided transportation and attendance requirements for all students.

## Responsibility & Authority

All teachers are responsible for monitoring the student behavior and reporting any misbehavior.

All Class Teachers are responsible for maintaining the attendance records for the students in their class.

The school disciplinary committee shall be responsible for conducting enquiry into incidents of student misconduct and approving sanctions.

Student counselors shall be responsible for providing appropriate counselling to students as needed.

Supervisors will be responsible for monitoring the attendance of students for their respective levels.

## Application

This Policy is applicable to students studying in the school including students with special education needs.



# FEEDBACK AND COMPLAINT MANAGEMENT POLICY

School is open to receiving feedback, suggestions and complaints from parents, students and staff members. School has constituted a Complaints Management Committee as per the following details:

Designation	Email id
Principal	principal.giisauh@globalschools.com
EA to Principal	ea.giisauh@globalschools.com
Vice Principal	vp.giisauh@globalschools.com
KG Coordinator	supkg.giisauh@globalschools.com
Primary School Coordinator (Grade 1 to 4)	cdrpri.giisauh@globalschools.com
Middle School Coordinator (Grade 5 to 8)	headms.giisauh@globalschools.com
Secondary School Coordinator (Grade 9 to 12)	sectionhead.giisauh@globalschools.com
Parent Representative Executive	psg.giisauh@globalschools.com
Operation Manager	op.giisauh@globalschools.com
Transport Executive	ehs.giisauh@globalschools.com
Student Registrar -Member	adm.giisauh@globalschools.com
Student Counsellor -Member	smartbloom1.giisauh@globalschools.com
SENCo - Member	neethu.suni@globalschools.com

You can contact all of the above through the school reception number 04-2810800. The receptionist will, in turn, connect you to the person concerned

## Purpose:

To address all complaints made against the school and its operations, and deal with them professionally, effectively, and promptly.

## Responsibility

The Principal is responsible for the entire Feedback management and Complaint process and ensures that feedback is collected timely and the complaints are attended to.

## Authority

- The Principal with the coordinators and related process owners analyses the feedback and the complaint management system.
- The Academic Coordinator and KG head are responsible for all teaching-related feedback and complaints.
- The Operations Manager is responsible for all transport-related feedback and complaints.
- The Social counselor member is responsible for all admissions-related feedback and complaints.
- The Complaints Management Committee will review and evaluate the complaints and their resolutions once a week.

## Procedure

- All written complaints received will be recorded in the complaints tracker in soft copy format and action taken/resolution is recorded in the same file with closure intimation to the parent/student concerned.
- 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.

# BAGGAGE POLICY

As custodians of children’s wellbeing, we would like to address the potential long-term effects of students carrying heavy school bags.

It is recommended that a child’s school bag does not exceed 10% of their body weight to avoid adverse effects on their spine and body.

Kindly ensure that students’ school bags do not exceed the maximum weights listed in the table.

GRADE / YEAR (US) (UK)	MAX. BAG PACK WEIGHT (KG)
KG 1 / FS2	2.2 KG
KG 2 / YEAR 1	2.4 KG
GR 1 / YEAR 2	2.6 KG
GR 2 / YEAR 3	3 KG
GR 3 / YEAR 4	3.4 KG
GR 4 / YEAR 5	3.8 KG
GR 5 / YEAR 6	4.1 KG
GR 6 / YEAR 7	4.5 KG
GR 7 / YEAR 8	5 KG
GR 8 / YEAR 9	5.8 KG
GR 9 / YEAR 10	6.5 KG
GR 10 / YEAR 11	7.3 KG
GR 11 & GR 12	Not to exceed 10 KG

Source maximum school bags weight was calculated based on WHO Child growth chart.

Kindly refrain from sending unwanted books with your ward. Students are requested to pack their bags according to the timetable.

We seek your kind cooperation in this regard.

# PHYSICAL EDUCATION AND SCHOOL SPORTS POLICY

## Introduction

Global Indian International School, Abu Dhabi (GIIS Abu Dhabi) recognizes the importance of sports in the overall development of students. The sports policy is designed to promote physical fitness, teamwork, sportsmanship, and a spirit of healthy competition among students. This policy aims to create an environment where every student feels encouraged and supported to participate in sports activities.

## Objectives

- a. Foster physical fitness and well-being among students.
- b. Develop teamwork, leadership, and sportsmanship skills.
- c. Provide opportunities for students to explore and excel in various sports. d) Promote a culture of inclusivity, ensuring that every student has access to sports activities. e) Create a competitive yet respectful sporting environment. Sports Offered
- d. GIIS Abu Dhabi will offer a diverse range of sports to cater to the interests and abilities of all students.
- e. Sports may include, but are not limited to, football, basketball, cricket, swimming, athletics, badminton, table tennis, and others.


## Sports Facilities

- a. The school will provide well-maintained sports facilities, including playing fields, courts, swimming pool, and gymnasium.
- b. Adequate safety measures and equipment will be in place for all sports activities.

## Sports Curriculum

- Incorporate a structured sports curriculum that aligns with the academic calendar.
- b) Include age-appropriate skill development, fitness training, and competitive opportunities.

## Participation:



Encourage and facilitate the participation of all students in sports activities. b) Promote inclusivity by organizing events and leagues for different skill levels. c) Recognize and reward outstanding achievements in sports.

## Coaching and Training:

- a. Employ qualified coaches for each sport.
- b. Provide regular training sessions for interested students in the form of gold squad Programme.
- c. Looking for Conducting workshops and clinics to enhance skills and knowledge.

## Competitions and Events:

- a. Organize inter-house competitions, intra-school leagues, and friendly matches.
- b. Facilitate participation in external competitions, tournaments, and championships.
- c. Host an annual sports day to showcase the talents and achievements of students.

## Physical Education (PE) Program:

- a. Integrate a robust PE program into the school curriculum.
- b. Ensure that PE classes cover a variety of sports and physical activities.

## Sports Code of Conduct

- a. Establish a sports code of conduct outlining expectations for behavior on and off the field.
- b. Emphasize fair play, respect for opponents, and adherence to rules.

## Infrastructure Development:

- a. Periodically assess and enhance sports facilities to meet the evolving needs of students.
- b. Consider the introduction of new sports based on student interest and demand.

## Monitoring and Evaluation:

- a. Regularly assess the effectiveness of the sports program through feedback from students, parents, and coaches.
- b. Adjust the sports policy as needed to address emerging challenges and opportunities. 13. Communication
- c. Maintain open communication channels with parents regarding sports activities, schedules, and achievements.
- d. Highlight sports achievements through school publications and social media. This sports policy is a living document that will be reviewed and updated periodically to ensure its relevance and effectiveness in promoting a vibrant sports culture at Global Indian International School, Abu Dhabi.

# ASSESSMENT/EXAM POLICY

## Introduction

Assessment is one of the most important tools for educational improvement as it helps create a culture of using data and evidence to evaluate and enhance the performance of students, staff, and school. In a school environment as diverse as Abu Dhabi's, the standardization of assessment data equally allows for the establishment of a common ground to drive change. This policy sets out the basic requirements for the creation of a culture of assessment in school.


## Purpose

To ensure the planning and management of exams is conducted efficiently and in the best interests of candidates.

To ensure the operation of an efficient exams system with clear guidelines for all relevant staff.

The exams policy will be reviewed every year.

Identify high-quality internal and external assessment methods that use data-driven decision-making processes to inform teaching and learning and raise the level of student achievement.



Specify the ADEK-mandated external assessments that need to be implemented and used as indicators of student progress and attainment in the emirate of Abu Dhabi

Require that assessment data is analyzed, monitored, and shared with relevant stakeholders.

## Exam responsibilities:

### Assessment Head

Overall responsibility for the exam centre.

Manages the administration of public and internal exams and the production of exam results. Advises the senior leadership team, subject and class teachers, and other relevant support staff on all exam timetables and application procedures as set by the various exam boards.

Oversees the production and distribution to staff and candidates of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events.

Consults with teaching staff to ensure that necessary coursework (portion) is completed on time.

Prepare guidelines for teachers to prepare question papers for different examination. Prepare precise and lucid instructions regarding (a) pattern of question paper (b) types of questions (c) rational marks allotted to different types of question, (d) language of instruction, etc.

Collection of question papers from the subject teachers and verification of their quality assurance.

Provides and confirms detailed data on estimated entries.

Receives, checks and stores securely all exam papers and completed scripts.

Identifies and manages exam timetable clashes.

Liaises with the senior exams invigilator in organising the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exams both internal and external. Liaises with the Deputy Head (Academic) in producing exam timetables for all internal exams.

Prepares and presents reports to the Deputy Head (Academic) showing results achieved.

Submits candidates' coursework marks, tracks dispatch, and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule.

Arranges for dissemination of exam results and certificates to candidates and maintains systems and processes to support the timely entry of candidates for their exams.

Organise the examination invigilation duty.

## Invigilators

- Collection of exam papers and other material from the exam office before the start of the exam.
- Follow the seating plan for all the exams.
- Need to give proper instructions about the behaviour in the examination hall prior to the commencement of exam.
- Fill the attendance sheet with the names of absentees and their roll number.
- Must sign the answer sheets after checking the details entered by the students.
- Should not use mobile phones and laptops during invigilation time.
- Should not sit during invigilation time.
- Teachers of class 3 - 6 need to check the answer scripts before collecting to see if all the questions have been attempted by the students or not. If not, ask them to attempt it.
- Also check their name, roll number, number of additional sheets, etc.
- Collect the papers according to the roll number wise.
- Must be aware of evacuation procedures in any emergency.

## Subject Teachers:

- Should follow the timeline for completing the portion and submitting the question papers.
- Should follow the question paper setting format which is given by the exam department.
- Should get the approval from their respective leads and coordinator, before submitting the question papers to the exam department.
- Submit the question papers with vetting form along with parallel teacher's, HOD's and Coordinator's signature.
- Subject teachers will not be allowed to visit the examination hall during the conduct of their subject exam.
- To avoid movement of subject teachers please ensure that the Question Paper is free of any errors.
- Before beginning the correction, the answer key must be corrected by the subject leads.
- Send the students list those who needs re-exam as soon as correcting the papers,
- Enter the marks and remarks in Mygiis immediately after the verification done by the cross-checking committee.
- Download the report card from the Mygiis and send it to the respective students after the instruction given by the exam department.

## Quality Assurance Mechanisms

Added requirement for QA mechanism for internal assessments, the school shall adopt and implement a rigorous quality assurance process for internal assessments including regular reviews of assessment types, moderation of marking to ensure consistency and fairness, and calibration sessions to align their assessment practices with established standards and expectations to ensure validity and reliability.

## Academic Grades

Added requirement on grades to be based on achievement the school shall ensure that final grades/marks are solely reflecting student achievement towards standards and learning outcomes, however, other components should be reported separately, in line with the ADEK Student Performance Reports Policy.

### For KG1 and KG2

Assessment as per NEP/NCF policy

### For Grade 1 and 2:

Assessment will be as per NEP/NCF policy.

Question paper setting format:


### For Grade 3 to 12:

- The question paper must be set for maximum 20 marks for PT1 and PT2 for both CBSE and Ministry subjects with a time duration of 45 minutes.
- The question paper must be set for maximum 20 marks for Pre-Midterm and Post midterm for both  
• CBSE and Ministry subjects with a time duration of 45 minutes.
- The question papers must be set for maximum 40 marks from grades 3 to 5 for Half Yearly and Annual Examinations for CBSE subjects with time duration 1:30 Hours.
- The question papers must be set for maximum 80 marks from grades 6 to 11 for Half Yearly and Annual Examinations for CBSE subjects with time duration 3:00 Hours.
- The question papers must be set for maximum 50 marks from grades 3 to 11 for Half Yearly and  
• Annual Examinations for Ministry subjects with time duration 2:00 Hours.
- Add your department name in the question paper (In header).
- Add Roll No. to the question paper.
- Preparation of Question Paper should be done with proper alignment, date and page numbers must be mentioned.

- Font: Arial - 12 - to be used for the body of the question paper.
- Instructions and headings - Arial - 14 (Bold).
- Marks: Arial - 12 (Bold). Format [ mark x No. of questions = total] (follow the same type of bracket given above)
- Teachers must adhere to the Question Paper submission schedule. Late submission will not be accepted by the exam committee unless recommended by the coordinator or Principal.
- Numbering patterns must not be confusing.
- Main questions/ Instructions must be typed in Roman numbers. Sub-questions must be typed in numerals.

CBSE Subjects		Islamic Education & Arabic		MSCS	
Eng/Math/Sci/SST/Hindi/ICT/ French					
Range of Marks	Grade	Range of Marks	Grade	Range of Marks	Grade
91-100	A1	91-100	A1	91-100	A1
81-90	A2	81-90	A2	81-90	A2
71-80	B1	71-80	B1	71-80	B1
61-70	B2	61-70	B2	61-70	B2
51-60	C1	55-60	C	51-60	C1
41-50	C2	50-54	D	41-50	C2
33-40	D	Below 50	E	33-40	D

- Page number pattern: Bottom of page- Bold number mentioned as page 1 of 1 in centre.
- Spacing: 1.5
- Try to put the instructions (paragraph) and questions on the same page.
- Space must be given between the section topic and the Questions.
- Clear instructions (subject specific) must be given at the beginning of the question paper, answering of questions in the question paper itself or use of answer sheets etc.
- Grading Criteria for Scholastic Areas
- The subject teacher must set a re-test question paper for the students who get grade E.
- Candidates
- A seat with name and ID number will be allotted to each student. The student must find and occupy the seat particularly assigned to him/her.
- The unruly behaviour of the students toward the invigilator is considered a serious offence.
- Students shall not leave the examination room temporarily during the period of the examination. A student who leaves the examination hall before the expiration of



examination must surrender his/her answer script to the invigilator otherwise will be considered as cheating.

- Students are required to bring their own pens, pencils, erasers, rulers etc. While the examination is in progress, they are not allowed to borrow these items from other students.
- Students are not allowed to keep books, papers, or other aids with them during the examination.
- Students are reminded that cheating in an examination is considered a serious offence which would lead to expulsion from the examination.
- The following would be treated as ‘cheating’ during an examination: -
- Communicating or trying to communicate in any way with fellow students -
- Attempting to view examination papers of others.
- Using unapproved examination materials, such as: calculators, mobile phones, formulas

### Possessing “cheat sheets”.

Writing on desk, body parts, dress, scale or in any other materials If a student is caught cheating (irrespective of the extent) in any form his/her script will be marked “zero” in that examination, she/he will have to leave the examination room immediately and no reexamination will be taken later.

### Absentees

If any student was absent during the exam time for a valid reason, some percentage of their other exam marks will be taken into account for her/his non attempted exams.

No retest will be conducted for the absentees.

### Additional Learning Needs

A candidate’s additional learning needs’ requirements are determined by the ALN department.

The ALN Department will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an exam.

The ALN Department can inform individual staff of any special arrangements that individual candidates may be granted during the course and in the exam.

The school shall keep records of the accommodation and modifications required by individual students and ensure that teachers and invigilators have access to these records.

The school shall ensure that accommodations and modifications adhere to the regulations and guidelines stated by assessment providers to avoid unfair advantage.

## Exam Days

The exams officer will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available to the invigilator(s).

The School Porter and Exams Officer are responsible for setting up the allocated rooms.

## Results:

Candidates will receive individual results through our school portal ( Mygiis) on results days.

## Policy:

- Approaches to utilize internal and external assessments to continuously improve the effectiveness of teaching and learning and student educational outcomes.
- Identification of the assessment methods to be used, appropriate to the age/stage of students.
- Implementation of ADEK-mandated external assessments, including a focus on achieving the school's international assessment targets.
- Use of Internal Assessments: The school shall implement different forms of internal assessments as required or deemed appropriate according to curriculum, age, purpose, and need, such as those indicated in the table below.
- Specific Requirements for Formative Assessments: A school's Assessment Policy shall
- include specific requirements on formative assessments with guidelines for educators on:
  - Carrying out regular, continuous assessments of all students.
  - Sharing learning outcomes with students and parents in addition to the assessment criteria used to evaluate the student's work.
  - Creating opportunities for peer and self-assessment enables students to think critically and metacognitively about their own work in relation to success criteria and next steps for learning.
  - Ensuring instructional planning includes a variety of means to assess student's progress (e.g., observation, questioning, classroom discussions, digital quizzes, problem-solving activities, and other learning engagements).
  - Provision of accommodations and modifications for students with additional learning needs to enable the equitable participation of all students.
  - Working with students to help them set challenging learning targets for themselves, monitor their own progress, and continuously improve.

- Specific Requirements for Summative Assessments: The school’s Assessment Policy shall include specific requirements on summative assessments with guidelines for educators on:
- Assessing student progress through a variety of methods, including selected/ constructed response and performance tasks and project-based assessment aligned to the school’s curriculum standards.
- Adapting assessments to cater to students with different abilities, including appropriate accommodations and modifications for students with additional learning needs aligned to their individual needs.
- Analysis and use of the results of assessments to inform teaching and learning.
- Examples of rubrics and/or grading criteria used.
- Moderation protocols and a commitment to ensuring grading consistency.
- Invigilation protocols and a commitment to ensuring assessment integrity.

## External Assessments

Use of External Assessments: The school shall implement different forms of external assessments as required or deemed appropriate according to curriculum, grade, purpose, and need, such as those indicated in Table 2. Types of external assessment

Type of Assessment	Description
Standardized Benchmark Assessments (SBA)	Assessments developed by external assessment providers are administered annually and used to determine student attainment and progress. These are mandated based on curriculum.
International Assessments	Assessments (PISA, PIRLS, TIMSS) developed by external assessment providers administered periodically that are used to compare student performance nationally and internationally
Board Exams	<p>Formally designed, quality-assured assessments marked by an exam board or independent organization (CBSE). These are high stake standardized assessments that validate the completion of a secondary certificate that are prerequisites for or enhance the prospect of university admissions.</p> <p>Added transparency on Board Exam Fees</p> <p>a) The school shall publish, on their website, their board exam fees as per the quotations from the assessment provider for that year.</p> <p>b) The school may charge an administrative fee in line with the ADEK School Fees Policy.</p>

**International Assessments:** The school shall administer all international assessments required by ADEK (e.g., ASSET, PISA, TIMSS, and PIRLS).


1. The school shall adhere to all requirements issued by ADEK regarding the administration of international assessments.
2. The school shall analyze and review the international assessment school reports and utilize recommendations for school improvement planning and target setting.
3. The school shall engage the whole school community in developing short- and long- term improvement strategies to meet their international assessment targets.

**Board Exams:** The school shall register all eligible students for board exams, as required, to obtain high school equivalency in accordance with the latest UAE ministerial resolution concerning the system of equivalence of school certificates.

- The school should encourage high-performing students to sit for the highest-level options for their board exams.
- The school shall communicate this recommendation to parents and engage with them to encourage students to choose this option.
- The school shall document the communication, recommendation, and final decision taken by the student and their parents.
- The school is permitted to charge parents the fees for board exams for which a student is registered (including an admin fee that covers the processing of documents).
- Student performance on these assessments shall be reported to ADEK annually for tracking on eSIS and monitoring of progress.
- The chosen assessments by the school (whether SBAs or national exams) require ADEK approval.
- The school shall explain to parents the purpose of assessments utilized and how they will be used to inform their child's future learning.
- The school should follow up with parents to ensure maximum participation in external assessments.
- Exemption of a student from external assessments requires ADEK approval.

**Utilization of Assessment Data:**

- a. Internal assessment: After every exam (PT1, term 1, PT2, term2) detailed analysis of the results should be done. The 7S analysis tool should be used to provide elaborate analysis of the data.
- b. Based on the analysis report, subject leads are responsible to prepare subject improvement/intervention plan to ensure appropriate support is provided to the students of all groups (high achievers, average, low achievers and Gifted & Talented students)



External assessment: ASSET should be conducted mandatorily every year as per ADEK assessment policy for grades 3 to 9. Analysis of the assessment data should be done every year by the respective subject leads (English, Math & Science). Action plans should be prepared by the Subject leads under the guidance of SLT.

Review of the action plan/intervention plan should be done twice a year.

# BEHAVIOUR MANAGEMENT POLICY

Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behaviour by students. The term also implies the prevention of disruptive behaviour. Classroom management is closely linked to issues of motivation, discipline and respect.

## Respect

- Greeting the teachers and other members of the school, in and outside the classroom.
- Response of the teacher

### Teacher- a role model

- Posture during the assembly.
- Prayer, National Anthem

### Classroom behavior reflects in the public forum.

- Seating arrangement
- Uniform
- Neatness of the classroom
- Awareness about the number of students present in the class.
- While moving on the corridors, maintaining discipline and walking in a line.
- Students names' list is to be pinned on the bulletin board if they are being called by any teacher for any particular training or any other purpose.
- Teacher responsible for complete discipline of the particular classroom.

## Class teacher's responsibility

- Details on the white board (Present, Absent)
- Record book to be placed on the teacher's table.
- Uniform checking (hairs, nails, shoes, ID Card)
- School Diary to be brought regularly to school
- General Instructions

## Student Teacher Relationship

- Be friendly, but remember you are a teacher.
- Over strictness leads to repulsion

## Remedial Measures

- Record book
- Class pass
- Surprise checking

## Student Attire

All the Staff members shall ensure that -

- **Students are expected to wear approved school uniform.**
- Students of grades 5 to 12 are allowed to wear pull-over which is provided by the school during winter only.
- School uniforms should not be altered fashionably.
- PE dress is permitted only on the day of PE period and during the Sports Competition.
- Fancy watches/ hair-clips/ Jewellery/ bindi/ mehandi/ nail-polish/ anklets/ hair colors and other accessories to the school are not permitted.
- Wearing No other form of foot-wear other than that mentioned in the school uniform is allowed.
- White shoes to be worn only during P.E classes.
- Hair style for grade 5 to 12 should be black hair bands/clips, plaits with black rubber bands or black ribbons.
- Boys' hair-cut must be done in a proper manner.
- All children are expected to wear the school ID everyday.

Any kind of Deviations with respect to the above must be brought to the notice of the Discipline Committee.



## Students discipline record manual

- Under the custody of class teacher
- Accessible for all the teachers
- Each child will have separate page for the record
- Mandatory for teachers to Maintain /update the manual
- For each and every disciplinary issues of every child
- Every month (last week) the discipline committee will compile the record for every class and it will go to the Vice Principal and Principal.

## Duties and Responsibilities of student council

- Floor discipline
- Break discipline
- Assembly discipline
- Co-curricular activities discipline
- Dispersal discipline

## Disciplinary Actions

Any disciplinary actions used to address student misconduct should be firm, consistent, clear and in compliance with ADEC and UAE laws , policies and guidelines. School staff will ensure that students are given appropriate opportunities to act positively before it is escalated in disciplinary action.

## Levels Of Misconduct

Each level of behaviour requires a different disciplinary approach for modifying and correcting student behaviour.

### Level 1

Behaviour that causes disruption of teaching and learning

- Being late to school
- Unexplained absences
- Not bringing the necessary books and equipment
- Incorrect school uniform (including sports uniform when appropriate)
- Disruptive classroom and school behaviour
- Breaking school rules including classrooms, corridors, playgrounds and buses

- Not obeying school authority, staff and teacher's orders
- Abusive or inappropriate language towards peers
- Disruptive behaviour on school buses.

## Intervention For Level 1

### First Time

- Teacher provides verbal recognition of misbehaviour
- Teacher makes note of violation in student record
- Teacher provides verbal reminder of proper

### Second Time


Repeat the above mentioned steps PLUS

- Teacher isolates student from group and allows student to pursue work independently **THIRD TIME**
- Repeat steps from second time violation PLUS
- Student is sent to counsellor for guidance and behaviour management
- Parents are contacted
- Written warning issue
- IF NO IMPROVEMENT
- Student is referred to principal or Vice Principal
- Parents contacted for intervention meeting

## LEVEL 2

Behaviours that causes greater disruption of teaching and learning than LEVEL 1 It also covers behaviours that may lead to physical and mental harm of another person or property damage

- Defying school authority and staff members
- Trespassing
- Mocking others
- Fighting with other students and bullying
- Theft
- Damage to school property
- Using cell phones during school time
- Leaving school without permission

- 
- In possession of or viewing pornographic material
  - Cheating on exams
  - Providing false documents (signing letters without the knowledge of parents)

## Intervention For Level 2

### First Time

- Teacher provides verbal recognition of misbehaviour
- Teacher takes note of violation in student record
- Teacher provides verbal reminder of proper conduct
- Teacher isolates the student from group **SECOND TIME**

### Repeat interventions steps from first time **PLUS**

- Student is sent to counsellor
- Parents are informed
- Written warning is issued **THIRD TIME**
- Repeat intervention steps from second violation
- Student is referred to principal or vice

### Principal **IF NO IMPROVEMENT**

- Student is referred to principal or vice principal
- Student suspended from attending school

### Level 3

Behaviours that cause physical endangerment of fellow students, school staff and other people. These behaviours are also at times violating UAE laws.

- Fighting with teachers
- Assault and sharing or distributing pornographic material
- Wilful damage/destruction of school or personal property
- Possessing weapons
- Using/possession of illegal or inappropriate substances
- Exchanging inappropriate materials, photos etc.
- Committing major actions contradictory to the morals such as sexual assault

# Intervention For Level 3

## First Time

- Teacher provides verbal recognition of misbehaviour
- Teacher makes note of incident in student record
- Student is sent to counsellor for behaviour management
- Parents are contacted
- Student is sent home for the day and warning letter issued

## Second Time

- Repeat interventions from first time violation PLUS
- Student is referred to principal or vice principal for intervention meeting with parents Student suspended from school

## Third Time

- Repeat intervention steps from second violation
- Student referred to principal or vice principal
- Student suspended for a longer period IF NO IMPROVEMENT
- Student is excluded from school

## Banned Disciplinary Actions

- All forms of physical punishments
- Lowering and/or threatening to lower grades
- Punishing a group of students for an individual's misconduct
- Imposing more school work
- Mocking or insulting the student in private or public
- Depriving the student of using toilet facilities or meals

# POSITIVE BEHAVIOR SUPPORT

- The school follows a positive behaviour model. With the view to appreciate and reward positive behaviour, the school has a reward system in place.
- Student of the Week will be awarded to students per class based on criteria of positive behaviour, attendance, and academics.
- Students with 100% attendance should be felicitated with certificates.
- Star Class should be awarded from all grades based on criteria of attendance, discipline, uniform and sustainability.

- Verbal recognition and acknowledgement by the class teachers and subject teachers for students showing positive behaviour or improvement in behaviour

## Students With Special Education Needs (SEN)

- To follow the same school rules as their peers
- They may need greater assistance in learning and following the school rules
- They should not have greater consequences imposed for misbehaviour.

# ANTI DRUG POLICY

## Purpose

- The purpose of this Anti-Drug Policy is to ensure a safe, healthy, and drug-free school environment at Global Indian International School in alignment with the ADEK policies and safeguarding expectations. GIIS is committed to protecting students from the harmful effects of drugs, alcohol, tobacco, vaping substances, and other prohibited substances, while promoting student wellbeing, positive behaviour, and healthy lifestyle choices.

## Scope

- This policy applies to:
  - All students of the school
  - All teaching and non-teaching staff
  - Parents, visitors, vendors, and contractors while on school premises or during school-sponsored activities
  - All school-related activities, including trips, events, and transport

## Policy Statement

- In accordance with ADEK Student Behaviour Management Policies, ADEK Child Protection and Safeguarding Guidelines, Global Indian International School enforces a zero-tolerance policy towards the possession, use, distribution, sale, purchase, or influence of drugs or prohibited substances on school premises, during school transport, or at any school-sponsored activity.

## Prohibited Activities

The following actions are strictly prohibited:

- Possession, use, consumption, sale, distribution, or exchange of drugs or prohibited substances
- Being under the influence of drugs or alcohol while in school or during school activities
- Bringing drug-related belongings onto school premises

## Preventive Measures

GIIS shall:

- Conduct age-appropriate awareness programmes, workshops, and counselling sessions
- Integrate drug education into the curriculum where appropriate
- Promote life skills, mental health awareness, and positive peer influence
- Engage parents through orientations and communication

## Identification and Reporting

- Any student or staff member who suspects drug-related activity must report it to the School Management or designated authority immediately

- All reports will be handled confidentially and sensitively
- The school reserves the right to conduct bag checks or searches when there is reasonable suspicion, in accordance with applicable laws

## Levels of Drug-Related Offences (ADEK Aligned)

### Level 1 Offence (Minor / First-Time Concern) Includes :

- Possession of items classified as drugs
- Association with drug-related misconduct without direct involvement
- First-time possession of tobacco or vaping devices

#### Actions:

- Verbal and written warning
- Counselling session
- Parent notification
- Behaviour improvement plan

### Level 2 Offence (Serious Misconduct) Includes :

- Possession or use of tobacco, vape, or alcohol
- Repeated Level 1 offence Actions:
  - Written warning
  - Parent meeting with school management

### Level 3 Offence Includes :

- Possession, use, sale, or distribution of illegal drugs or narcotics
- Being under the influence of drugs on campus or during school activities
- Repeated Level 2 offence Actions:
  - Disciplinary committee review
  - Immediate suspension
  - Mandatory reporting to ADEK and relevant legal authorities

## Disciplinary Action

- Any violation of this policy will result in strict disciplinary action, implemented in line with ADEK Behavior Management Policy
- The school believes in corrective and rehabilitative approaches. Students found in violation may be:
- Referred to the school counsellor
- Required to attend rehabilitation or awareness programmes
- Supported through individual behaviour improvement plans

## Role of Parents

- Parents are expected to:
- Cooperate with the school in enforcing this policy
- Counsel their children on the dangers of drug use
- Attend meetings or counselling sessions when required

## Drug Incident Response Flowchart

### Step 1: Identification

- Suspicion, report, or observation of drug-related behaviour

### Step 2: Immediate Safety Measures

- Ensure student safety; confiscate substance (if safe); do not conduct invasive searches

### Step 3: Inform School Leadership

- Immediately inform the Principal / Designated Safeguarding Lead

### Step 4: Preliminary Assessment

- Assess severity (Level 1 / Level 2 / Level 3) and immediate risk

### Step 5: Parent Notification

- Inform parents promptly and arrange a formal meeting

### Step 6: Disciplinary Action

- Apply action as per offence level and ADEK guidelines

### Step 7: Reporting

- Report to ADEK and/or legal authorities where required by UAE law

### Step 8: Counselling & Monitoring

- Provide counselling, monitor behaviour, and document follow-up actions

### Step 9: Review & Closure

- Review case, record outcomes, and ensure continued compliance

## Staff Responsibilities

- All staff members are required to:
- Act as positive role models
- Report suspected violations immediately
- Participate in awareness and preventive initiatives
- Compliance with this policy is mandatory for all students, staff, parents, and stakeholders

# SUSTAINIBILITY POLICY

## Introduction:

Sustainability is an element of collective wellbeing that “meets the needs of the present without compromising the ability of future generations to meet their own needs” (United Nations, 1987). Implementing sustainable practices is crucial in creating a culture that prioritizes collective care for the wellbeing of the Global Indian International School physical environment. Such a culture also extends to building student competencies as global citizens who understand their impact on larger environmental concerns and their role in contributing to meeting the United Nations Sustainable Development Goals (SDGs). This policy sets out the requirements for Global Indian International School to promote and foster an awareness and understanding of sustainability across their school communities.

## Purpose:

- Ensure that Global Indian International School has a focused strategy dedicated to promoting sustainability.
- Obligate Global Indian International School to promote awareness of their sustainability strategy and policies to the school community.
- Ensure Global Indian International School is committed to preparing students and staff with the knowledge and skills to manage their resources wisely and to recognize their role in tending to the planet’s future.
- Require Global Indian International School to monitor their own progress in implementing their sustainability strategy actively.
- Encourage Global Indian International School to actively work to continuously improve their sustainability and environmental wellbeing.

## Vision:

We envision ourselves as a global advocate for the pursuit of learning excellence. We are creating a network of global teachers, learners and innovators to collaborate and continue with us on this life long journey of continued enrichment.

## Mission:

We support big Ideas: By giving them a platform or foundation to build on from the start of the project to fruition.

We inspire talents: By providing globally recognised programmes and opportunities that encourage them to hone their skills further.

We celebrate innovations: By giving them the spotlight to explore their inventive nature and an outlet for their creativity to shine.

# Policy

## 1.1 Sustainability Strategy:

In our commitment to sustainability, Global Indian International School pledges to undertake the following initiatives. Our goal is to empower every student to become a champion for sustainability, embodying its principles both within and beyond the walls of our school.

1. Sustainability concepts will be integrated into our curriculum across all grade levels and subject areas to educate students about environmental issues and foster a sense of responsibility toward the planet.
2. Global Indian International School will organise events, workshops, and campaigns to raise awareness about sustainability issues and promote environmentally friendly behaviours among students, staff, and the wider community.
3. Global Indian International School strives to minimise our environmental footprint by reducing energy and water consumption, minimising waste generation, and promoting recycling and composting initiatives throughout our campuses.
4. Global Indian International School prioritizes the health and well-being of our students and staff by promoting access to clean air and water, healthy food options, opportunities for physical activity, and spaces for relaxation and mental wellness.
5. We are committed to maintaining and enhancing green spaces on our campus to support biodiversity and provide opportunities for hands-on learning about ecosystems and environmental conservation.
6. Global Indian International School will seek partnerships with local organisations, businesses, and government agencies to support sustainability initiatives and engage the broader community in environmental stewardship.
7. Progress toward sustainability goals will be regularly monitored, and performance will be reported transparently to stakeholders to ensure accountability and drive continuous improvement.

8. Encourage and support sustainable practices in our employees, business partners, suppliers, and contractors.
9. Comply with all relevant environmental laws and regulations.
10. Communicate our sustainability policy and progress to our stakeholders, shareholders and the public through our internal and external communications

## 1.2 Sustainability Governance

Global Indian International School will appoint a Sustainability Lead and committee to oversee the sustainability strategy.

The Sustainability Committee or Lead shall have the following responsibilities:

1. Oversee the development and implementation of the school's sustainability strategy and associated policies and initiatives.
2. Conduct an annual review of the school sustainability strategy and its implementation:
  - a. Monitor the progress against the goals set out in the sustainability strategy and relevant stipulated targets and expected milestones.
  - b. Oversee the design, delivery, and analysis of sustainability monitoring and evaluation measures
  - c. Develop action plans in response to the insights received from the monitoring and evaluation measures
  - d. Update the sustainability strategy and/or relevant policies and initiatives, as required, in line with the insights received from the monitoring and evaluation measures.
3. Ensure that the sustainability strategy and associated wellbeing policies and initiatives consider the abilities, needs, and engagement of students with additional learning needs, in line with the ADEK Inclusion Policy.
4. Ensure compliance with relevant ADEK wellbeing policies.

## 2. Integration of Sustainability and Environmental Wellbeing

**2.1 Curriculum Integration:** Global Indian International School shall integrate sustainability principles into the curriculum across all grades through various subjects.

1. Global Indian International School shall promote environmental awareness, conservation, and sustainable practices through educational programs, projects, and extracurricular activities to minimize the procurement and use of nonrenewable and environmentally unfriendly resources.
2. Global Indian International School shall engage students in practical learning experiences, such as switching off lights, gardening, waste management, recycling, and energy conservation initiatives by using the school grounds as sources of teaching and learning opportunities for students.

**2.2 Psychological Environment:** Global Indian International School shall identify and establish wellness spaces within the school premises that promote wellness, calmness, and a connection to the natural environment through design strategies that promote good air quality, access to outdoor spaces, access to natural light, and biophilic design, in line with the ADEK Student Mental Health Policy.

**2.3 Physical Space:** Global Indian International School shall promote sustainability principles in building design and construction phases.

**2.4 Energy Efficiency:** Global Indian International School shall abide by building design requirements that mandate effective energy-saving measures (Estidama), in line with the ADEK Buildings and Facilities Policy.

**2.5 Reuse of Uniforms:** Global Indian International School shall ensure that old uniforms (if still valid for the upcoming academic year) can be donated to the school for secondhand use through discounted resale or temporary loans. The school shall wash and sanitize school uniforms prior to resale or loan, and parents shall be given information on how to acquire them.

**2.6 Reuse of Physical Resources:** Global Indian International School will ensure that the purchasing of physical resources (books, learning materials, devices) used resources (if still valid for the upcoming academic year) can be donated to the school for secondhand use through discounted resale or temporary loan.

1. For the purchase of MoE-issued books and resources, Global Indian International School is subject to adhere to MoE requirements.

2. Global Indian International School will ensure that mass pre-order books and resources for students due to procurement restrictions (e.g., existing agreements with vendors) are exempt from this requirement, however, they shall have in place a plan to allow some form of reuse of second-hand resources within 5 years of the effective date of the ADEK Sustainability Policy as part of their sustainability strategy.

**2.7 Lost and Found Items:** Global Indian International School shall develop a plan for sustainable disposal of lost and found items at the end of every academic year. This can include donating items to charities, second-hand resale (following sanitization), and reuse of items within the school (e.g., maker space projects, costumes, temporary loans for forgotten PE kits).

**2.8 Responsible Food Consumption:** Global Indian International School shall encourage sustainable eating and sourcing practices, in line with the ADEK Healthy Eating and Food Safety Policy.

**2.9 Sustainable Procurement:** Global Indian International School shall promote sustainable practices in their procurement and contract processes.

**2.10 Safe Sustainable Transportation:** Global Indian International School shall raise awareness of the impact transport has on the environment and encourage sustainable transportation options for the school community, such as adopting low-emissions vehicles (operated by gas rather than gasoline), carpooling, walking, and cycling, as deemed safe and appropriate to the school's location and access.

**2.11 Advocacy for “zero waste” at school events:** Global Indian International School shall encourage the whole school community (students, parents, staff) to create a positive footprint when attending school events. This includes monitoring amounts of food needed at PTA meetings, open days, etc., reducing food waste, encouraging recyclable packaging, and considering bulk purchases with compostable or recyclable wrapping which can later be reused (e.g., in crafting activities).

**2.12 Sustainable Technologies:** Global Indian International School shall encourage a green digital footprint by prioritizing digital over printed resources, when appropriate, and purchasing refurbished electronic equipment (e.g., computers, printers, laptops, etc. manufactured using older parts to refurbish these devices), where applicable, thereby reducing the energy consumption needed to manufacture new ones and thus lowering the carbon footprint of these devices.

**2.13 Environmental Wellbeing Policies:** Global Indian International School shall develop, with feedback from the school community, any other policies as deemed fit for their specific setting to enforce environmental wellbeing in alignment with their sustainability strategy (e.g., ways in which all types of waste can be reduced through policy options such as banning of single-use plastics, zero-waste lunches, and snacks, collecting recycled goods at school for projects, etc.)

## 3. Awareness of Sustainability Strategy and Policies

**3.1 Awareness Promotion:** Global Indian International School shall promote awareness of their sustainability strategy, policies, and initiatives to students, staff, parents, and other relevant 8 stakeholders as part of their promotion of awareness of their larger wellbeing strategy, in line with the ADEK Wellbeing Policy.

**3.2 Reward and Recognition:** Global Indian International School recognizes contributions made by students, staff, parents, and the larger community's contribution towards achieving sustainability by way of rewarding star class award (Student), Global school award for staff under innovator of the year and extra mile award and certificate of appreciation for parents

## 4. Monitoring and Evaluation

**4.1** Global Indian International School shall regularly monitor their sustainability strategy and evaluate the effectiveness of any implemented policies and initiatives for continuous improvement eg: PV2 report and annual sustainability report published by Global center for education excellence

**4.2** Global Indian International School shall include a section dedicated to sustainability and environmental wellbeing in their annual wellbeing survey that aims to capture the community's knowledge of sustainable practices, and overall satisfaction with the school's sustainability strategy (and associated policies and initiatives), and obtain feedback improvement opportunities, at a minimum.

**4.3** Global Indian International School shall regularly update their whole-school sustainability strategy based on community feedback as well as, alignment with best practices and evolving sustainability standards.

**4.4 Additional Evaluation:** Global Indian International School shall administer any ADEK-mandated evaluation measures to assess their sustainability practices as required.

# WELL BEING POLICY- MENTAL HEALTH

## Policy

Global Indian International School (GIIS) Abu Dhabi is committed to fostering a safe, supportive, and nurturing environment that promotes the physical, emotional, social, and mental wellbeing of all students, staff, and the school community. This policy aligns with the school's core values of Excellence, Empathy, Integrity, and Respect, and supports ADEK's Wellbeing Framework for Private Schools.

## Aims and Objectives

The objectives of the Wellbeing Policy are to:

- Promote a positive school culture where every individual feels valued, respected, and supported.
- Equip students and staff with the skills to manage emotions, build resilience, and make positive life choices.
- Ensure early identification and support for students or staff experiencing wellbeing challenges.
- Foster collaboration between home, school, and community to enhance overall wellbeing.
- Comply with ADEK and UAE Child Protection and Safeguarding requirements.

## Scope

This policy applies to:

- All students enrolled at GIIS Abu Dhabi.
- All teaching and non-teaching staff.
- Parents, guardians, and visitors engaging with the school community.

## Key Principles

1. **Inclusivity and Respect:** Every member of the school community is treated with dignity and fairness, regardless of background, ability, or beliefs.
2. **Holistic Development:** The school nurtures academic, emotional, social, and physical wellbeing.
3. **Prevention and Early Intervention:** Issues are addressed proactively through awareness, training, and timely support.
4. **Confidentiality:** Wellbeing concerns are handled sensitively and in accordance with UAE laws and GIIS safeguarding policies.

5. Collaboration: Wellbeing is a shared responsibility among students, staff, and parents

## Wellbeing Framework

### a. Student Wellbeing

**Pastoral Care:** Each student is supported through a pastoral system involving class teachers, section heads, and the School Counsellor.

**Health and Safety:** The school ensures a safe environment with regular health checks, nutritious meals, and physical activity programs.

**Emotional Support:** Qualified counsellors provide individual and group counselling, and peer mentoring programs are implemented.

**Academic Balance:** Homework, assessments, and extracurricular activities are structured to maintain a healthy work-life balance.

**Digital Wellbeing:** Students are guided on safe and responsible use of technology through digital citizenship lessons.

### b. Staff Wellbeing

**Professional Support:** Staff have access to counselling, workshops on stress management, and opportunities for professional growth.

**Workload Management:** The school encourages a balanced approach to work and flexible practices where possible.

**Recognition:** Achievements are acknowledged to promote motivation and a sense of belonging.

**Open Communication:** Regular feedback channels and staff wellbeing surveys are maintained.

### c. Parent and Community Wellbeing

**Parent Engagement:** Workshops, newsletters, and seminars promote awareness on child wellbeing, mental health, and parenting.

**Community Partnerships:** Collaboration with health organizations, ADEK initiatives, and local wellbeing networks strengthens support.

**Feedback Mechanism:** Parents and guardians can share wellbeing concerns through structured communication channels.

## Roles and Responsibilities

Role	Responsibilities
Principal	Ensure implementation of the wellbeing policy; oversee school-wide initiatives.
Wellbeing Committee	Plan, monitor, and evaluate wellbeing activities and programs.
School Counsellor	Provide counselling support, develop wellbeing programs, and maintain records
Teachers	Promote wellbeing in classrooms, identify concerns, and refer to counsellor when necessary.
Students	Participate in wellbeing initiatives and support peers respectfully
Parents	Collaborate with the school to support children's emotional and physical health.

### Implementation and Monitoring

- A Wellbeing Committee will meet quarterly to review progress and recommend improvements.
- Annual Wellbeing Surveys will be conducted among students and staff.

\* Key wellbeing indicators (attendance, engagement, incidents, feedback) will be monitored and reported to the school leadership.

# TRANSPORT POLICY

## A. General -

1. The Transport is service provided by a third party Vendor, who operates the buses in compliance with the guidelines of regulatory authorities.
2. All buses have designated pick up and drop off points.
3. It is the responsibility of the parent(s) to ensure that their child /children is/are present at the pick-up point on the designated time. Buses will not leave from collection points ahead of schedule. However, due to traffic pressures, buses will not be able to wait at pick-up points after the scheduled time. Due to traffic delays buses may arrive at pick-up and drop-off points behind schedule.
4. Children will not be left at the drop off point unless the designated guardian is present to collect them. Guardian designated to pick up child/children should carry a valid photo ID. In case the guardian is not available at the drop off point the child/children will be brought back to school and handed over to the School Administration. In such cases it is the parent's responsibility to pick their ward from school.
5. The person designated by the parent shall be present at the drop off point to collect child/children under the age of 11 years at the times specified by the school.
6. Written request, signed by the parent/guardian, for reasons of safety and security, is required if a drop-off other than the usual point is requested. The same shall be submitted to the transport vendor and school.
7. Parents are required to inform the Bus Guardian if a student is absent on a particular day. If a student does not want to use the return trip on any particular day the parent should give a written communication and send an e-mail to PRE/ school authorities.
8. In case of change of residence, provision of transport service will be subject to the availability of seats on established routes. Fees as applicable to the new pickup area as per the fee structure will apply.
9. Children with contagious diseases are not permitted to travel in the bus. This will be treated as per the regulatory guidelines.
10. For safety reasons, eating and drinking on the bus other than water will not be permitted.
11. In a situation where the child is not feeling well after reaching school, it will be the parent's responsibility to arrange for their pick up.
12. For safety reasons, all passengers are prohibited to bring sharp or hazardous objects inside the bus. In case of such an event that the passenger has brought an object which can be considered as a safety concern, the object will be confiscated by the Bus Attendant and the same will be handed over to the School Authority, and will be treated as per the regulatory guidelines.
13. Transporters reserve the right to decline provision of transport service. Allocation of bus facility will be based on the availability of seats in the bus, playing in that area.

14. Parents or guardians shall compensate the company for any damages caused/sustained by the bus or other travelers as a result of inappropriate action by their child/children.

15. School/Transporter will use e-mail id/mobile number of the parents for conveying messages/sending newsletter/ circulars etc. It is parents responsibility to educate their child/children on the importance of traffic safety during the trip and when waiting for, getting on or getting off the bus and the compliance with the following:

- To be present at the assembly point on or before the specific time
- Not to violate the safety regulations or expose self or others to danger within the bus;
- Not to leave the bus before reaching the school or the designated drop-off point;
- To remain seated with seat belt fastened throughout the trip

#### Registration for Transport Service

1. All students who require the transport service shall fill the request form available at the school/ transporter counter.

2. The application form available at the school/ transport counter should be completed and submitted by the parent. All asterisk marked columns must be filled.

3. Every transport user will be provided with a Bus Identity Card in order to take the Electronic Attendance.

4. Students are required to carry their cards at all times while travelling in the bus. In the absence of the card the child/Children would be denied access to the transportation service.

5. In case of Loss of ID card, New card will be replaced at a fee of AED 50/-.

6. The transport fee will be charged as per the ADEK guidelines.

7. The students placed in the waiting list does not guarantee them the transport facility.

8. After registration, the confirmation from the transport Vendor may take time depending upon the availability of the service, only after the confirmation the services shall commence.

9. Cancellation - If the parent wishes to terminate the bus service, written notice must be given to the School 30 days in advance.

10. Transport Vendor reserves the right to decline services from using school transport services if:

- The student repeatedly violates the safety regulations or endangers himself or others while on the bus.
- The student continues to misbehave or creates a nuisance or participates in any

inappropriate behavior.

#### C. Payment of Fees

1. Following options are given to parents for payment of fees -

- Cash/Credit Card/Cheque at the school counter
- Cheque should be drawn in favor of 'Global Indian International School, LLC.

#### D. Transport Discontinuation

- If the parent wishes to discontinue the transport Services, he should inform the School and Transporter 30 days in advance. If the parent fails to do so, he is liable to pay the charges for that month.
- All refunds and discontinuation policy will be in adherence to the ADEK guidelines

#### E. Transport Fee Refund

- Refund policy will be in adherence to the ADEK guidelines.

<https://www.adek.gov.ae/media/Project/TAMM/ADEK/Downloads/Private-schools/Private-Schools-Policyand-Guidance-Manual.pdf>

- For discontinuation, 1-month prior notice is required to be served. Refund (if any applicable) will be processed via Bank transfer. Parents are required to provide their Bank details in the format prescribed by School.
- No discontinuation is permissible for the months of MARCH, JUNE and DECEMBER.

#### F. Area Change

- The parents should provide the Area Change form (available at the school/ transport counter in the school) to the School and Transporter. The parent will be informed of the availability of seats in the bus plying in the new area.

Parents are requested to abide by the Terms and Conditions to ensure safe and comfortable journey for their wards.

#### Terms for Own Transport Students:

1. In case the parent is opting for Own transport or is switching to own transport from School transport, he will be responsible to pick and drop the student from the School premises.
2. Child/Children will only be handed over to the parent or registered guardian with valid identity proof.
3. The school will not handover the child/Children to anyone accept the Parent or Guardian in

any condition unless a written consent from the parent is submitted to the School authorities.

4. Children below 11 years of age will not be sent home on their own in any situation without the presence of a valid guardian. (No requests in this regard through any medium will be entertained)

## Undertaking

I undersigned..... , the parent of student(s) .....  
have read, understood and agree to comply with the rules & regulations set forth above by the School.

.....

Date

.....

(Signature of the Parent)

## School Policies

