



DASMAN دسمنان
BILINGUAL SCHOOL مدرسة ثنائية اللغة

High School Division
Grades 9 - 12
Student- Parent Handbook
2019 - 2020



Dasman Bilingual School School Year Calendar 2019-2020

August 2019						
Su	Mo	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- 18/8 First day for all staff except teachers & assistants & New Staff
- 20/8 First day for new Staff
- 20-22/8 New Teachers Orientation
- 25/8 First day for returning teachers & assistants
- 25-29/8 Orientation week

February 2020						
Su	Mo	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

- 18/2 Early Release for Students / PD
Student dismissal at 11:30 a.m.
All Staff dismissal at 3:00 p.m.
- 25-27/2 National Day & Liberation Day Holiday

September 2019						
Su	Mo	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

- 1/9 First day for High School & SN & Vocational students
- 2/9 First day for KG & Elementary students
- 3/9 First day for Middle School
- 17/9 Early Release for Students / PD
Student dismissal at 11:30 a.m.
All Staff dismissal at 3:00 p.m.

March 2020						
Su	Mo	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- 18/3 Progress Report Sent Home
- 19/3 Parent Teacher Conference Day
- 27/3-4/4 Spring Holiday

October 2019						
Su	Mo	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- 15/10 Early Release for Students / PD
Student dismissal at 11:30 a.m.
All Staff dismissal at 3:00 p.m.
- 22/10 Progress Report Sent Home
- 23/10 Parent Teacher Conference Day
- 24-27/10 Mid-Semester Break

April 2020						
Su	Mo	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

- 14/4 Early Release for Students / PD
Student dismissal at 11:30 a.m.
All Staff dismissal at 3:00 p.m.
- 24/4 Ramadan Begins
- 26/4-7/5 Grade 12 Exam

November 2019						
Su	Mo	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

- 19/11 Early Release for Students / PD
Student dismissal at 11:30 a.m.
All Staff dismissal at 3:00 p.m.

May 2020						
Su	Mo	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

- 26/4-7/5 Grade 12 Exam
- 24-26/5 Eid Al-Fitr Holiday
- 28/5 Senior Graduation

December 2019						
Su	Mo	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- 10/12 Early Release for Students / PD
Student dismissal at 11:30 a.m.
All Staff dismissal at 3:00 p.m.
- 15-19/12 MS and HS Exams
- 19/12 End of Semester 1
- 20/12-4/1 Winter Holiday

June 2020						
Su	Mo	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

- 7-11/6 Middle/High School Exams
- 7-11/6 Divisions' Graduation
- 11/6 End of Semester 2 / Last Day for Students
- 16/6 Report Cards Sent Home
- 16/6 Last day for Teachers & Assistants
- 17/6 Last day for HODs, Coordinators, Psychologists, Counselors, Admin-Academic Staff *
- 18/6 Last day for SLT, Vice Principals, Sen. Coord.
- 18/6 Last day for Admin Staff

January 2020						
Su	Mo	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

- 15/1 Report Cards Sent Home
- 16/1 Parent Teacher Conference Day

July 2020						
Su	Mo	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

- *Admin-Academic Staff: Accreditation Officer, Curriculum Coordinator, ET Coordinator, PR Officer, Library Staff, Secretaries, Receptionists.

Disclaimer: Please note that holidays are subject to change by the Ministry. Islamic holidays will be determined by the Ministry.

Semester 1 Days	77
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Total Student Days	180
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Semester 2 Days	103
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MISSION STATEMENT

Dasman Bilingual School, hereafter DBS, offers educational programs that are designed to equip students with 21st century skills, knowledge, and values needed to become global citizens who positively impact the lives of others.

VISION STATEMENT:

DBS aims to provide authentic learning and character development in safe, positive and nurturing teaching and learning environments.

STRATEGIC VALUES

ENGAGE EMPOWER INNOVATE

DBS embraces UN Declaration of Human Rights and The Convention of Rights of the Child.

HIGH SCHOOL DIVISION

Our HS Division is committed to preparing students with essential 21st century skills that entails a solid academic foundation, clear and sound reasoning skills, and an inclusive worldview

OUR MONTHLY VALUES

Semester 1	Respect & Responsibility
Semester 2	Honesty & Empathy

DBS DEFINITION OF LEARNING

DBS defines learning as a collaborative process that Engages, Inspires and Empowers students to develop knowledge, values and competencies via Inquiry-Based practices, Critical Reflection and Social Interactions that could be applied globally.

ACCREDITATION

As a member of the Council of International Schools (CIS) and New England Association of Schools and Colleges (NEASC), DBS proudly offers globally accredited instructional programs that lay the foundation for our students' academic success.

WHAT IS BILINGUAL EDUCATION

Bilingual Education entails delivering academic content in 2 languages (native and secondary language) with varying degrees of language use that is in accordance with our program model. As a bilingual school, DBS not only understands the value of multiple language use in teaching and learning environments, it views bilingual education as a prerequisite for entry into the newly emerging global community.

ABOUT US

DBS, formerly known as Dasman Model School, opened its doors to 400 students in 1996 with a vision of adequately preparing students for a rapidly emerging global society. Today, DBS, consisting of several modern buildings and nearly 3000 students, is the largest private school in Kuwait, and the ONLY school in Kuwait to promote inclusivity between our mainstream and special needs students.

ADMISSION OF STUDENTS

DBS adheres to guidelines and procedures as stipulated by Ministry of Private Education (Regulations accessible on DBS' website).

Not only are all applications for admissions to DBS given consideration, we accept students regardless of their race, religion, and/or nationality. As such, our admissions decisions are based solely on established criteria and available space:

- Entrance test results
- Academic records from current and/or most recent school
- Evaluations from current and/or most recent school
- Presence of any learning differences, special needs and/or giftedness
- Interview with applicant and parent(s), only for grade 12 students

DBS reserves the right to deny admissions to applicants who do not meet our rigorous admissions standards. DBS further reserves the right to withdraw a student anytime it is deemed by our administration to be in the best interest of student and/or school. Such an action would only occur in accordance with the policy of the Kuwait Ministry of Education for Private Schools.

Admissions applications should include 2 official transcripts from previous school's attended. Applicants Grade Point Average should be minimally 2.4. DBS reserves the right to contact applicant's previous school(s) for further information, if deemed necessary.

DBS' Admissions Officer makes decisions that are in the best interest of our school, applicant, and specific grade level.

DBS reserves the right to refuse admission to any applicant who does not meet our admissions requirements. DBS also reserves the right to determine grade level placement of applicants and/or subjects deemed most appropriate for applicants' academic success.

As a family-oriented school, special consideration is given to qualified siblings of currently enrolled students; however, this does not guarantee admission to DBS. Siblings of current students must also meet our admissions requirements

Entrance tests and interviews are scheduled individually, by appointment, throughout academic year. The entrance tests are usually scheduled after-school on Mondays, Wednesdays and/or Saturday mornings, and only after a complete application packet has been submitted.

Application Form	<ul style="list-style-type: none"> • Receive completed application form (Registrar) • Behavior report, medical report, psychological report, report card from previous school, and assessment from previous teacher – behavior and academics
Application Approval	<ul style="list-style-type: none"> • Upon submission of application to DBS, it will be sent to our administrator for approval
Screening/ Interviewing of Student	<ul style="list-style-type: none"> • Applicant will meet with both English and Arabic Principals and Academic Counselor • During admissions process, applicant will be asked a variety of questions
Testing	<ul style="list-style-type: none"> • If applicant passes Screening/Interview part, s/he will be contacted by Registrar's office to arrange an admissions test date
Admissions Test	<ul style="list-style-type: none"> • Applicant will be tested by a teacher of grade level for which they are applying (English and Math) • Teacher will conduct a further interview with applicant (could involve same questions asked during screening/interview part, to see if applicant's answers are consistent)
Admissions Decision	<ul style="list-style-type: none"> • Based on screening/interview and testing, applicant will be approved for admissions or denied admissions by English and Arabic Principals
Final Approval	<ul style="list-style-type: none"> • If applicant is approved by English and Arabic Principals, the application will be forwarded to the Superintendent for final approval

HIGH SCHOOL DIVISION

Our High School Division provides a university preparatory course of study that results in 95% of our graduates attending university in either the United States, UK or Kuwait.

With exception of Arabic Language, Islamic Studies and some Social Studies courses, DBS subjects are taught in English (Arabic as a Foreign Language is also offered).

Our High School Division offers a wide range of student-centered activities that are co-produced by teacher and students. Our recently enhanced curriculum offers new courses in Business, Environmental Science, Earth Science, IT, Art and Advanced Placement courses. We continue to develop a STEAM program (Science, Technology, Engineering, Art and Math) that will encourage students to become more globally minded when matching their academic skills to employment demands. Extra-curricular activities offered by our HS Division include various sporting activities, Model United Nations, Student Council, and much more.

ACADEMIC MATTERS: HIGH SCHOOL GRADUATION REQUIREMENTS

REQUIRED CREDITS: 25 (22 credits from required courses and a minimum of 3 credits of non-core subjects). **To earn a credit, students must pass the course with a minimal grade of 60%.** A 1 credit course requires a minimum of 5 classes per week for the duration of academic year. Only 3 credits of Mathematics and Science are required; however, students must take a Mathematics and Science course every year of High School. All students will have a full schedule for all 4 years of High School.

ACADEMIC REPORTS

DBS' academic year is divided into 2 semesters; as such, Report Cards are issued at the end of each semester.

Semester exams are administered at end of every semester, and these exams cannot be taken early. However, in the event of extenuating circumstances, a missed examine could be rescheduled.

Grades are calculated as an average of work done during grading period. Semester grades are based on 70% of semester coursework and 30% of exams.

Parent conferences are held 2-3 times per year. Parents, if their child is failing and/or is at risk of failing (**below 70%**), will be contacted at midway point of each quarter. Teachers may also send home Progress Reports, at their discretion, to keep parents informed of any areas of concern.

DBS' grading system uses American Curriculum Grade Equivalents:

Percentage	Letter Grade	GPA
97-100	A+	4.00
93-96	A	4.00
90-92	A-	3.67
87-89	B+	3.33
83-86	B	3.00
80-82	B-	2.67
77-79	C+	2.33
73-76	C	2.00
70-72	C-	1.67
67-69	D+	1.33
63-66	D	1.00
60-62	D-	0.67
Below 60	F	0.00
Incomplete	I	

Grade Point Averages - represents average, based on per credit weight, computed for entire academic year. GPA does not include classes for which an "I" (Incomplete) are given.

ACADEMIC EXCELLENCE

Students with GPA of 3.5 or higher for semester will be included on Principal's List.

Students with grades above 90% (A-) for semester will be included on Honor Roll.

Honor Roll and Principal's List members will be posted by School Office and published in school bulletin at end of each semester.

HOMEWORK

Homework is a necessary part of DBS' educational program and students, therefore, should spend approximately 3 hours per day studying and completing homework.

If a student is absent for 1 or 2 days, it is expected that s/he will contact a classmate to find out about missed assignments, as reasonable attempts to complete missed work is expected of HS students.

If a student is absent for more than 2 days, parents are encouraged to contact HS Main Office early morning to arrange for homework assignments to be picked up.

PROMOTION AND RETENTION

A grade level promotion in HS requires a student to meet following prerequisites:

- Meet attendance requirement (90% of total school days)
- Have acceptable disciplinary record
- Meet graduation requirements
- Pass core subjects in each grade level

Students who fail 3 or more core subjects will automatically be retained. Further testing or an outside evaluation/assessment may be required for appropriate placement options

ACADEMIC PROBATION

Students who fail the 1st semester of a course will continue in same course second semester. S/he will also be placed on academic probation. Should they complete 2nd semester successfully and receive passing grade overall, they will be given full credit for course. Students who do not meet requirements of academic probation will not be invited back for proceeding academic year.

Academic probation is overseen by the Vice Principal who devises specific and individualized requirements for students.

LEARNING SUPPORT UNIT POLICY

LEARNING SUPPORT UNIT: MISSION STATEMENT

The Learning Support Unit (LSU) helps each prospective student to successfully maximize their potential by nurturing their self-worth and devising schemes of work that are grounded in a range of learning styles.

In partnership with families and larger community, DBS seeks to provide prospective students with the skills and self-awareness needed to work collaboratively with teachers to successfully and effectively manage their teaching and learning.

LEARNING SUPPORT: UNIT DESCRIPTION

Upon direction, request and/or recommendation from either of following, prospective students are referred to LSU to receive support services: Higher Council, Parental/Teacher and/or Child Study Review Team.

Initial admission to LSU is based on results of tests by a school psychologist, screening, assessment and classroom observation.

Students in LSU experience a range of learning difficulties that could challenge current coping abilities. Some identified problems include, but are not limited to following: dyslexia, differences in expressive and receptive speech language ability, and processing and memory differences.

Within specialized classroom settings, pace of instruction is intentionally slower and this, of course, allows teachers to devise and utilize individualized strategies to encourage students in need of additional support to focus on their strengths, whilst engaging with different modalities (auditory, visual, kinesthetic) that help students maximize their learning.

Following deep assessments, each LSU student has an Individual Education Plan (IEP) that outlines their specific learning goals; an IEP also guides classroom teaching and learning; this includes modifications and/or types of support needed to maximize academic success. To further assist, each LSU class is assigned an assistant who helps students achieve stated goals.

LEARNING SUPPORT UNIT: ADMISSION REQUIREMENTS

1. Full scale(s) of IQ above 90 points
2. Students should be bilingual
3. Diagnosed learning difficulty from accredited Child Evaluation Center with complete diagnosis and strategies (a diagnosis of ADD or ADHD is not enough to enter LSU program)
4. Students should not perform below grade level as they are following same curriculum as mainstream students

DBS' Child Study Team will determine placement and/or transfer of students within LSU. Members of Child Study Team include: Superintendent, Principal, Psychologist, Learning Support Unit Coordinator and Teachers. To enter LSU program, the Child Study Team must approve placement and/or transfer.

Once a decision is taken, the Child Study Team will meet with parents and inform them of outcome. Parents are obliged to have their children tested at an approved external evaluation center once every two years.

TRIAL PERIOD FOR LSU PROGRAM

Students entering LSU for first time and/or transfer students must successfully complete a trial period of between 20-30 school days. Successful completion of this trial period is determined by following criteria:

1. Students do not receive discipline reports for misbehavior, tardiness or disrespectful behavior toward peers or school staff
2. Students complete work provided by teacher in LSU and display positive behavior and interactions with peers and teachers
3. Students have full attendance for first 30 days of trial period. Absences during first 30 days may result in loss of placement (determined by DBS).

Following a 20 days trial period, the Child Study Team will meet again to review and make a final decision regarding admissions to LSU. Once a decision is rendered, the Child Study Team will meet with parents and inform them of outcome.

Students who transfer from SEN to LSU and LSU to Mainstream will be observed and assessed annually to determine academic, social and psychological development.

RESOURCE INCLUSION POLICY

Admission to RI program is contingent upon receipt of a diagnosis from an appropriate health authority and/or child evaluation center. Students diagnosed with specific Learning Difficulties will be offered additional support via Resource Inclusion Program (RI). Students will be accepted into RI program only until **30th October**.

Resource Inclusion services will be provided in 4 core subjects: English, Math, Science and Arabic. The support offered is **no more than 40 %** of the total coursework time.

The chart below shows **maximum** number of periods allowed per subject:

Division	English	Math	Science	Arabic
Elementary	4	3	1	3
Middle School	3	3	2	2
High School	2	2	2	2

Guided by Mainstream Support Plan (MSP) that outlines needs of students and specifies how needs are to be met within a mainstream setting, the Resource Inclusion teacher does following: ensures educational needs of students are being met; schedules regular meetings with mainstream teachers to keep abreast of topics covered in classes, and provides academic support to students (Parents, Resource Inclusion Teacher, and other concerned staff contribute to MSP).

For your student, this means:

- In class support only
- Being equipped with tools for taking tests, understanding concepts and completing projects so that he/she can strive to complete these tasks independently
- RI teacher will be present in class during formal tests
- Accommodations and modifications where applicable

Depending on needs of student, it could also include:

- Use of ICT
- Additional instructional- response time
- Modified tests and exams (accommodations, if required)
- Rephrasing of questions (verbal and written)
- Reduction in number of questions
- Additional exercise to support learning
- Study Guides – no modifications
- Exams taken in separate venue

Withdrawal from RI will be based upon following requirements:

- Written parental request
- Reports from mainstream and RI teachers
- Copy of current grades
- Child study team meeting

Withdrawal from RI program is only permitted at end of academic year.

Students who find it difficult to meet mainstream requirements with RI support in place will be tested by school psychologist (parent consent) to determine whether student should be transferred to LSU. These students will be officially transferred to mainstream class at beginning of new academic year.

Students sponsored by Public Authority for the Disabled (PAD), who transfer from LSU to mainstream, receive a maximum of 6 free RI lessons distributed across core subjects as per students' needs. This is a complimentary service provided by DBS.

If students require additional support, it is understood that parents will incur costs.

Withdrawal from RI Program, during academic year, is not permitted. Parents, therefore, are responsible for school fees throughout academic year (Fees non-refundable).

TEXTBOOK AND RESOURCE SUPPLIES

Students can purchase textbooks for their classes at DBS' Bookstore. Books are to be covered and brought to school in accordance with daily schedule. Students may loan books from DBS at scheduled times. Students are required to replace lost library books (Report cards will not be issued until all fines for lost books are paid).

RECOMMENDED SCHOOL SUPPLY LIST

School supplies must be provided by students as needed and as requested by teachers. A list of required school supplies will be sent home during first week of school; this list will also be on DBS' web site.

HIGH SCHOOL ASSESSMENT CRITERIA (GRADES 9-12)

English / Language Arts

Criteria	Weighting	Max. Mark	Minimum number of grades
Classwork/ Group Activities	20%	30	1 per week
Quizzes	15 %	20	3 per quarter
Test	25 %	60	1 per quarter
Projects /Research/Presentations (Rubric)	20 %	50	1 per quarter
Skills Acquisition: Reading/ Writing Speaking/ Listening & Presentation	20%	20	3 per quarter

Intensive Reading & Writing (Grade 11):

Criteria	Weighting	Max. Mark	Minimum number of grades
Writing Assessment	15 %	30	2 per quarter
Student Engagement Activities/ Classwork	10 %	25	2 per quarter
Quiz	10 %	20	2 per quarter
Test	25 %	50	1 per quarter
Projects /Research/Presentations (Rubric)	25 %	30	1 per quarter

Skills Acquisition/ Listening /Reading	15 %	20	2 per quarter
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Public Speaking (Grade 10 - 12):

Criteria	Weighting	Max. Mark	Minimum number of grades
Student Engagement Activities/ Reflection	10%	20	4 per semester
Quizzes	15%	20	2 per semester
Tests	25%	50	2 per semester
Project, Presentation and Research	15%	40	1 per semester
Speech Writing/ Presentation/ Debate	20%	30	2 per semester
Listening Activities	15%	20	4 per semester

Mathematics:

Criteria	Weighting	Max. Mark	Minimum Number of Grades
Tests	30 %	50	End of each unit
Problem Solving	10 %	10	1 per 2 weeks

Quizzes	15 %	20	3 per quarter
Projects Research Presentations Building Models	30 %	50	1 per quarter
Student Engagement Activities/ Reflection	10 %	10	2 per quarter
Behavior /Participation / Attendance (Tardy & Early Release)	5 %	10	1 per week

Science:

Criteria	Weighting	Max. Mark	Minimum Number of Grades
Tests	25 %	50	End of each unit
Quizzes	10 %	10	3 per quarter
Lab Work	20 %	10	4 per quarter
Student Engagement Activities/ Scientific Skills/ Reflection	10 %	10	2 per quarter
Projects/Research/Presentations	20 %	50	1 per quarter
Building Models /STEM Activities	10 %	10	1 per quarter
Behavior /Participation / Attendance (Tardy & Early Release)	5 %	10	1 per week

Humanities: History, Ethics & Values, Psychology

Criteria	Weighting	Max. Mark	Minimum number of grades
Projects/Research/Presentations	10%	20	1 per Quarter
Student Engagement Activities <ul style="list-style-type: none"> • Research, worksheets, summaries, highlighting keywords and clarifying questions. • STEAM BIN: Science, Technology, Engineering, Art or Math. • Group work: (creating, compiling, presenting) • Peer & self-assessments • Problem Solving and Debating 	30%	30	3 per quarter
Test	25%	40	1 per quarter
Quizzes	15%	20	2 per quarter
Behavior /Participation / Attendance (Tardy & Early Release)	10%	10	1 per week
Community Projects/Service	10 %	20	1 per quarter

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Art:

Criteria	Weighting	Max. Mark	Minimum number of grades
Research project	20%	20	1 per quarter (Minimum)
Classwork drawings	20%	20	1 per quarter (Minimum)
Skills Projects	20%	20	1 per quarter (Minimum)
Participation and behavior	20%	10	Daily
Attendance and tardy	20%	10	Daily

Information Technology:

Criteria	Weighting	Max. Mark	Minimum number of grades
Classwork	10%	20	1 per week
Skills Acquisition/ Building Models	10%	20	1 per week
Participation and Behavior	10%	10	1 per week
Attendance and tardy	10%	10	1 per week

Quizzes	20%	20	3 per quarter
Quarter Test	20%	30	1 per quarter
Projects/Research/Presentations	20%	20	1 per quarter

Physical Education:

Criteria	Weighting	Max. Mark	Minimum number of grades
Skills	30%	20	1 per week
Participation	20%	30	1 per week
Behavior, attendance and tardy	20%	20	1 per week
Assessment- Skills and Fitness	20%	20	1 per quarter
Uniform	10%	10	1 per week

Business Studies:

Criteria	Weighting	Max. Mark	Minimum number of assessments
Behavior /Participation / Attendance (Tardy & Early Release)	10 %	10	1 per week
Student Engagement Activities/ Reflection <ul style="list-style-type: none"> • Problem Solving • Case studies • Group work/discussion 	20 %	20	3 per quarter

• Bell ringer activities			
Tests	25 %	30	1 per quarter
Quizzes	15 %	10	2 per quarter
Projects /Research/Presentations (Rubric))	20 %	30	1 per quarter
Skills Acquisition	10 %	10	2 per quarter

Business Math:

Criteria	Weighting	Max. Mark	Minimum number of assessments
Behavior /Participation / Attendance (Tardy & Early Release)	10 %	10	1 per week
Student Engagement Activities/ Reflection <ul style="list-style-type: none"> • Problem Solving • Case studies • Group work/discussion • Bell ringer activities 	20 %	20	3 per quarter
Tests/ Problem Solving	25 %	30	1 per quarter
Quizzes	15 %	10	2 per quarter
Projects /Research/Presentations (Rubric))	20 %	30	1 per quarter
Skills Acquisition	10 %	10	2 per quarter

Economics:

Criteria	Weighting	Max. Mark	Minimum number of assessments
Behavior /Participation / Attendance (Tardy & Early Release)	10 %	10	1 per week
Student Engagement Activities/ Reflection <ul style="list-style-type: none">• Problem Solving• Case studies• Group work/discussion• Bell ringer activities	20 %	20	3 per quarter
Tests/ Problem Solving	25 %	30	1 per quarter
Quizzes	15 %	10	2 per quarter
Projects /Research/Presentations (Rubric)	20 %	30	1 per quarter
Skills Acquisition	10 %	10	2 per quarter

DBS High School Assessments are geared toward improving, rather than simply documenting, student performance. For additional information see: (**Appendix 2: Assessment**).

HOMEWORK POLICY

As homework is an essential part of the teaching and learning process, all students can expect to receive homework on a regular basis. It reinforces work covered in classes, and helps students to develop self-discipline, improve organization skills and become more self-reliance.

AFTER SCHOOL CLUBS

Students could participate in after school clubs from 2:30 – 3:30 daily, excepts for Tuesdays (Please refer to after-school club policy for further details).

ASSEMBLIES /SPORTS EVENTS

During assemblies all students are expected to be courteous to performers and speakers. Applause is a correct and courteous way to show approval of a program or a speaker. Yelling and whistling, however, are not in good taste and certainly not indicative of DBS students. As DBS' High School teams compete in various sporting and scholastics events both locally and internationally, respectful behavior is expected of our students at sports events.

DBS has a 4-season sports calendar wherein athletic activities are conducted for under-14 (U14), Junior Varsity (JV), and Varsity Boys and Girls. Our students compete in the following sports: Volleyball, Football/Soccer, Basketball, Track and Field, Badminton and Swimming.

DBS also host and compete in an annual Scholastic High School Sports Day with local American and British schools. These events are generally held at ACK (The Australian College of Kuwait) where scholars meet for competitive games and multicultural experiences.

LIBRARY / MEDIA CENTER

DBS' Library/Media Center includes books, magazines, pamphlets, computers, CD-ROMs and A/V materials for academic and recreational purposes. Students are expected to behave in a manner conducive to maintaining a positive learning environment. There is absolutely no eating, drinking, loud talking and/or disruptive behavior within the Library/Media Center.

Designated classes visit the Library/Media Center once every other week with their English teacher. During this time, students can check-out books. However, students are responsible for returning books by the due date. Further to this, if a student loses a book, s/he must inform librarian and arrange to pay for lost book.

Students should be aware of the following:

1. Only 1 book may be checked out
2. Student must return borrowed book before another book can be checked-out
3. Once a book is checked out, it may NOT be exchanged for another book until the next scheduled library period
4. Students should use shelf markers when looking for books
5. Students do NOT need a card to check out a book
6. Students with lost or damaged books must pay for the replacement, otherwise their report cards will be held until the fine is settled

Leisure Reading Program:

Visits to library are a privilege, not a right. As such, teachers are not required to bring their classes to the library.

In some instances, teachers visit the Library/Media Center during their spare periods to select books for their classes. In other instances, teachers bring their students to the Library/Media Center. In the case of the latter, students should behave in a quiet manner and be respectful of others in the library.

As the library is not a playground, and considering the health and healthy issues, there should be no running, chasing, playing hide and seek or climbing of shelves.

Story Time is for the entire class. Students should sit on the carpet quietly until the story is finished.

Students are given 10 minutes to locate a book. Afterwards, they are to sit down and read quietly or take books to their classroom.

LOST AND FOUND

DBS is not responsible for lost or stolen articles. Therefore, students must make sure that their belongings have their names on them and are kept in their lockers. In the event items are lost, students can stop by the lost and found room on ground floor.

Unmarked items not claimed **within a reasonable period of time will be donated to a charitable organization.** We recommend that all clothing, books and P.E. uniforms have labels with names and classes to identify owner.

Students should only bring money and other items necessary to meet daily needs and never leave money or valuables unattended at any time.

Electronic devices, toys, stickers, and cards are against school regulations and should be left at home. Students may **NOT** bring mobiles or electronic devices to school. If these items are brought to school, **DBS is NOT responsible if they are lost or stolen.**

LOCKERS

Lockers are available on a first come first served basis. Students should make sure that their lockers are kept in good condition. DBS will take a deposit of 5 KD that is refundable, if the locker is kept in good condition until the end of the academic year. If padlocks need to be cut off students will be charged **1KD.**

COMMUNICATION

Teachers must use Portals to inform parents and students of tests, quizzes and homework schedules as well as test/exam study guides.

If a parent has a concern, then he/she should address the concern with the teacher involved. If the issue remains unresolved, then the Principal should be informed, and a conference will be held with the teacher and parent. If the parent is still not satisfied, the Superintendent will be informed, and all concerned parties will meet with supporting documentation.

BACK TO SCHOOL NIGHT

All divisions will host a Back to School night during the first few weeks of school. Teachers will prepare a handout for parents that include the following: time for appointments, curriculum synopsis, grading, reporting and a brief introduction.

This is not the time to inquire about your students' performance. Please make an appointment with the teacher, if you have concerns about your child.

CONFERENCES

Teacher-Student Conferences

Some conferences are informal ways of providing parents and students with feedback on students' progress. Conferences also allow students to reflect on their own work and make decisions regarding their portfolios.

Scheduled Teacher-Parent Conference

This conference is a formal conference between teachers, members of Support Team who work directly with student, and the parents. This conference provides feedback on a child's progress and needs. Teachers take this opportunity to answer parent's questions, address their concerns and define their role in the teaching and learning process.

Scheduled Student-Led Conference

This conference is a formal conference between students and parents. The students will, with support and guidance of teacher(s), select work to be discussed. They reflect on their progress and share responsibility for informing parents.

Conferences

At any time during the academic year, either a teacher and/or parent could request a conference to discuss a student's progress or lack thereof. Members of support team could be asked to join as needed.

NEWSLETTERS / WEBSITE / PORTAL PLUS

A newsletter for each grade level, which includes information concerning students' homework, monthly spelling words, topics to be covered, as well as information about upcoming events, will

be available monthly. Newsletters and test calendars will also be posted on DBS' website; information could be downloaded: www.dbs.edu.kw. Please note that free Adobe Acrobat software needs to be installed to view newsletters. Whenever time permits, kindly visit DBS' school website regularly for updates, as Teachers and Administration use Portal Plus to communicate with parents. Parents are reminded of importance of providing registration and/or teachers with updated email information so that messages are received.

SOCIAL MEDIA

Instagram, Facebook, Google Classroom and Class Dojo are used by DBS teachers. If a teacher chooses, they will create a closed group that is only accessible to parents of children in respective class. In order to create a social media group, a teacher must receive permission from their school principal.

WHATSAPP

Teachers are not allowed to create, distribute class lists or join WhatsApp groups. Parents, therefore, are encouraged to use Portal Plus and/or emails to contact your child's teacher.

TELEPHONE

Only in emergencies will a student be allowed to use the phone in the Division Secretary's Office. To avoid, as much as possible, disruptions to teaching and learning, emergency calls should be arranged during a student's break time. Students are NOT to bring mobile phones to school.

PICK UP AND DROP OFF

Classroom instruction begins at 7:35. Please be on time to school. Parents bringing students after 8:00am will not be allowed to enter the classrooms or hallways.

If Middle School and/or High school students have a legitimate reason for being late, h/his parent must escort student to reception area and sign them in. **If a parent does not escort student from the security gate to Middle or High School reception areas and sign them in, the student will not be allowed to enter the DBS campus.**

If any parent wants to see a teacher or other staff member, they should make an appointment and/or share their concern via an email. When visiting DBS, parents must wait in reception area or **in a meeting room** of Dasman 6. The staff member who has rearranged meeting with parent will be notified by receptionist that parent has arrived.

Parents requesting an early release for their child must request an Early Release Form from the division secretary. Once completed, DBS nannies will give form to the teacher to sign; this confirms the child's identity. Once a teacher signs the Early Release Form, the student will be released to a nanny and brought to waiting parent. The signed Early Release form must be given to a security guard upon exiting DBS' campus. Without signed Early Release Form, the student will not be permitted to leave DBS' campus.

Special deliveries, such as forgotten iPads or forgotten school lunches for students, should be left in reception area. DBS nannies will deliver items to student's teacher. Parents are not permitted to go inside classrooms for deliveries.

If a parent sends a designee to pick up their child, the parent must send a note or call reception area in advance.

EARLY RELEASE

Parents who wish to collect their children from school before end of school day MUST request an Early Release form from the Division Secretary. Students are only permitted to leave early for valid reasons:

- Medical appointment
- Adverse weather conditions
- Sibling has been permitted to leave before end of day
- After a Concert or Graduation
- Family emergency

Written notice from a parent, including leaving time and reason, must be provided to the Office before a student can be dismissed early. Once request is approved by the Principal, a release will be issued to student; s/he then presents notification of release to the School Office before leaving.

Staff must not allow students to leave without a signed note from the Principal or Division Secretary. A record is kept by each division Secretary.

Early release slips must be signed by either the Principal or Division Secretary. All other early releases from school, without approval of Principal, will be considered an unexcused absence from lessons missed; this will result in missed work being graded down by 50%.

SIBLINGS

Siblings of DBS' students are not allowed to be released from classes to attend birthdays, assemblies or any other special event.

PETS

Pets are not allowed on DBS' campus unless there is a class or school sanctioned activity. Please leave pets at home.

DELIVERIES TO SCHOOL

Being prepared with necessary school supplies, clothing, homework and books for each school day is an important part of being a responsible student. Accepting that responsibility, and the consequences of failing to do so, is an important part of maturing into young adults.

The only items that can be delivered to DBS are eyeglasses and/or medication. If either is sent to school, they must be labeled with student's first and last name, grade and class.

Grade 12 Delivery Privileges

Grade 12 students might or might not have special delivery privileges. This is dependent on the behavior of the whole grade 12 class and is entirely up to the administration. This privilege, if approved, could be taken away at any time.

FLAG

DBS is required by law to hold a Flag Ceremony, which starts at 7:20am-7:30am. Students stand with their homeroom teacher during this brief ceremony. During Flag Ceremony, students listen to a recitation from the *Holy Qur'an*, pledge allegiance to Kuwait, and sing the national anthem. This is followed by the Division Principal previewing day/week ahead.

TOILET AND WATER BREAKS

To ensure the safety of DBS students, they must have **Hallway Pass**, provided by teacher, when leaving classroom for any reason.

PRAYER ROOM

There are separate prayer rooms for boys and girls, and the Arabic Division is responsible for encouragement and management of prayer break.

LUNCH /CANTEEN

The canteen, in D4, sells a variety of sandwiches, salads, fruits, snacks and drinks. When making purchases during lunch breaks only, students will form orderly lines. No food or water may be purchased at any time other than during lunch break. The only exception is for medical reasons. In this case, the student will have a pass from School Nurse.

Students cannot go to D1 canteen/campus at any time. Doing so will be considered truancy and this infraction will be handled in accordance with DBS' discipline policy.

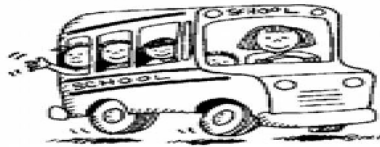
Students may eat at tables outside during lunch and scheduled breaks. If it is very hot or wet, students can use classrooms, so long as they keep them clean. After eating, students may remain at tables and/or go to grass pitch until bell sounds signaling end of lunch. No food is allowed on grass pitch. Each student is responsible for discarding h/her garbage into bin.

Students may not chew or bring chewing gum to school **AT ANY TIME**.

No student may leave campus during school day for food or order any food to be delivered to DBS unless a class activity has been arranged and approved by the principal (see Class Activities). No outside beverages (except water and juice) are allowed on campus. Only water is allowed in classrooms.

BUS PROCEDURES

For health and safety reasons, observance of certain rules when riding school bus is necessary. Parents, therefore, should discuss importance of safe conduct and safety rules with their children. Your child should understand that riding a school bus is a privilege and that unruly conduct on a bus places everyone riding bus at risk.



Danger Zone around a Stopped School Bus

- Stay 5 meters away from front or back end of bus so that driver can see you
- Wait for driver to signal you to board bus
- Before stepping off curb to board bus, look left and right to make sure your path to bus is clear, especially if bus is stopped away from curb
- Check that drawstrings, backpack straps, scarves and loose clothing cannot get caught on bus handrail, door or seats
- Use handrail when entering bus
- Do not push or shove other students

Getting Seated on the Bus

- Find a seat, sit down and fasten seat belt
- Listen to driver and attendant in case of special instructions
- Do not leave seat until bus arrives at stop
- To avoid blocking emergency exit, keep aisles clear

Bus Safety Rules

- Buses leave on time to ensure every student arrives to school on time
- When bus arrives, stand well back from curb and wait until bus comes to full stop
- Find a seat and sit down
- When sitting on bus, do not put your head or arms outside of windows
- Do not eat or drink on bus
- Students are expected to be courteous and obedient to driver

- No object is to be thrown into, out of or inside bus
- Students must not use obscene language, gestures or gang signs
- Fighting, yelling or loud talking is not permitted
- Harassment or intimidation of others is not permitted
- Willful destruction or defacing of school bus or private property surrounding school bus stops is prohibited
- An assigned teacher will pick up bus students. Students should stay with this teacher until placed on bus. If student's bus is not there, student should sit on bench at side of school

School Bus Safety Tips for Parents

Bus drivers, students, parents and school personnel all share responsibility for ensuring that students get to and from school safely every day. Here are a few tips that will help you to reinforce the school bus safety message with your child:

- Help your child find safest route to bus stop
- Review bus safety rules with your child with emphasis on stressing why they are necessary
- Make sure your child's clothing and book bag do not have loose strings or straps that could get caught on bus handrail, door or seats
- Misbehavior on a school bus is highly distracting to driver and creates unsafe conditions
- Like all school personnel, bus drivers merit respect and courtesy. Teach your child to obey bus driver
- Young children should be accompanied to bus stop. They should also be picked up after school
- Children should go directly home after getting off bus
- Children should be taught to check-in with parents and/or caregiver upon arriving home

EMERGENCY PROCEDURES

During an evacuation of school, students and staff must leave building quickly, quietly and safely. Teachers must stay with class taken to field and bring them back into school.

Messages are sent to parents via SMS. Therefore, parents need to update their mobile phone and contact information when registering:

1. Evacuation signal is continuous ringing of school bell for a minimum of 60 seconds
2. A plan must be established by classroom teacher for students who have physical challenges to assure they are removed from building in a timely manner. Those plans must be submitted to Division Principal for approval. Be sure to include name of person responsible for carrying out plan
3. Teachers must close door of classroom, and if time allows, switch off lights and A/C's. They must carry their class list, green and red card (to indicate if a student is missing).

4. Evacuation assembly point is main playing field between Dasman 1 and Dasman 2.
5. Students are expected to quietly walk in a straight line to and from field
6. Fire drills are timed
7. All teachers must remain with class taken to field
8. All teachers in D1, D5 and LSU classes must bring their class list that shows important contact details
9. Fire Escape Maps are located on classroom doors

HIGH SCHOOL NURSE:

High School Nurse is located in D4 building. S/he is on duty throughout school day. If a student needs to see nurse, s/he should ask teacher for nurses' pass. Upon arrival, nurse will decide appropriate action(s) to be taken.

If nurse is not in h/his office, student should go to School Office until nurse is located. In emergencies, student will be seen by D1 or D2 Nurses. If nurse is needed between classes, student must go to School Office for a pass.

Students are not to leave DBS campus for medical reasons without nurse's permission. All sick students must be collected from nurses' office. The nurse does **NOT** give excuses for P.E.

Students with medical order from a physician to stay home and rest because of sickness and/or injury must NOT attend school. Students with nits and hair lice are **NOT** permitted to attend school until they receive clearance from nurse to re-enter.

Medicine must be given to nurse by an adult.

ATTENDANCE

Ministry of Education
The Public Administration for Private Education

Date: 16/3/2016

**General Bulletin
For High Schools (Foreign Curricula /Bilingual)**

M/S: Directors of Private schools (Foreign Curricula /Bilingual)

Subject: Absence of students in High School

Please note that the procedures in case of absence of students in High School shall be as follows: The parent shall be informed of the absence of the student and the parent will sign of his acknowledgment. The notifications shall be as follows:

First warning	After the absence of 5 days without acceptable excuse
Second warning	After the absence of 10 days without acceptable excuse
Third warning	After the absence of 15 days without acceptable excuse

If a student's absences exceed 15 continuous or separate days in the school year, without an acceptable excuse, s/he shall be discharged from school; this student cannot be promoted to the next grade. This academic year shall be considered within the years of Retention or Failure in High School (**See: Appendix 1**)

STUDENT TIMETABLE

Timetables are handed out at beginning of each academic year. **Any changes to timetable MUST be approved by Superintendent of Schools.** Teachers are not permitted to arrange changes, as this could affect master timetable which Superintendent uses. Failure to abide by this regulation could result in disciplinary action against teacher.

SCHOOL HOURS

In the interest of safety, students should not be dropped off at school before 7:00am. Also, students should be collected from school no later than 2:30pm. Staff members are not on duty to supervise students after this time. The school is not responsible for students before or after designated school hours.

DBS could have Early Release days. In the event this happens, parents will be advised, in advance, of DBS' schedule for those days.

SANDSTORMS

The following should be observed during sandstorms:

As soon as a sandstorm develops, nurses will alert teachers with asthmatic students so steps can be taken to send them home. Unless it is an emergency, other students should **NOT** be given passes to see nurse.

Parents will be allowed to take their child home without a signed release form during sandstorms. During this time, teachers are responsible for releasing students to appropriate family members and/or guardians.

CODE OF CONDUCT

DBS students are expected to follow designated school rules and work on core values. The aim, of course, is for everyone on campus to internalize these positive characters so together we can all strive to become inquiring, knowledgeable, and caring global citizens. To help ensure this, the course of study at DBS is international in scope and inter-related; meaning, we design our schemes and lesson plans, so they are cross curricular.

DBS students are not only expected to respect the people they encounter within their immediate sphere of influence. We prepare our students to reflect upon how, beginning with themselves, they might change the world for the better. In line with this reflexive work, is our commitment to providing creative spaces that foster critical reflection and positive learning. We our graduates fully prepared to fully engage within the international community.

INCENTIVES

As stated in School Philosophy section, DBS promotes student excellence by encouragement and use of incentives.

Awarding of certificates for good behavior and academic improvement during flag ceremony is an example of this approach. For following reasons, rewards are considered effective ways of encouraging positive behavior among high school students:

- Clear link between performance outcomes and bonus
- Scaled and weighted rewards based on varying degrees of accomplishment
- Recognize individual differences and give recipients and participants a choice of rewards
- Builds credibility and trust between administration and students

Incentives in High School:

Free time at end of class	Day for watching a movie
Group activity	Games
Homework coupon	Certificate/trophy/ribbon/plaque
Free pass to sporting event or play	Guest presenter in class
Field trip	Talent Show at school
Small sports equipment	

Recognition or Rewards

<input type="checkbox"/> Phone parents to inform them of child's positive achievements
<input type="checkbox"/> Give note to student commending their achievement
<input type="checkbox"/> Design Caught Being Good in the Act" coupon
<input type="checkbox"/> Maintain photo recognition board in a prominent location in school
<input type="checkbox"/> Recognize a child's achievement using morning announcements and/or school or classroom website

STUDENT LEADERSHIP

Student Council and/or Student Body is a curricular and/or extracurricular activity for students within high schools around the world.

Our Student Council serves to [engage students](#) in learning about [democracy](#) and [leadership](#). In this form, student representatives are elected by our student body. Our Student Council structure, and this is subject to change, consists of president, vice president, treasurer and

secretary.

Our Student Council does not have funding authority and, therefore, representatives must generate their operating funds through fundraisers such as assemblies, bake sales and sponsors.

COUNSELING SERVICES

Within an educational setting, DBS counselors serve as a crucial link between students, teachers, parents and larger community.

Our counsellors not only advise students on matters related to academics, health, interpersonal concerns, problem-solving, anger management and other matters pertaining to general wellbeing of students, DBS HS counsellors also devise and implement a positive behavior support framework that aims to impact all students. They go into classrooms and deliver our counseling curriculum; in accordance with HS Division's 3 strike policy, they work closely with Manager of Wellbeing Center and School Psychologists to support in assessing and devising interventions when disruptions to teaching and learning occur; they support and guide proceedings to do with our Student Council; they develop school and community-based initiatives that link directly to our monthly values, they enroll students in scholastic events, and they work closely with HS Vice Principals and Principal to develop and implement our weekly and/or monthly incentives and awards program.

Our Academic Counsellor ensures that all High School students are enrolled in our BridgU Program; s/he coordinates with School Psychologists, Middle School Vice Principal and Senior Coordinator of Middle School to schedule Career Assessment Test for grade 8 students; s/he arranges for grade 8 students to enroll in BridgU before entering High School as Freshmen; s/he organizes assemblies and delivers updated information on all matters related to academics career choices and universities; s/he organizes in-school college fairs and arranges for students to visit local universities; s/he guides students in their study plans, graduation requirements, and application for post-secondary institutions of their choice; s/he works closely with our HS Principal and Superintendent of Schools regarding all matters related to our Afterschool Credit Program and Summer School; s/he is responsible for all matters to do with official transcripts; s/he ensures that all matters related to graduation are in order and on-track, and s/he works closely with the Ministry of Private Education.

SCHOOL UNIFORM

DBS adheres to summer and winter uniform code:

High School Uniform

Boys: Plain navy-blue uniform pants. Shorts must be plain and below knee. No sports trousers except for P.E. (Absolutely NO jeans).



<p>Girls: Plain navy-blue trousers (Absolutely NO jeans). Scarves should be plain navy or plain white (no patterns or decorations). Long hair must be tied back.</p>
<p>Boys and Girls: White uniform polo shirt (long or short sleeve) with DBS logo. During Winter, students could also wear DBS' navy blue zip up sweater and / or fleece jacket.</p>
<p>Boys and Girls: Black, sensible flat dress shoes or sport shoes that are mostly black without large logo.</p>

Girls may choose to wear small stud earrings and watch. **Make-up and colored nail-varnish** are not allowed, nor are body piercings.

Boys may choose to wear watch. Any other items or clothing that distract from teaching and learning of others are not acceptable.

Students not in correct uniform will not be allowed into class and must wait in school office until proper uniform is provided. **The Administration reserves the right to specify what is appropriate.**

Uniforms are available from school store before and after school. Uniforms may only be purchased by students during school at lunch break and only with a pass from main office.

If required size of uniform is not available, uniform fabric will be available for sale, and exact copies of DBS' uniform must be made. If style varies at all, clothing will not be acceptable. All uniforms should be marked with student's name.

On "**dress-down**" or "**free-dress**" occasions, modesty and attentiveness to cultural sensitivities of Kuwait are required. Sheer, tight or revealing clothing is unacceptable. Shoulders and knees are to be covered, and sleeves should cover at least 1/3 of upper arm. High heels are not acceptable.

DBS' PE Uniforms are required when participating in PE class.

P.E. Uniform is a grey DBS tee-shirt and grey DBS sports trousers. Uniforms may be purchased at Uniform Store. Students who do not bring their P.E. kit will receive zero for that lesson. Athletic shoes should be of the quality required by PE Department.

TOYS, ELECTRONICS, WHEELED TRANSPORTATION

Please keep all toys, electronics and wheeled transportation at home. Mobile phones, personal stereos and any other electronic devices **should not** to be brought into school.

The school takes no responsibility for lost, broken or stolen electronics. If a student is found using any electronics during class time, they will be confiscated and given to administration. Penalties are as follows:

First Time – item is returned at the end of the day.

Second Time- item is kept for five days.

Third Time – item will be kept until the end of the year.

DISCIPLINE

The aims of DBS' discipline system is to support students with their learning and promote student accountability.

We believe the best way to promote student accountability is for students to have good relationships with their teachers and have support from home. There are two distinct aspects to our system: behavior related consequences and teaching of self-management strategies.

From time to time, students may display behavior that disrupt teaching and learning, and depending on type of misbehavior, there are a variety of consequences that are Co-Produced staff and students. However, in every situation, the severity of infraction, factors surrounding incident and past record of same or similar infractions will be considered. Generally, for repeated infractions of same nature, harsher consequences will result.

In response to patterns of disruptive behaviors, DBS could utilize other consequences and interventions, all of which are intended to teach students self-discipline. These could include psychological assessments; administrative referral to our Wellbeing Center, counseling services, out-of-school suspension, parent conferences, daily behavior reports and mentoring.

The student planner could be used as a tool in behavior management; yet, it is not only intended to help students manage homework and assignments. It could also provide parents and teachers with a method for daily communication.

When students do not arrive to class on time, fails to prepare properly or engages in disruptive behavior during class, the teacher could comment in the planner. When this or any other comment is written in the planner, student should show it to his or her parent who is encouraged to sign planner indicating it has been read.

Out-of-School Suspension of up to 5 days could be assigned for gross misconduct, deliberate or willful verbal abuse or physical altercations that disrupt normal functioning of teaching and learning environments.

Students are responsible for work missed during suspension. This work will be graded down by 50% and parents will be expected to meet with the HS Principal and Superintendent before student is re-admitted.

If all other means of correction have not been successful in modifying behavior of student, expulsion from school could result. In such cases, Kuwait Ministry of Education regulations will be strictly adhered.

Preamble

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, therefore,

The General Assembly,

Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by

teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

DBS adheres to articles as stipulated by **The Public Administration for Private Education**

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3

Everyone has the right to life, liberty and security of person.

Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6

Everyone has the right to recognition everywhere as a person before the law.

Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11

1. Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defense.

2. No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier
3. Penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honor and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13

1. Everyone has the right to freedom of movement and residence within the borders of each State.
2. Everyone has the right to leave any country, including his own, and to return to his country.

Article 14

1. Everyone has the right to seek and to enjoy in other countries asylum from persecution.
2. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15

1. Everyone has the right to a nationality.
2. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16

1. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
2. Marriage shall be entered only with the free and full consent of the intending spouses.
3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17

1. Everyone has the right to own property alone as well as in association with others.
2. No one shall be arbitrarily deprived of his property.

Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20

1. Everyone has the right to freedom of peaceful assembly and association.
2. No one may be compelled to belong to an association.

Article 21

1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
2. Everyone has the right to equal access to public service in his country.
3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23

1. Everyone has the right to work, to free choice of employment, to just and favorable conditions of work and to protection against unemployment.
2. Everyone, without any discrimination, has the right to equal pay for equal work.
3. Everyone who works has the right to just and favorable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
4. Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25

1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing, and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and

- professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
 3. Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27

1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29

1. Everyone has duties to the community in which alone the free and full development of his personality is possible.
1. 2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.
2. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

MOBILE PHONE POLICY

Mobile phones, I-Pods and portable game players should not be brought to school **at any time**. Students caught using these devices will have them confiscated for a short period. ***The school is not responsible for lost or stolen electronics.***

Ministry of Education

The Public Administration for Private Education

Date: 19/4/2017

General Bulletin

For All Private schools (All Educational systems)

Concerning the prohibition of students and mobile phones at Private Schools

According to the Ministry of Education and school's regulations, students are prohibited from bringing mobile phones to schools.

The Public Administration for Private Education is concerned about executing decisions, which regulates the teaching process in order to ensure teaching and learning and students' attainment.

Therefore, The Public Administration for Private Education stresses the importance of abiding by its regulations and penalizing students who violate the decision.

Students who wish to bring their mobile phones should hand them in to school administration to be picked up at the end of school day.

The Public Administration for Private will take legal action against students who do not abide by the fore mentioned regulations.

Best regards

(Signed)

Sanad Mohammad AL-Mutairi

For/ The Public Administration for Private Education

INTERNET & COMPUTER USAGE: IT POLICY

1. All use of Internet must be in support of education and research and be consistent with purposes of the school and the access providers. Any use that disrupts educational and administrative goals of DBS is prohibited
2. Do not damage computer or network in any way
3. Do not deliberately spread computer viruses that are programs developed as pranks. They could destroy valuable programs and data. Deliberate attempts to degrade or disrupt system performance of DBS' network or any other computer system or network on Internet by spreading computer viruses is considered criminal activity under state and federal law.
4. Do not interfere with operation of network by installing illegal software, shareware, or freeware. Do not download software without written permission of system administrator.

5. Obey rules of copyright. Students will not plagiarize works they find on Internet. As such, plagiarism is taking ideas or writings of others and presenting them as if they were one's own.
6. Students shall not access inappropriate material on Internet, including but not limited to obscenity, lewd images, or other materials that may be "harmful to minors."
7. Use appropriate language as use of Profanity or obscenity will not be tolerated on DBS' network. You must use language appropriate for school situations as indicated by school policy. Students will not use obscene, profane, lewd, vulgar, rude or threatening language. Nor will they, through means of the Internet, harass or annoy any other users.
8. Avoid offensive or inflammatory speech. Internet users must respect rights of others both in local community and in Internet at large. Personal attacks are an unacceptable use of network. If you are victim of a personal attack, bring incident to attention of a teacher or school administrator.
9. Students shall not use Internet to send or receive personal electronic mail.
10. Students shall not modify desktop environment in anyway (e.g. changing desktop wallpaper, mouse curser, etc.)
11. Students shall not enter or participate in Chat Rooms, Newsgroups, or List Servers for any reason.
12. Students shall not engage in unauthorized access of computers, including 'hacking.'
13. Students shall not disclose, use, or disseminate any personal identification of themselves or others.
14. Students shall not engage in unlawful activities.

AFTER SCHOOL CLUB POLICY

RATIONALE

Through participation in DBS after-school activities, students will benefit from physical, psychological and social stimulation, raise self-esteem, learn lessons in cooperation and coordination, enhance leadership skills, explore talents and discover hidden abilities within context of regular teaching and learning program.

HOW TO REGISTER

Registration is on a "first come - first serve" basis and places are limited. Complete registration form below and submit to Accounts Office accompanied by payment.

CONFIRMATION AND PAYMENT

Payment can be made in the account's office. Payment is non-refundable. No credit will be issued for lessons missed. No confirmation will be sent to you.

CANCELLATION

If the activity is cancelled due to teacher illness, students will be informed, and the class will be rescheduled. **No refund or credit** will be issued for students absent from after school activity for

whatever reason. Students must have a receipt from the cashier to be permitted to attend the club. No exceptions

DISMISSAL

All club participants will be escorted to the nearest gate for dismissal. Pickup must be arranged promptly at the designated time. Students must be picked within 15 minutes of the completion of the club. Students will be allowed 1 late pick-up, after that they might be dropped from the club. We are unable to provide bus service for after club activities.


GUIDELINES FOR TEACHERS

1. Clubs will comprise of 8 one-hour sessions
2. The cost per student is KWD 40 (exceptions must be authorized by Academic Director)
3. A maximum of 15 participants is permitted for each club
4. A teacher can have only one academic club per quarter
5. No clubs must be scheduled on the early release days.
6. For academic clubs, teachers are not permitted to enroll students they teach, and no sessions will be held prior to a test or exam
7. Any breaks given by club teachers MUST be fully supervised at all times. Teachers who are found to be negligent during supervision of students in clubs, may receive: a warning letter and/or be terminated if their negligence has resulted in serious injury and/or legal problems for the school
8. Club teachers are responsible for student behavior and should drop students from the club should negative behavior persist.
9. Teachers must remain with students until they are all collected by the parent/guardian. This is not the responsibility of the security guards
10. Club teacher may only leave once all students are picked up
11. Compile a list of students and their parents' telephone numbers and send to the Superintendent, Division Principal and a printed copy to school security personnel.

GUIDELINES FOR STUDENTS

For our after-school clubs and activities to be places that are fun, safe, and educational, students need to abide by the following guidelines to stay members:

1. Be positive and encouraging to all members in the club/activity.
2. Listen and follow the instructions of any and all adults involved.
3. Use the materials and supplies appropriately and safely.
4. Arrange your pickup transportation promptly at the designated time.
5. If you are asked to leave the after-school club/activity due to any of the above reasons on three separate occasions you will no longer be allowed to participate.
6. SIBLINGS OR FRIENDS not in the club MAY NOT ATTEND. Little brothers, sisters, cousins, etc. must be picked up and are not to roam the campus.

		DASMAN CLUBS APPLICATION FORM	
STUDENT INFORMATION			
First Name		Family Name	
Grade		Teacher Name	
Gender		Mobile	
Email			
Medical Conditions			
CLUB INFORMATION			
DAY	TITLE		FEE (NON-REFUNDABLE)
			KD
			KD
			KD
			KD
Parents Signature		Date	
Signatory Full Name			
Please submit this Application Form to DBS' Accounts Office			

AFTER SCHOOL BOXING ACADEMY POLICY

RATIONALE

Accepting that some of our students require different levels of counseling support to be successful in teaching and learning environments, and knowing these students cannot be taken from classes to receive such services, DBS, via our Wellbeing Center, offers a new and exciting afterschool therapeutic program: DBS' After-School Boxing Academy.

By participating in our After-School Boxing Academy, students will benefit from physical, psychological, and social stimulation that aims to help upskill students in the following areas: Personal Agency, Positive Identity, Self-Regulation, Belief System and Relationship Skills.

HOW TO REGISTER

Registration is on a "first come - first serve" basis and spaces are limited. Complete registration form below and submit to Accounts Office accompanied by payment.

CONFIRMATION AND PAYMENT

Payment can be made in accounts office. Payment is non-refundable. No credit will be issued for lessons missed. No confirmation will be sent to you.

CANCELLATION

If the activity is cancelled due to teacher illness, students' will be informed, and class will be rescheduled. **No refund or credit** will be issued for students absent from after school activity for whatever reason. Students must have a receipt from cashier to be permitted to attend DBS' Afterschool Boxing Academy. No exceptions

DISMISSAL

Registered students will be escorted to nearest gate for dismissal. Pickup must be arranged promptly at designated time. Students must be picked up within 15 minutes of completion of training. Students will be allowed 1 late pick-up, after that they might be dropped from boxing academy. We are unable to provide bus service for afterschool services.

GUIDELINES FOR TEACHERS

1. DBS' Boxing Academy sessions meet 2.30-4.00, Sunday-Thursdays (Except Tuesdays) for duration of semester
2. Cost per student is KWD 400 (exceptions must be authorized by Superintendent of Schools)
3. A maximum of 15 students per grade level is permitted
4. Manager of Wellbeing Center, Psychologist and/or counsellors can have only one academic club per semester
5. Practices must be scheduled on early release days
6. For programs offered via wellbeing center, Manager of Wellbeing Center, Psychologists and counsellors are permitted to enroll students they provide with counselling services
7. Breaks must always be supervised by counselling staff
8. Counselling staff are responsible for student behavior
9. Counselling staff must remain with students until they are collected by parent and/or guardian. This is not the responsibility of the security guards
10. Counselling Staff may only leave once all students are picked up
11. Counselling staff must compile list of students and their parents' telephone numbers and send to Superintendent of Schools, Division Principal and a printed copy to school security personnel

GUIDELINES FOR STUDENTS

For our after-school programs, clubs and activities to be fun, safe, and educational, students must abide by following guidelines:

1. Be positive and encouraging to all members in program/club/activity
2. Listen and follow instructions of any and all adults involved
3. Use equipment appropriately and safely
4. Arrange your pickup transportation for designated time
5. SIBLINGS OR FRIENDS not MAY NOT ATTEND



DASMAN CLUBS APPLICATION FORM

STUDENT INFORMATION

First Name		Family Name	
Grade		Teacher Name	
Gender		Mobile	
Email			
Medical Conditions			

CLUB INFORMATION

DAY	TITLE	FEE (NON-REFUNDABLE)
		KD
		KD
		KD
		KD

Parents Signature		Date	
Signatory Full Name			

Please submit this Application Form to DBS' Accounts Office

October 16th, 2019

Dear Parents,

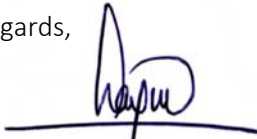
Please note that HS students must always wear their school uniform. Moreover, it is the responsibility of parents to ensure their child wears the correct school uniform when leaving for school.

Students must wear appropriate shirt (WHITE ONLY OR SENIOR T-SHIRTS) WITH DBS logo on it, along with either navy blue or black trousers/pants with no visible signs of branding on it. JEANS/DENIM trousers are **NOT** allowed.

Effective October 17th, 2019(Monday), students who fail to wear the appropriate school uniform will not be allowed to enter school and would be sent home immediately to change into their school uniform.

Your cooperation is highly appreciated.

Regards,

A handwritten signature in black ink, appearing to read 'Raymond Noronha', written over a horizontal line.

Raymond Noronha
Principal, High School
Dasman Bilingual School

October 20th, 2019

Dear parents,

Middle school and high school operate on a semester-based system, not a quarter-based system. As such, both schools will no longer issue report cards to students in the month of October. Instead, report cards will be distributed in the month of January (as per school calendar). Despite this change, students will be continuously assessed during S1; these assessments will conclude with their mid-year examinations in December.

To support these changes, parents are encouraged to use Parentplus to check their son/daughters progress in every course. Parentplus will also give parents the total grade out of 100 for every subject taken at MS and HS.

If you do not have access to Parent plus and/or if your account has been temporarily blocked due to non-payment of school fees, kindly visit DBS' accounts department for further assistance.

Please note, once school fees are paid, it will take up to 24 hours for you to gain online access highlighted information.

Feel free to contact MS or HS administrators if you have any further questions.

Regards,

MS & HS Administration

November 3rd, 2019

Dear parents,

Effective immediately, DBS high school students will only be able to take a **maximum of 6 courses** either afterschool or during summer school (from grade 9 until grade 12). This **EXCLUDES** missing credits for students transferring to DBS from other schools.

Please note that if any student has more than 20 Tardies/Absences for any subject(s) during the 2019-2020 academic year, s/he will automatically be blocked from taking that subject during Summer School, 2020 at DBS.

DBS reserves the right of admission to our ASCP/Summer School program. This privilege is granted only to students who abide by school rules as outlined by teachers and those mentioned in the Parent-Student Handbook (behavior, uniform, attendance, respect, effort, etc.).

Further to above, our High School Administration reserves the right to cancel the registration of ASCP/Summer School courses of students not following school rules and/or students who have received a Warning/Suspension letter for the 2019-2020 academic year.

As highlighted in our Parent-Student Handbook, students must always adhere to DBS rules.

Regards,

A handwritten signature in black ink, appearing to read 'Raymond Noronha', is written over a horizontal line. The signature is stylized with a large initial 'R' and a circular flourish.

Raymond Noronha
Principal, High School
Dasman Bilingual School

November 21st, 2019

Dear parents,

Kindly note following:

1. Lesson 1 at High School starts 8am. Students are expected to be at school before 8am in order to avoid being late for their first lesson. **Students arriving to school at or after 8am will not be allowed to enter school.** Citing traffic as an excuse for being late is unacceptable.
2. High school operates on a 5 lessons per day cycle. Students are expected to be in their respective classes when the bell rings. Students who are late to class will be marked **tardy**. Students arriving to class **after** the first 5 minutes of the late bell ringing will be marked **absent**.
3. As per letter emailed to all parents on November 3rd, 2019, DBS reserves the right of admission to the ASCP/Summer School program. This privilege is granted only to students who abide by all school rules as outlined in the Parent-Student Handbook (behavior, uniform, attendance, respect, effort, etc.). The High School administration also reserves the right to cancel the registration of ASCP/Summer School courses of students who fail to follow school rules and/or those who received a Warning/Suspension letter for the 2019-2020 academic year.
4. **Students with excessive amounts of Tardies/Absences during semester 1 will automatically be blocked from taking after-school credit courses during semester 2 and summer school 2020. If your son/daughter has been blocked, you will be notified during the mid-year exam week.**

Students are always expected to adhere to school rules.

Regards,

A handwritten signature in black ink, appearing to read 'Raymond Noronha', is written over a horizontal line. The signature is stylized and cursive.

Raymond Noronha
Principal, High School
Dasman Bilingual School

Appendix 1: Attendance

Abdullah Ali AL-Basri
For/ The Public Administration for Private Education

Given vital role attendance plays in academic success of students, DBS' attendance policy reflects its importance; therefore, absences will ONLY be counted as **EXCUSED** for following reasons:

- 1- Medical: a doctor's note (signed and stamped by hospital/clinic) should be submitted the very next day
- 2- Religious reasons
- 3- Authorized absences by Ministry: Documentation should be submitted beforehand
- 4- Outside treatment: Documentation should be submitted beforehand
- 5- Bereavement or compassionate reasons
- 6- Attending university interviews, pre-university testing, etc.

Unexcused absences:

- Students with 5 unexcused absences will receive a warning letter and a phone call to parents
- Students with 10 unexcused absences will receive a 2nd warning letter and parents will be asked to meet with High School Principal
- Students with 15 unexcused absences will receive 3rd warning letter, parents will be asked to meet with High School Principal and school will inform Ministry of Private Education who will take appropriate action; this, of course, could entail student failing academic year

Tardy to school:

Before 8:00am:

- Students arriving to school before 8 should obtain a late slip from High School main desk (reception area)
- An unexcused tardy will be recorded in school attendance system
- 3 late morning arrivals to school is equivalent to an unexcused absence
- Absences will show on student report card and transcript
- Tardiness caused by late school bus will be recorded as an excused tardy
- Student arriving to school on time, but fails to report to class on-time will be directed to High School Principal wherein a phone call to parents (tardy to class) will be made

After 8:00am and before 8:15am:

- Students arriving to school after 8 should obtain a late slip from High School main desk
- A phone call will be made to parents to explain tardiness

- A half day unexcused absence (0.5-day absence) will be recorded in school attendance system
- Absences will show on student report card and transcript
- Student arriving to school on time and failing to go to class will be directed to the High School Principal and a phone call will be made to parents.

After 9:00am:

- Students arriving to school after 9:00am will not be allowed onto school grounds under any circumstances
- High School Main Desk will phone parents and inform them of decision not to allow their child on campus
- A full day unexcused absence will be recorded in school attendance system
- Absences will show in student report card and transcript

Tardy to class:

- HS students are aware of class times and schedule breaks
- Students are expected in respective classrooms within first few minutes of bell ringing. Students who are late to class **within** the first 5 minutes of the bell ringing would be marked **tardy**. Students that arrive to class **after** the first 5 minutes of the bell ringing would be marked **absent**
- Students arriving to class late will be recorded as such via online attendance system
- Step 1: If student arrives late to 3 out of 5 lessons during day, students will be issued verbal warning
- Step 2: If student continue to be tardy for their lessons after step 1, parents will be asked to come into school to sign warning letter
- Step 3: If student continues to be tardy despite step 1 and step 2, student will be suspended from school for 1 day

Please note: if any student is tardy to class more than 20 times during 2019-2020 academic year, s/he will automatically be blocked from taking that subject during DBS 2020 Summer School.

Leaving School Early:

In accordance with Ministry of Private Education guidelines, and except in the event of an emergency or unavoidable medical appointment, DBS strongly advises parents not to consent to early release.

- Under NO circumstances can nanny and/or driver facilitate early release of student
- Students can be released early to mother, father and/or approved guardian ONLY
- Parents wishing to release their son/daughter without being physically present at school should inform school 24 hours in advance

- Parents should not stop at High School main desk and request early release for their child. Prior notice needed
- Students leaving for medical reasons, should follow up with note from doctor (signed and stamped by hospital/clinic). Absences will then be changed to excused absences
- Early release without acceptable reason and/or appropriate medical documentation is considered an absence for all classes not attended

Appendix 2: Human Rights

Article 1:

The child is each (male /female) who is under 18 years of age.

Article 2:

The abuse against the child or bad treatment includes all forms of body or emotional abuse or both, the sexual abuse, neglect or commercial abuse which leads to actual or potential harm to the child's health, his growth and dignity.

Article 3:

In each Health area, and according to a decision by the under Secretary of Health, a Team for Child's protection shall be formed (SCAN Team).

The team of Child's protection consists of:

1. Pediatric Specialist Doctor (2)
2. Internal Medicine Doctor (2)
3. Nurse in the Pediatric section (2)
4. Social Specialist (2)
5. Psychiatric therapist (2)
6. Representative from the Juveniles Protection department – MOI.
7. If necessary, a specialized Doctor (Obstetrics, Psychic Doctor, Orthopedics Doctor).

Article 4:

All doctors in hospitals, Medical Care Centers, in case they suspect of a child abuse case (Bodily or psychological) should report the case using the reporting Form (enclosed) or call the Child's Protection Team (SCAN Team).

Article 5:

When a child's abuse case is detected, the Team shall report it to the Juveniles Protection Dept- Ministry of Interior to take the necessary action (Hot line 25632140).

Article 6:

The SCAN team has the following duties:

1. Follow up the cases of assaults or abuse against the child and take the necessary actions, in strict confidential manner.
2. Examine the reported cases.
3. Record the Child's details as provided in the enclosed Form.
4. Inform the Child's family , or those who take care of him , of the Doctor's remarks and of the procedures taken in this regard.

5. Issue a medical, psychological and social report for the case, and get them approved by the Section Head and the Hospital Administration.
6. The Juveniles Protection Dept- General Criminal Investigations of Ministry of Interior shall be informed to take the necessary actions (medical Report, the recommendations and Report Form enclosed).
7. The Child and his family shall be referred to the Social development office for psychic and social treatment and follow up.
8. Receiving the reported cases of bad treatment or abuse referred by the Health Care Centers, casualties or other sources (schools, police stations and Private Medical Centers).

Article 7:

In each hospital a special office for SCAN team shall be established, through which it will practice its duties and the tasks entrusted to them.

Article 8:

The main office of Child's protection shall be based in the Ministry and to be subordinate to the legal Department of MOH.

Office Duties

1. Receive the notifications on each cases of assault against the child through the Hot Line (151).
2. Send the reports to the SCAN Team according to the respective Health area.
3. Send the reports referred from the SCAN Team to The Juveniles Protection Dept- General Criminal Investigations of Ministry of Interior for follow up.
4. The office shall document the reported cases and keep in file the letters exchanged between the main office and other offices.

Article 9:

The Health Licenses Department shall send a Circular to the Doctors and officers of the Private medical sector to detect and follow up the suspected case of Child abuse and inform the Child's protection Teams according to the Civil ID of the Child.

Article 10:

The above Resolution shall be informed to the concerned parties for implementing and shall be effective as from above date.

Purpose:

Dasman Bilingual School fully recognizes its responsibility to safeguard and promote the welfare of children at our school. The purpose of this policy is to provide all with the guidance they need in order to keep children safe and secure in our school, to inform parents and guardians how we

will safeguard their children whilst they are in our care, and ensure that DBS has student protection measures in place to:

1. Protect students while in the school's care from all acts and omissions constituting physical abuse, emotional abuse, sexual abuse and exploitation, neglect, and bullying.
2. Identify and support those students who may have suffered such abuse or neglect, as strongly enforced by **The Public Administration for Private Education**
3. Emphasize that all DBS staff are mandated reporters of cases of abuse and/or suspected abuse inside and outside the school.
4. Define duties and responsibilities of School Principals and school staff for responding to suspected cases of child abuse and/or neglect.

Context:

We recognize that children have a right to feel secure and cannot learn effectively unless they do so. Parents, caregivers, guardians, and other people can harm children either by direct acts or failure to provide proper care or both. Children may suffer neglect, emotional, physical or sexual abuse, corporal punishment, bullying, or a combination of such types of abuse. All children have a right to be protected from abuse. Whilst the school will work openly with parents as far as possible, the school reserves the right to contact the relevant authorities, without notifying parents if this is in the child's best interests.

At DBS, we strongly recognize the need for vigilant awareness of child protection issues. It is important that all staff have appropriate training and induction so that they understand their roles and responsibilities and are confident about carrying them out. Staff, students and parents should feel secure that they can raise any issues or concerns about the safety or welfare of children and know that they will be listened to and taken seriously. This will be achieved by maintaining an ethos of safeguarding and promoting the welfare of children and young people and protecting staff. This is supported by having clear child protection policies, appropriate induction and training, briefing and discussion of relevant issues and relevant learning.

In keeping with the above safeguarding statement, the school requires that all persons having regular or unsupervised access to children will be required to produce proof of their having no history of committing any offence (police clearance and letters of recommendations) that would suggest they present a risk to children. The proof of such should be provided by a recognized law enforcement agency with contact details being provided for verification purposes.”

Aims:

These procedures apply to all staff and employees working in the school. The aim of our procedures is to prevent children from being abused, and to safeguard and promote the welfare of students at this school in the following ways:

- Raise awareness of child protection and safeguarding roles and responsibilities with staff.
- Develop, implement and review procedures in our school that enable all staff to identify and report cases, or suspected cases, of abuse.
- Support students who have been abused in accordance with an agreed child protection plan.
- Support children with additional needs.
- Ensure the practice of safe recruitment in checking and recording the suitability of staff and volunteers to work with children.
- Establish a safe environment in which children can learn and develop.
- Ensure that allegations or concerns against staff are dealt with in accordance with Ministry of Education and school policies and procedures in collaboration with the authorities.

Whole Staff Responsibilities:

This school recognizes that because of their day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are heard.
- Ensure children know that there are adults in the school whom they can approach if they are worried about any problems.
- Include opportunities in the curriculum for children to develop the skills they need to recognize and stay safe from abuse.
- Treat all disclosures with the strictest confidence.
- Ensure that parents have an understanding of the responsibility placed on the school and its staff for child protection by providing a copy of this policy on request and posting a copy on the school website.
- Notify the relevant authorities of any cases of alleged or suspected child abuse.
- Inform parents of any concerns, and provide them with opportunities to change the situation, where this does not place the child at greater risk.
- Notify the school counselor if there is an unexplained absence of several days.
- Maintain confidentiality throughout reporting procedures, data collection, and information storage.
- Train all school leaders and identified staff members in Child Protection policies and procedures.
- Develop effective links with relevant authorities and Child Protection Centre.
- Liaise with other agencies that support students.
- Ensure that there is a senior designated person/Child Protection Liaison Officer (CPLO) appointed and this individual is trained appropriately.

Child Protection Liaison Officer (CPL) responsibilities

In DBS, the CPL are the School Counselors. He or she will:

- Ensure that the school management and staff are fully aware of and understand their responsibilities and obligations under this policy.
- Ensure they have received appropriate training.
- Ensure every member of staff knows the name of the designated CPL, their role and their contact details.
- Ensure all staff understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated person CPL.
- Ensure that whole school training occurs every three years so that every member of staff can fulfil their child protection responsibilities effectively and to comply with the requirements of the Ministry of Education.
- Keep written records of child protection concerns that are kept securely and separately from the main student file and use these records to assess the likelihood of risk.
- Ensure that copies of child protection records and/or records of concern are transferred as appropriate (separate from student files) when a child leaves the school.
- Ensure that where a student leaves the school, necessary information is transferred to the new school in a timely manner.

Responsibilities of adults within the school community:

- All adults are required to be aware of and alert to the signs of abuse.
- If an adult identifies that a child may be in an abusive situation they should record their concerns and report them to the CPL as soon as possible.
- If a child discloses allegations of abuse to an adult, they will follow the procedures attached to this policy.
- If the disclosure is an allegation against a member of staff, they will follow the allegations procedures attached to this policy.

As a school we will educate and encourage students to keep safe through:

- The content of the curriculum.
- A school ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued.
- The creation of a culture which helps children to feel safe and able to talk freely about their concerns, believing that they will be listened to and valued.

Definitions and Indicators of Abuse and Negligence

What is abuse and negligence?

Abuse and negligence are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or

in an institutional or community setting by those known to them or more rarely by a stranger. They may be abused by an adult or adults, or another child or children.

Physical Abuse:

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or caregiver fabricates the symptoms of, or deliberately induces, illness in a child.

Corporal Punishment:

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

Emotional Abuse:

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worth less or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Peer on Peer Abuse:

Peer abuse is behavior by an individual or group, intending to physically, sexually or emotionally hurt others. Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18. All staff should recognize that children are capable of abusing their peers.

Negligence:

Negligence is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or caregiver failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate care-givers).

- Ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Nature of Negligence:

Negligence is a lack of parental care. Poverty, lack of information or lack of adequate services can be contributory factors.

Negligence can include parents or caregivers failing to:

- Provide adequate food, clothing and shelter.
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision or stimulation.
- Ensure access to appropriate medical care or treatment.

Research has highlighted the following examples of the negligence of children under 12:

- Frequently going to school hungry.
- Frequently having to go to school in dirty clothes.
- Regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse.
- Being abandoned or deserted.
- Living at home in dangerous physical conditions.
- Not being taken to the doctor when ill.
- Not receiving dental care.

Negligence is a difficult form of abuse to recognize and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Negligence is often noticed at a stage when it does not pose a risk to the child. Research would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm.

Negligence is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the designated CPLO.

Indicators of Negligence:

The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognize that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself.

Physical indicators of negligence:

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated
- Looking sad, false smiles

Behavioral indicators of negligence:

- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies

Emotional Abuse:

Most harm is produced in low warmth, high criticism homes, not from single incidents. Emotional abuse is difficult to define, identify, recognize, and/or prove. Emotional abuse is chronic and cumulative and has a long-term impact. All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself. Children can be harmed by witnessing someone harming another person, as in domestic violence.

It is sometimes possible to spot emotionally abusive behavior from parents and caregivers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later.

Indicators of Emotional Abuse:**Developmental issues:**

- Delays in physical, mental and emotional development
- Poor school performance
- Speech disorders, particularly sudden disorders or changes

Behavior:

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc.)

- Neurotic behavior (such as rocking, hair-twisting, thumb-sucking) • Self-mutilation • Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behavior – e.g., wetting
- Eating disorders
- Destructive tendencies
- Arriving early at school, leaving late Social issues
- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behavior
- Insecure, clinging behavior
- Poor social relationships

Emotional responses:

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations (“I deserve this”)
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration; restlessness, aimlessness
- Extremes of passivity or aggression

Physical Abuse:

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the bony prominences – e.g., shins. Injuries on the soft areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

A body map (Appendix 3) can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school.

Indicators of physical abuse:

- Multiple bruising or bruises and scratches (especially on the head and face).
- Clusters of bruises – e.g., fingertip bruising (caused by being grasped).

- Bruises around the neck and behind the ears – the most common abusive injuries are to the head.
- Bruises on the back, chest, buttocks, or on the inside of the thighs.
- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle.
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette
- Scalds with upward splash marks or tide marks (rings on the child's arms, legs, or body, indicating that a portion of the child's body has been immersed in hot water)
- Untreated injuries
- Recurrent injuries or burns
- Bald patches

In the social context of the school, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:

- The explanation given does not match the injury
- The explanation uses words or phrases that do not match the vocabulary of the child (adults words)
- No explanation is forthcoming
- The child (or the parent/caregiver) is secretive or evasive
- The injury is accompanied by allegations of abuse or assault.

You should be concerned if the child or young person:

- Is reluctant to have parents/caregivers contacted
- Runs away or shows fear of going home
- Is aggressive towards themselves or others
- Flinches when approached or touched
- Is reluctant to undress to change clothing for sport
- Wears long sleeves during hot weather
- Is unnaturally compliant in the presence of parents/caregivers
- Has a fear of medical help or attention
- Reports a punishment that appears excessive

Sexual Abuse:

Sexual abuse is often perpetrated by people who are known and trusted by the child (e.g., relatives, family friends, neighbors, babysitters, people working with the child in school, faith settings, clubs or activities).

Characteristics of child sexual abuse:

- It is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic
- Grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent
- Grooming the child’s environment – abusers try to ensure that potential adult protectors (parents and other caregivers especially) are not suspicious of their motives.

Peer on Peer Abuse:

Nature of Peer on Peer Abuse

All staff should be aware of safeguarding issues from peer abuse including:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

Types of abuse: Peer on Peer

There are many forms of abuse that may occur between peers. Each form of abuse or prejudiced behavior is described in detail followed by advice and support on actions to be taken.

1. Physical abuse

This may include hitting, kicking, nipping/pinching, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behavior, including accidentally before considering the action or punishment to be undertaken.

2. Sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexually harmful behavior may include

- inappropriate sexual language
- inappropriate role play

- sexual touching
- sexual assault/abuse.

3. Bullying

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally or for a particular reason e.g. size, hair color, gender, sexual orientation, and excluding someone from a group on purpose.

In order to be considered bullying, the behavior must be aggressive and include:

- An Imbalance of Power: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviors happen more than once or have the potential to happen more than once.

Online Bullying / Cyber bullying

Online Bullying / Cyberbullying is the use of technology (social networking, messaging, text messages, e-mail, chat rooms etc.) to harass threaten or intimidate someone for the same reasons as stated above. Online bullying can take many forms

- Abusive or threatening texts, emails or messages
- Posting abusive comments on social media sites
- Sharing humiliating videos or photos of someone else
- Stealing someone's online identity
- Spreading rumors online
- Trolling – sending someone menacing or upsetting messages through social networks, chatrooms or games
- Developing hate sites about another person
- Prank calls or messages
- Group bullying or exclusion online
- Anonymous messaging
- Encouraging a young person to self-harm

- Pressuring children to send sexual messages or engaging in sexual conversations

4. Sexting

The term 'sexting' relates to the sending of indecent images, videos and/or written messages with sexually explicit content; these are created and sent electronically. They are often 'shared' via social networking sites and instant messaging services. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be committing a criminal offence.

Examples of Child Sexual Exploitation include associations with older boyfriends / girlfriends, relationships or associations with risky adults and / or entering or leaving vehicles driven by unknown adults.

5. Initiation/Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers into an organization such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The ceremony welcomes newcomers by subjecting them to a series of trials which promote a bond between them. Many rituals involve humiliation, embarrassment, abuse, and harassment.

6. Prejudiced Behavior

The term prejudice-related bullying refers to a range of hurtful behavior, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalized, and which is connected with prejudices around belonging, identity and equality in wider society – for example disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity.

7. Teenage relationship abuse

Teenage relationship abuse is a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behavior, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner. This abuse may be child sexual exploitation.

Child Protection Procedures:

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interests between the child and parent, the interests of the child must be paramount.

These procedures should be read in conjunction with the flow chart (Appendix A).

If a member of staff suspects abuse (e.g. through physical injury) they must:

1. Record their concerns.
2. Report it to the CPLO / Principal immediately
3. Consider if there is a requirement for immediate medical intervention and if so assistance must be called for
4. Make an accurate record (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:
 - Dates and times of their observations,
 - Dates and times of any discussions they were involved in,
 - Any injuries,
 - Explanations given by the child / adult, and
 - What action was taken

The records must be signed and dated by the author.

Following a report of concerns from a member of staff, the CPLO must:

1. Decide whether or not there are sufficient grounds for suspecting child abuse in which case a referral must be made to the MOI Child Protection Centre Hotline: (147 or 25632140). and make a clear statement of:
 - The known facts
 - Any suspicions or allegations
 - Whether or not there has been any contact with the child's family If the CPLO feels unsure about whether a referral is necessary they can phone MOI Child Protection Centre to discuss concerns and obtain advice.To do so will not constitute a child abuse referral and may well help to clarify a situation.
2. If there is no clear risk of harm the CPLO will either actively monitor the situation or seek advice from the MOI Child Protection Centre.
3. The CPLO must confirm any referrals in writing to MOI Child Protection Centre, within 24hours, including the actions that have been taken. The written referral should be made using the referral form attached to this document.
4. If a child is in immediate danger and urgent protective action is required, the police should be called using the 147 service. The CPLO should also notify the MOI Child Protection Centre of the occurrence and what action has been taken. The CPLO should seek advice from the police / MOI Child Protection Centre about informing the parents.

5. Normally the school should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to MOI Child Protection Centre. However, in accordance this should only be done when it will not place the child at increased risk. The child's views should also be taken into account.
6. Where there are doubts or reservations about involving the child's family, the CPLO should clarify with MOI Child Protection Centre or the local police whether the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation. Where appropriate, the CPLO should help the parents understand that a referral is in the interests of the child and that the school will be involved in the police investigation.
7. When a student is in need of urgent medical attention and there is suspicion of abuse the CPLO or Principal should take the child to the Accident and Emergency Unit at the nearest hospital, having first notified MOI Child Protection Centre. The CPLO should seek advice about what action the MOI Child Protection Centre will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention. If the suspected abuse is sexual then the medical examination should be delayed until MOI Child Protection Centre and/or the police can liaise with the hospital, unless the needs of the child are such that medical attention is the priority. If a decision is made not to inform the parents there must always be a responsible adult with the child, whether from the school, MOI Child Protection Centre or the police. The following steps must be taken when dealing with allegations against staff, governors and/or volunteers:
 - Report any concerns about the conduct of any member of staff or volunteer to the Principal within 24 hours of complaint.
 - If an allegation is made against the Principal, the concerns need to be raised with the School Board and Ministry of Private Education as soon as possible and within 24 hours.
 - In either event the Principal should contact the MOI Child Protection Centre
Hotline: 147

Child Volunteering Information:

If a child volunteer's information about abuse to a member of staff, it may be done obliquely, rather than directly, e.g. through play, drawings etc. Children will talk about their concerns and problems to people they feel they can trust. The person a child talks to will not necessarily be a senior member of staff. The role of the member of staff or volunteer hearing this is to listen but not undertake an investigation of the potential abuse. That is the role of the child protection agencies. Legal action against a perpetrator can be seriously damaged by any suggestion that the child's words have been influenced in any way by the person they told.

When a Child Confides in You: Things you should do:

- Give the child undivided attention
- Show concern, support and warmth but don't show emotions, distress or negative reactions. Be reassuring. – You can say “That must have been sad/hard for you,” or “It's right to tell someone because you need help.” – Ask if the child has told his/her parents if the alleged abuse is outside the home or the other parent if one parent is implicated.
- Avoid directly questioning the child as much as possible, just listen and be supportive
- It may be appropriate to check that the child is indicating abuse or neglect
- Check if the child is hurt or might be in need of medical attention
- Deal with the allegation in such a way that the child does not have to repeat the information to different people within the school; It is important to know if an incident has happened recently and whom the child is saying has hurt her/him
- Make careful records of what was said, put the date and time when the child spoke to you, put the location and names of the people who were present, as well as what was said, using child's own language and colloquialisms. Then sign it, and hand your record to the CPLO immediately.
- Keep a copy of your notes
- Look after yourself by seeking some support

Things you SHOULD NOT do:

- You must not promise a child complete confidentiality – you should explain that you may need to pass information to other professionals to help keep them or other children safe
- Malign the character of the alleged perpetrator
- Jump to conclusions
- Ask leading questions
- Ask for lots of details about the alleged event(s)
- Speculate or accuse anybody yourself • Make promises you can't keep
- Pre-empt or prejudice an investigation by leading the child with closed questions.

Questioning Skills:

To avoid leading questions when clarifying what a child has said, **you should use open questions with a child** rather than closed questions. The following table gives some examples of both

Closed Questions	Open Questions
Do...?	Tell me...
Did...?	Explain to me...

Can...?	Describe to me...
Would...?	Who...
Could...?	What...
Are...?	When...
	How...
	Where...

Avoid using “Why” as this can confuse a child and lead to feelings of guilt.

Initial Responses to Child:

When a child has made a disclosure, it can be a relief for them, however they are likely to feel vulnerable and confused. Here are some examples of what can be said to a child;

DO say:

“Thank you for telling me.”

“I am sorry it has happened to you.”

“I am going to help you and will tell you what I am going to do.”

“It should not have happened.”

“You are not to blame.”

DO NOT say:

“It will be all right soon.”

...Or any statements or promises that you will not be able to fulfill.

✓ **Safe Working Practice:**

It is essential that all staff working in DBS are aware of how to pass on any concerns about other members of staff and be conscious of how they should conduct themselves to minimize the risk of finding themselves as the subject of any child protection processes.

In dealing with allegations or concerns against an adult in the school all staff should:

- Report any concerns about the conduct of any member of staff or volunteer to the Principal as soon as possible and within 24 hours
- If an allegation is made against the Principal, the concerns need to be raised with the Superintendent as soon as possible and within 24 hours
- In either event the Principal should contact the MOI Child Protection Centre on Telephone: 147 or 25632140

✓ **Safe Professional Culture:**

All staff should:

- Work in an open and transparent way, avoiding any actions that would lead a reasonable person to question their motivation and/or intentions
- Dress appropriately for their role
- Avoid unnecessary physical contact with children. If physical contact is made:
- Ensure they are aware of and understand the rules concerning physical
 - restraint
- Where it is essential for educational or safety reasons, gain student's permission
 - for that contact wherever possible
- Remove a student from a dangerous situation or an object from a student to prevent either harm to themselves or others, then this should be recorded on the correct form and reported to the Principal
- It should not be secretive; even if accidental contact was made, it should be reported.
- Understand their position of power and influence over children and not misuse it in any way. This includes but is not limited to:
- Accepting regular gifts from children
- Giving personal gifts to children
- Recognize their influence and not engage in activities out of school that might compromise their position within school.
- Not establish or seek to establish social contact with students outside of school. This includes:
 1. Communication with students in inappropriate ways, including personal e-mails and mobile telephones
 2. Passing your home address, phone number, email address or other personal details to students/children
 3. The transportation of students in your own vehicle without prior management approval
 4. Contact through social networking sites.
 5. Absolutely NOT house children overnight

- **All staff should:**

- Only use the school system to exchange e-mail with students. Do not use your personal email account(s)
- Be careful about recording images of children and do this only when it is an approved educational activity. This is not allowed for children whose parents/guardians have submitted a “Media Non-Permission Form”
- Ensure that areas of the curriculum that may involve sexually explicit information are taught in accordance with school and/or ADEC policies
- Allow children to change clothes with levels of respect and privacy appropriate to their age, gender, culture, and circumstances
- Avoid working in one-to-one situations or conferring special attention on one child unless this is part of an agreed school plan or policy
- Only arrange to meet with students in closed rooms when senior staff have been made aware of this in advance and given their approval
- Not access inappropriate material via the internet
- Not allow boundaries to become blurred and unsafe in more informal settings such as out of school activities
- Never use a physical punishment of any kind
- Not attribute touch to their teaching style

All staff should inform the Principal immediately if:

- There are any incidents or issues that might lead to concerns being raised about your conduct towards a child.
- There is any suggestion a student may be infatuated with you or taking an above normal interest in you.

✓ **School Transportation**

It is important to ensure children are transported safely without risk of harm or abuse.

All drivers must:

- Hold a valid driving license for the type of vehicle being driven
- Have no medical condition which affects their ability to drive
- Ensure that any vehicle is roadworthy, including brakes, lights, tires, bodywork, wipers, mirrors etc.
- Adhere to the appropriate speed limit
- Ensure that all seat belts are working and worn by everybody in the vehicle
- Be familiar with, and drive in accordance with, the road regulations at all times

Appendix 3: Assessment Information

Use of assessment to judge effectiveness of both teaching and learning is essential; it enables teachers and students to identify respective strengths and weaknesses, as well as feedback on effectiveness of teaching and learning. DBS recognizes that good assessment is built upon the following basic principles:

- Purpose and criteria for assessment should always be explicit so students and parents know and understand in advance criteria for determining academic success
- Best interests and progress of students is paramount
- Assessment is an integral part of teaching and learning process which demonstrates a range of knowledge, conceptual understanding and skills
- Assessment information should be shared with student and parents
- Assessment should be ongoing and reflective, accurate, and as objective as possible
- Assessment should take many forms, gathering information from several contexts and using a variety of methods depending on needs of student and nature of what is being assessed
- Effective assessment accounts for students varied learning styles, multiple intelligence, abilities to express their understanding and cultural expectations, especially for those students whose first language is not English
- Provide variety of assessment opportunities that are relevant and motivating to students
- Assessment activity should be appropriate to age and developmental level of student and based on real-life experiences that lead to further inquiries
- Results of the assessment should have credibility with all those involved in it, and the results should be able to be communicated clearly.

Types of Assessment

Formative assessment is woven into daily teaching and learning and provides both Teachers and students with useful feedback on how well students are understanding and applying new concepts, skills, and knowledge.

Summative assessment takes place at end of teaching and learning process and gives students opportunities to demonstrate what has been learned. Summative assessments may include any combination of the following: acquisition of data, synthesis of information, application of knowledge and processes. These can address multiple learning styles.

Student self-assessment is woven into daily teaching and learning to engage students in reflection and assessment on their own learning. Students are given adequate time to reflect on their progress in all subject areas, including attributes expressed in learner profiles.

Peer assessment allows students to evaluate each other's progress and set targets for improvement.

Baseline Assessment is given to KG students to determine their level of information attainment. This assessment is administered at the Beginning of the Year (BOY) and at the End of Year (EOY).

Portfolio is a record of a student's academic success, growth, high-order thinking, creativity, assessment strategies and reflection." It is a celebration of an active mind at work that empowers students to be active participants in their own learning. It encourages students to reflect on the learning process and achievements. It also encourages students and parents to see learning as a continuous process; it builds pride in one's work, and it contributes to building self-esteem.

Internal Assessments

Oral Language Assessment:

- Students' reading skills assessed regularly throughout academic year

Writing Assessment:

- Students' writing skills assessed informally and formally through via common writing assessment rubrics

Examinations:

- Quarterly examinations/tests administered

Internal Verification:

- Vocational students assessed continuously by their teachers
- Student portfolios compiled
- Teacher peer assessment conducted throughout academic year to ensure assessments meet standards and criteria of UK awarding bodies (EDEXCEL and ASDAN)

External Assessments:

- External Standardized Test administered annually
- Vocational student's portfolios sent to external board (EDEXCEL and ASDAN) for verification and awarding of certificates
- The Brigance CIBS II, a diagnostic tool that supports writing a student's IEP, is administered at beginning and end of academic year. This test is used by Special Needs departments only
- The Woodcock Johnson assesses a variety of skills and is used school wide as an entrance test to DBS. It is not appropriate for very low functioning students with special educational needs even though it has been and continues to be used.
- The Aston Index provides a quick way of determining a student's reading and spelling ages. It also tests for visual motor integration

Appendix 4: Human Rights

UNITED NATIONS -HUMAN RIGHTS DECLARATION AND CHILDREN'S RIGHTS

Universal Declaration of Human Rights

Preamble

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, therefore,

The General Assembly,

Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by

teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.