

Kindergarten Division
KG, KG1, & KG2
Student-Parent Handbook
2025 - 2026



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DASMAN دسمن
BILINGUAL SCHOOL مدرسة ثنائية اللغة

School Guiding Statements



Mission

DBS offers a variety of educational programs to equip our students with 21st century skills, knowledge and values required to become global citizens.



Vision

DBS aims for authentic learning and character development in a safe, positive and nurturing learning environment.



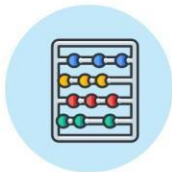
School Motto

PROGRESSION NOT PERFECTION



Strategic Values

INNOVATE EMPOWER PERSEVERE



Definition of Learning

Dasman Bilingual School defines learning as a process of acquiring knowledge, skills, values and competencies that can be applied to everyday life.

ABOUT US

Dasman Bilingual School, formerly known as Dasman Model School, opened its doors to 400 students in 1996 with a vision to create students who are equipped to deal with the ever-changing needs of a global society. Over time, the school grew steadily and rapidly to now include seven buildings and close to 3000 students. Dasman is home to one of the largest private school campuses in Kuwait, and we are proudly the ONLY school that promotes inclusiveness and integration between our mainstream and special needs students, creating an awareness much needed in today's world.

DBS Virtual Tour: [VIRTUAL TOUR 3 \(dbs.edu.kw\)](https://dbs.edu.kw)

WHAT IS BILINGUAL EDUCATION

Bilingual Education involves teaching academic content in two languages, English and Arabic, in a native and secondary language with varying amounts of each language used daily in the classroom. In today's global community, this has become a necessity, as students are now the true ambassadors for their culture and home countries. It is therefore imperative that our children remain connected to their native language, religion, and traditions.

DBS EDUCATIONAL OBJECTIVES

- Empower students with skills, knowledge, values, attitudes, and competencies essential for personal and academic development.
- Provide authentic, intercultural, and personalized learning.
- Enforce the child protection policy to provide a safe, positive, and nurturing environment.
- Provide real-world learning experiences to develop responsible and critical local and global citizens.
- Inspire active and creative minds using a play-based approach in a child-centered environment for KG.
- Engage students in challenging academics and reflective learning.
- Cultivate high self-esteem, self-confidence, and respect for others.
- Equip students with experiential knowledge and 21st century skills to meet the demands for college and career readiness in the global market.
- Provide multi-disciplinary support services to facilitate the academic, social, and emotional development of students.
- Equip students with a blend of academic and workforce competencies.
- Provide entrepreneurial and work experiences.
- Engage differently abled students to recognize and optimize their full potential using a multi-disciplinary approach.
- Inculcate a global ethos and a universally accepted value system.
- Create a culture of reading.

August 2025						
Su	Mo	Tu	We	Th	Fr	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						

- 3/8 First day for admin staff
- 10/8 First day for academic staff except teachers, assistants and new staff
- 12/8 First day for new staff
- 17/8 First day for returning teachers & assistants
- 24/8 First day for KG and Elementary
- 25/8 First day for SEN
- 26/8 First day for MS & HS

February 2026						
Su	Mo	Tu	We	Th	Fr	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

- 1/2/26 Ramadan Begins
- 25-26/2 National Day Holiday

September 2025						
Su	Mo	Tu	We	Th	Fr	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				

- 4/9 Prophet's Birthday (PBUH) Holiday
- 16/9 KG, SEN & Elementary Open House
- 17/9 MS, HS Open House
- 23/9 Online for Students

March 2026						
Su	Mo	Tu	We	Th	Fr	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				

- 1/3 School Resumes
- 15-26/3 Eid Al-Fitr Holiday & Spring Holiday
- 29/3 School Resumes

October 2025						
Su	Mo	Tu	We	Th	Fr	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	

- 25/10-30/10 Mid-Semester Break

April 2026						
Su	Mo	Tu	We	Th	Fr	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		

- 26/04-28/04 Grade 12 Exam
- 29/4 Online for Students

November 2025						
Su	Mo	Tu	We	Th	Fr	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						

- 3/11 School Resumes
- 6/11 LRU REP & PTC
- 25/11 Online for Students

May 2026						
Su	Mo	Tu	We	Th	Fr	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						

- 17-25/5 MS & HS Exams
- 26/5 Ascend Day
- 30-29/5 Eid Al-Adha

December 2025						
Su	Mo	Tu	We	Th	Fr	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			

- 7-16/12 MS & HS Exams
- 17/12 Make-up Exams & Last Day for Students
- 18/12 End of Semester 1
- 23/12-31/12 Winter Holiday

June 2026						
Su	Mo	Tu	We	Th	Fr	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				

- 4/6 End of Semester 2 / Last Day for Students
- 8/6 Report Cards Sent Home
- 10/6 Last day for Teachers & Assistants
- 11/6 Last day for HODs, Coordinators, Psychologists, Counselors, Admin-Academic Staff *
- SIT, Vice Principals, Sen. Coord, Admin Staff

January 2026						
Su	Mo	Tu	We	Th	Fr	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

- 6/1 School Resumes
- 13/1 Report Cards Sent Home
- 14/1 Parent Teacher Conference
- 15/1 Isra and Miraj Holiday
- 27/1 Online for Students

July 2026						
Su	Mo	Tu	We	Th	Fr	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, Coordinators, Psychologists, Counselors, 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 79

Total Student Days 171

Semester 2 Days 92



21ST CENTURY EXPECTATIONS

ACADEMIC				SOCIAL	CIVIC
COMMUNICATION	CRITICAL THINKING	COLLABORATION	COLLECTION OF INFORMATION	GLOBAL CITIZENSHIP	
					
Listen actively	Ask clarifying questions	Work independently and collaboratively	Access and organize information	Show respect	Display global awareness
Articulate thoughts and ideas through non-verbal means	Evaluate evidence	Contribute ideas and stimulate creativity.	Evaluate and cite sources accurately.	Embrace diversity	Value and respect school and community property
Use multiple forms of media.	Justify arguments	Assume shared responsibility	Stimulate intellectual curiosity	Maintain values and develop self-esteem	Be an informed and involved citizen.
Read, analyze and comprehend a wide range of materials	Draw conclusions	Assist others in their roles	Use information and technology ethically and responsibly	Show consideration and tolerance	Exercise the rights and responsibilities of a citizen
Read critically for understanding	Identify, analyze and solve problems	Keep an open mind	Employ media literacy skills to research	Utilize technology responsibly	Take personal responsibility for actions
Write for a variety of purposes in a variety of genres.	Transfer problem-solving skills	Apply strategies in conventional and unconventional ways.	Utilize real-world digital technology effectively	Exhibit responsible, respectful and appropriate behavior	Respect diversity in culture, gender and ethnicity
Communicate clearly through speaking.	Reflect on learning	Take a variety of roles		Set personal and career-oriented goals	Participate in community service initiatives.
Exhibit creativity and innovation.	Reason effectively	Respect different viewpoints		Abide by school rules and regulations	Be an advocate for positive change.
Design presentations	Acquire and apply skills and knowledge			Make informed decisions	

ACCREDITATION

Dasman Bilingual School proudly offers its students the global accreditation required for their future academic achievements. As members of the Council of International Schools (CIS) and the New England Association of Schools and Colleges (NEASC). Dasman Bilingual School has endorsed its fundamental commitment to providing students with the knowledge, skills, values, and competencies to pursue their lives as global citizens.

KINDERGARTEN DIVISION

Kindergarten is at the forefront of early childhood educational development. Our play-based, themed learning environment creatively meets the specific needs of each child while allowing all students to come together for a cross-cultural experience that develops their social skills and teaches them how to build friendships. We provide a happy and safe environment within which our students can experience opportunities inside the classroom and beyond. We foster values of courtesy, consideration, respect, and individual responsibility, whilst challenging and supporting our little ones. With gentle care, we help shape the young minds to be ready for the world that awaits them. In the KG classes, we focus on play-based learning. Our students are engaged in hands-on activities, which help to develop their motor skills.

KG DIVISION DEFINITION OF PLAY-BASED LEARNING

Play-based learning is an educational approach that uses play as a central method of teaching and promoting children's development. It involves engaging activities and games that encourage exploration, creativity, problem-solving, and social interactions. This approach recognizes the importance of play in fostering cognitive, emotional, and physical development in children.

OUR VALUES ARE

September	Respect
October	Sharing/Taking Turns
November	Kindness
December	Gratitude
January	Risk Taking
February	Citizenship & Equity
March	Empathy & Diversity
April	Forgiveness
May	Perseverance

ADMISSION OF STUDENTS

Dasman Bilingual School adheres to the guidelines and procedures stipulated by the Ministry of Private Education. The school accepts students regardless of race, religion, or nationality, who they feel would benefit from their bilingual curriculum, provided there is available space, and the student meets the admissions requirements.

ADMISSION PROCEDURES

Application Form	• Parents must complete the application form from the Registration Office located in the DBS Administration building – Gate 6, or online at www.dbs.edu • Please submit behavior reports, medical reports, psychological reports, report card and/or assessment(s) from previous teacher/school – if available upon registration • The Registration Department will review the requested documents, determine completion, and check grade level availability • The Registration Department will contact parents for grade level testing and interview appointments – testing is by appointment only
Application Approval	• Upon submission of the application, the registrar will determine availability and completeness of the file.
Screening/ Admissions Testing/ Interviewing of Student	• Potential students will be interviewed and assessed on basic skills (written, verbal, fine motor, and gross skills) • Students may be assessed and/or interviewed in an individual setting and/or group setting • The assessors will be a teacher within the KG Division • The assessor will be accompanied by a second assessor, or KG Counselor, and/or KG Administration • Parents are NOT allowed in the testing room • Potential students who fail to assess during their appointed time will be rescheduled after 30 days - KG Administration will notify parents and provide an explanation for rescheduling

In Class Observations	• Potential students may be required to be assessed further with in class observations • In class observation may range from 3 – 5 days, depending on the recommendation from the assessors • The KG Administration will render an admissions decision after the completion of the in-class observation • Parents who decline the in-class observation – their child’s admissions file will be considered incomplete, therefore delaying the admissions process and/or the decline of their child’s acceptance
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Results	If the student passes the screening/interview part, they will be contacted by the Registrar’s Office about setting up an admissions test date.
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Final Approval	• If the student is approved by the English Principals, the application will be sent to the Superintendent for final approval
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Recommendation of Placement	• Accepted students will be placed in the classroom setting deemed appropriate for their educational benefit • Parents of accepted students may request class placement, but that request may not be guaranteed • Students who are suggested by the assessor and/or KG Administration to re-test will be rescheduled after 30 days – KG Administration will notify parents and provide an explanation for re-testing • Parents are NOT allowed to request a re-test for students if the assessors did not recommend one • Potential students are only allowed one re-test for admissions • DBS reserves the right to refuse admissions to any applicant who does not meet the admissions requirements
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Other Admissions Requirements & Information	• Potential students must be at least 2 years and 6 months old to be considered for admission • Potential students must be completely toilet trained by September of the academic year • Admitted students who are NOT toilet trained at the beginning of the academic year, the KG Division reserves the right at ask parents to keep the student home for a minimum of 10 days to toilet train before returning them to school • In accordance with its commitment to be a family school, special consideration is given to qualified siblings of currently enrolled students. Despite this consideration, there is, however, no guarantee of admission or classroom placement • Potential students of DBS staff members are to adhere to the same procedures for admissions; however, no guarantee of admission • The KG Division does NOT provide Speech Therapy, Occupational Therapy, or Behavior Modification Therapy • Dasman reserves the right to have a student withdrawn at any time considered by the administration to be in the best interests of the student or of the school, in accordance with the policy of the Kuwait Ministry of Education for Private Schools and the school's Child Protection Policy.
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ACADEMIC REPORTS

The school year is divided into two semesters. Report cards go out at the end of each semester in January and June. Progress reports will be provided on a continuous basis or as deemed needed by the teachers and administrative staff. At the Kindergarten level, assessment includes fine and gross motor skills, language development, reading skills, math skills, writing readiness, physical development, creativity, and social development. Ongoing assessments will be given in English, Mathematics, and Science. Parent conferences are

held throughout the academic year to allow direct contact between parents and teachers to discuss academic matters or disciplinary problems as they arise. Teachers and/or parents may request a conference if a need arises throughout the academic year.

The reporting system for Kindergarten is as follows:

AB - Above Level

EL - At Expected Level

S – At Satisfactory Level

NI – Needs Improvement

N/A - Not assessed at this time

THE SIX GOLDEN RULES

In KG, we believe that through positive praise, we allow students to develop not only academically but also as 21st century learner. To become a 21st century learner we need to follow the Six Golden Rules.

We Listen

We work hard

We look after property.

We are Kind

We are honest.

We are gentle

Students who follow these rules daily will be rewarded with a 15-minute Golden Time every Thursday. Students learn to work towards their Golden Time reward by following the rules daily for the week. Every rule is being introduced with a story, and all staff, including admin and nannies, follow these rules. We believe that through positive praise and setting an example, all our students will strive to be always “golden”. There are also consequences for our actions if we do not follow the rules, and students first get a visual warning, which allows the student to correct their behavior to become gold again. If the student continues not to follow the rules, they will lose some of their Golden Time. Parents will be informed and will support the school to ensure that for the next week his / her child will have another chance to have all their Golden Time.

Part of our Golden Rules is that each day, a student will be selected by the class to take home the class toy as a reward. Students will be given a diary and will have the opportunity to share their diary entries in class the following day.

TEXTBOOKS & RECOMMENDED SCHOOL SUPPLY LIST

Parents must purchase all textbooks, e-books, online subscriptions, consumables, and notebooks for students in the KG Division. Parents are responsible for providing school supplies as needed and as requested by teachers. A list of required school supplies will be sent home in the first week of school and will be on the school website.

BACK TO SCHOOL NIGHT

All divisions will host a Back-to-School Night and/or Open House during the first few weeks of school. Teachers will prepare a handout for parents that includes 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.

STUDENT TIMETABLE

Timetables are handed out at the beginning of each school year. **Any changes to the timetable MUST be approved by the Superintendent.** Teachers are not permitted to arrange changes, as this affects the master timetable, which the Superintendent uses.

ASSESSMENT POLICY

Assessment in DBS is geared toward improving, rather than simply documenting, student performance. The use of assessment to judge the effectiveness of both teaching and learning processes is essential to allow teachers and students to identify their strengths and weaknesses, and the effectiveness of the program. The objectives and process of any assessment should be clearly explained to the students and parents.

Homework is a necessary part of our educational program to provide individual practice for students.

Homework is sent home in a folder. Please help your child complete and return his/her homework. Please Do not do your child's homework, as it will not provide a clear understanding of your child's abilities.

Some homework might be issued on weekends and holidays at the discretion of the classroom teacher.

FREQUENCY	ASSESSMENT ACTION
DAILY	Teacher Observation, Peer Assessment Self- Assessment, Oral Assessments Life Skills (Shoe tying, buttoning clothing, etc.) Motor Skills (gross and fine) through the use of Learning Centers
WEEKLY	Anecdotal Records Homework
END OF UNIT	Skills Checklist, Progress Reports, Subject trackers, and moderation
YEARLY	Beginning of the Year Assessment Middle of the Year Assessment End of the Year Assessment

INCENTIVES

Students can earn rewards for good study habits, academic achievement, and good behavior. As stated in the school philosophy, Dasman promotes student excellence by encouragement and the use of incentives. The awarding of certificates for good behavior, phonics/reading readiness, writing skills, life skills, modelling good character traits, and overall academic improvement during the flag ceremony is an example of this approach.

Rewards can be an effective way to encourage positive behavior and motivation among middle school students for the following reasons:

- Demonstrating a clear link between performance outcomes and the bonus.
- Administering rewards that are scaled and given weight based on varying degrees of accomplishment.
- Recognizing individual differences and giving recipients and participants a choice of rewards.
- Building credibility and trust between the administration and students.

CONFERENCES

The purpose of the conference is to give information to both students and parents about progress being made in the classroom. At any time of the year, both teachers and parents can request a conference to discuss the progress, or lack thereof, of a student. Members of the Support Team will join as needed.

Teacher-Student Conferences

These conferences are usually informal. They are meant to provide the students with feedback on their progress. These conferences also allow students to reflect on their own work and to make decisions regarding their portfolios.

Scheduled Teacher-Parent Conference

This conference is a formal conference between both language teachers, any members of the Support Team who work with the student, and the parents, to provide feedback about the child's progress and needs. Teachers take this opportunity to answer the parents' questions, to address their concerns and to help define their role in the learning process.

COUNSELING & SUPPORT SERVICES

The Kindergarten Division has access to one on-site counselor who is available to observe students with

difficulties in the classroom and offer mental health support to students and staff.

SCHOOL HOURS/PICK UP & DROP OFF

In the interest of safety, **students should not be dropped off at school before 7:00 am.** In addition, students should be collected from school no later than 1:20 pm for KG division students. Staff members are not on duty to supervise students after this time. The school is not responsible for students before or after the designated school hours.

From time to time, Dasman will have Early Release days. Parents will be advised of the school schedule for those days in advance.

The classroom instruction begins at 7:30. Please arrive at school on time. After 7:30 am, parents may drop off their child at the reception area of Dasman 1/Gate 2, where they will be escorted to their classroom by one of our school nannies. In the interest of safety, the D5/Gate 1 and Gate 1A entrance will be closed at 7:30 am and opened again at 12:50 pm for KG dismissal and 1:55 pm for Elementary dismissal.

Parents bringing students after 8:00 a.m. will not be allowed to enter the classrooms or hallways.

Special deliveries, such as forgotten iPads or forgotten school lunches for students, should be left at the reception area in Dasman 1/Gate 2. The school nannies will deliver items to the teacher of the classroom, parents are not allowed to go inside the classroom for deliveries.

If a parent sends a designee to pick up their child, the parent must send a note to the classroom teacher and/or call the KG Division secretary or the reception area in advance.

CRECHE

Crèche is a paid service offered by the school for KG students only. The hours of operation are from 1:20 pm-2:30 pm daily, unless changed due to holidays or shortened school hours. This service is offered to parents and Dasman staff with KG students who cannot be picked up by the regular 12:50 pm dismissal time. Crèche classes are not academic in nature, due to the strain of a long day on our younger students, but teachers do incorporate fun educational activities for the students. Students who are not collected from Crèche by 2:30 pm are taken to the D1 courtyard with Elementary students to await pick-up.

Crèche class sizes are kept to a maximum of 25 students per class. If the demand exceeds our availability, the student will be placed on a waiting list. Parents will be contacted if another Crèche classroom opens. If parents are interested in enrolling their child in the Crèche program, they would need to obtain an application from the reception area or Kindergarten office and pay at the accountant's office.

Student Attendance and Permissions:

Student attendance at school is of paramount importance for them to reap the maximum benefits of Dasman's academic, social, and sporting programs. We appeal to all parents to cooperate with the school to ensure that your child gets the quality and quantity of our various programs. Attendance is taken daily. Students arriving after the daily attendance is submitted will be marked late/absent.

- **Parents are advised to make all medical and social appointments after school hours.**
- Permissions to leave school early will only be granted at the discretion of the school management and medical personnel.

Effective immediately, all ministry regulations will be applied.

- If students are absent for more than 15 days, they will be expelled and will have to repeat the year
- Students in school for less than 5 hours in the day will be deemed absent for the day. This includes skipping classes.
- No permissions for leave will be granted on a Thursday.

Dasman Bilingual School recognizes two types of absences: excused and unexcused.

Excused Absences consist of:

1. Personal illness of the student affecting both his/her health and possibly the health of other students, or any illnesses related to being in contact with others or having tested positive for COVID-19.
2. Serious illness or death in the immediate family of the student that would reasonably necessitate absence from school.
3. Quarantine due to COVID-19 safety precautions, either by the health department or by the family's physician.
4. Special or recognized religious holidays observed by the faith of the student.
5. Medical/dental appointments with verifications; however, such non-emergency appointments are encouraged during non-school hours when possible.
6. Absences caused by order of the government.
7. Weather or other environmental conditions prevent a student from getting to school or rendering school attendance hazardous to the health or safety of the student. Typically, the school will be closed for all students in such instances.

Unexcused Absences:

Anything other than these is considered an **UNEXCUSED** absence. Absences, for which the parent does not call the school or send a written note, will be considered unexcused.

Travelling and attending social events during school time interferes with the progress of the student's learning, and while it is sometimes unavoidable that a student misses school for such reasons, it is considered an unexcused absence. All absences immediately before or after a vacation period are considered unexcused. Students cannot participate in any school-sponsored activity on the day of their absence. Work missed under such circumstances will be graded down by 50%.

Note: All absences immediately preceding or following a vacation period are considered unexcused. Consideration for approval must be obtained from the Principal one week before vacation.

In case of any illness over two days or a contagious disease, please notify the school nurse. In the event of severe cases of certain health issues (H1N1, Lice, etc.), children will **not be permitted into the class** unless they have a medical clearance from a hospital, as per Ministry rules and regulations. This clearance is to be submitted to the Nurse who will then admit the child to the class.

Any student who is absent for more than 30 days per year without a valid medical reason or justifiable reason will not be promoted to the next grade.

TARDIES

Class time is essential to increasing students' knowledge and proficiency; students who repeatedly come late or leave early may experience a decline in student achievement. **If a student arrives later than 7:30, they are considered tardy.**

Excused Tardy: Includes events that are physically out of your control, such as: an accident, a road closed due to an accident, a power outage, etc.

Unexcused Tardy: Includes oversleeping, heavy traffic, rainy weather, sandstorm, errands for parents, etc.

Late Slips: Students arriving after 7.30 a.m. will be issued a late pass. Students will not be admitted to class without a signed pass. Teachers will not allow tardy students to enter a first-period class. This is considered an unexcused absence for that lesson, and any missed work will be graded down by 50%. **The school reserves the right to refuse admission to students who arrive after 8:00.**

EARLY RELEASE

Parents who wish to collect their children from school before the end of the school day **MUST** request an Early Release form from the division secretary. This will only be given in exceptional circumstances. Students are only permitted to leave early for a valid reason:

- **Medical appointment**
- **Covid-19 Safety Precautions/Related Issues**
- **Adverse weather conditions**
- **A sibling has been permitted to leave before the end of the day**
- **After a Concert or Graduation**
- **Family emergency**

Other reasons are not acceptable. Written notice from the parent, including the time and reason, must be provided to the office if a student must be dismissed early from school. Once the Principal approves the request, a release will be issued to the student so that it can be presented to the School Office when the student leaves. Staff must not allow students to leave without a signed note from the Principal or division Secretary. Each division Secretary keeps a record. Either the Principal or the Division Secretary must sign early release slips. All other early releases from school, without the approval of the Principal, will be considered an unexcused absence.

Early release is at 11:30 a.m. Parents wishing to pick up their student before the early release time must wait until dismissal time unless there is a documented emergency.

SCHOOL UNIFORM

The following is the KG Division summer/winter uniform code at Dasman Bilingual School:



The new uniforms will be available from the school store from August 10th, 2025, before and after school. Students may only purchase uniforms during school at lunch break and only with a pass from the office. If the required size of uniform is not available, uniform fabric will be available for sale, and exact copies of the Dasman school uniform must be made. If the style varies at all, the clothing will not be acceptable. All uniforms should be marked with the student's name.

On “**dress-down**” or “**free-dress**” occasions, modesty and attentiveness to the 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 the upper arm. High heels are not acceptable.

Dasman Bilingual School PE Uniforms are required when participating in PE class.

P.E. Uniform is a grey DBS t-shirt and grey DBS sports trousers. They may be purchased at the 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 the PE Department.

RECESS

Kindergarten students get two breaks during their school day. They have their lunch on the first break, then they go out for recess. On the second break, they have their snack and then go out for their recess. Teachers may take students out for recess when needed, depending on the weather.

ASSEMBLIES / SPORTS EVENTS

During assemblies and sporting events, all students are expected to be courteous to performers and speakers. Applause is the correct and courteous way to show approval of a program or a speaker. Yelling and whistling are not in good taste and will be dealt with accordingly. Appropriate behavior is expected of all students at assemblies and sporting events.

Parents are welcome to attend their child's assemblies. **Please do NOT take another child out of their classroom, as this is unfair to the rest of the students, and they miss out on important class work.**

TOILET AND WATER BREAKS

Pre-KG classes have toilets in each classroom and are for students use only. To ensure the safety of our students, KG-1 and KG-2 students must wear **Hallway Passes** provided by their teacher when leaving the classroom to visit the bathroom, to drink water, or for any other reason. Dasman School nannies are stationed at the bathrooms to assist the students.

BIRTHDAY

Kindergarten birthdays can be held on Wednesdays and/or Thursdays. It is the parents' responsibility to contact the homeroom teacher to seek permission for a birthday party and to confirm the date. Parents may celebrate their child's birthday by sending only cupcakes to share with the whole class. Parents must also adhere to any allergy concerns within the classroom and take that into account when providing party treats and supplies. Please do not bring cakes, balloons, clowns, or other party accessories. Only cupcakes and a juice box are allowed. Neither parents nor siblings in other grade levels or classes are permitted to attend classroom celebrations. Students are not permitted to visit other classes to share food or drinks.

SIBLINGS

Sisters and brothers of Dasman students are not to be released from class to attend birthdays, assemblies, or any other special event(s) in other divisions.

SNACK & LUNCH BREAK

A time is set aside each day for the students to eat their lunches. Lunchtime is considered part of the educational process where students learn how to eat properly with good manners and courtesy. It is recommended that all students bring a healthy lunch from home. Lunch/snack is eaten in the homeroom classroom under the supervision of the homeroom teacher. Each student is responsible for the cleaning up of his/her area. We suggest a lunch made of fruit, a sandwich, raw vegetables, milk, yogurt, juice, or water. When temperatures rise, please ensure your child has an adequate amount of water to drink during the day.

- Parents are encouraged to provide a balanced packed lunch, each day for their children.
- Candy and soda are not accepted as part of a student's lunch or snack.
- Students are not allowed to take lunch to siblings in other divisions, nor are students from other divisions (e.g. Middle School, High School, etc.) allowed to bring food to Kindergarten division students.
- Milk, water, or juice are preferred lunch beverages.
- Please put your child's name inside the lunch box or mark the paper bag so a lost lunch or lunch box can be returned to the owner.
- **Parents must adhere to any classroom allergy notifications given by the homeroom teachers. As a safety precaution, please DO NOT pack foods that other students may be allergic to.**

KG students are **NOT** allowed to use the canteen, nor are siblings or friends in other divisions allowed to bring food from the canteen to KG students. **Bottles, fizzy drinks (e.g. Pepsi, Coca Cola, 7Up), candy & sweets** are not allowed at school. Foods with strong smells, such as tuna, meat, and eggs, are not allowed as they create a bad odor that affects other students. **Dasman is a nut and egg-free campus due to food allergies. *Chewing gum is strictly prohibited on school premises.***

LIBRARY / MEDIA CENTER

The Dasman 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 will be no eating, drinking, loud talking or disruptive behavior within the media center.

Classes will visit the Library once every other week with their teacher. During that time, they will be able to check out books. Students are responsible for any books they check out and must be returned them on the due date. If a student loses a book, he/she must inform the librarian and will be required to pay for the lost book.

Library Expectations – Leisure Reading Program

- Visits to the library are a privilege, not a right.

- It is not a must to bring classes to the library. Often, teachers come during their spare periods and select books for their classes.
- Students should behave quietly and be respectful of others in the library.
- The library is not a playground. There should be no running, chasing, playing hide and seek or climbing of shelves. These are safety issues.
- Students do NOT need the entire period to locate a book. They should be given 10 minutes to locate a book and sit down, and read quietly or take the books to the classroom.

Students should be aware of the following:

- Only one book may be checked out.
- Before another book can be checked out, the book that the student borrowed previously must be returned.
- Once a book is checked out, it may NOT be exchanged for another book until their next library period.
- Students should use shelf markers when looking for books.
- Students do NOT need a card to check out a book.
- Students with lost or damaged books will need to pay for the replacement, otherwise, their report cards will be held until the fine is settled.

LOST AND FOUND

A lost-and-found closet is located near the KG front office. The school is not responsible for articles that are lost or stolen. Students must make sure that all their belongings have their names on them.

Unmarked items not claimed **within a reasonable period 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 ownership.

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. **The school is NOT responsible if these items are brought to school and are lost or stolen.**

PETS

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

NEWSLETTERS / WEBSITE / PLUS PORTAL/DIGITAL POLICY

Updated school information can be found on the school's website, www.dbs.edu.kw. Please note that the free Adobe Acrobat software needs to be installed to view the newsletters. Please visit our school website regularly as it is updated consistently to view:

- Division Newsletters
- School Announcements
- Upcoming Events & Activities

Students and parents may also follow the school on social media outlets such as Instagram and Facebook for updated information as well.

Teachers and Administration use Portal Plus to communicate with parents in addition to email and phone calls. It is important to make sure that parents give their registration and teachers their updated email information so that these messages can be sent out.

SOCIAL MEDIA

Instagram, Facebook, and Class Dojo are social media platforms used by many Dasman teachers. If the teacher chooses, they will create a closed group only accessible to students in the class. To create a social media group, the teacher must receive permission from the school principal.

WHATSAPP

Teachers are not allowed to create, distribute class lists or join WhatsApp groups. Please use Portal Plus and email to contact the child's teacher. Parents may also make appointments to meet teachers.

TELEPHONE

Only in emergencies will a student be allowed to use the phone in the Division Secretary's Office. This should be arranged during the student's break time. **Students are NOT to bring mobile phones to the classroom.**

TOYS, ELECTRONICS, WHEELED TRANSPORTATION

Please keep all toys, electronics, and motorized transportation at home. Mobile phones, personal stereos, and any other electronic devices **should not 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 device will be confiscated and given to the administration.

Scope: This policy establishes a virtual education program that offers eligible students from Pre-K to Grade 12 an online pathway.

Purpose: To allow our students to learn within a digital community and apply the 21st century skills of critical thinking, creativity, collaboration, communication, digital literacy, technology literacy, information literacy, cyber safety and flexibility. Digital learning is used as a catalyst to enhance the educational experience of our students.

Definitions: A continuity of learning plan for emergency learning and teaching focuses on the transition of students from one type of learning to another as their learning context changes. Continuity of learning plans also considers how the students will return to campus after the emergency ends.

There are two kinds of online learning and teaching that schools will need to balance based on their circumstances: synchronous (happening collaboratively and at the same time with a group of online learners and usually a teacher) and asynchronous (happening at any time, not necessarily in a group, but with teacher feedback).

The chart below provides some strategies that are commonly used in online and blended learning.

Activity	Synchronous	Asynchronous
Blogging and vlogging (creating video blogs)		X
Collaborative writing or story-making	X	X
Content production (word processing, spreadsheets, etc.)	X	X
Discussion forums or text-based chats	X	X

E-portfolios		X
Games/gamification*	X	X
Intelligent tutoring (online teaching and assessment tools, often subject-specific)		X
Live video chats*	X	
Mapping (mind-mapping, using interactive maps and charts, etc.)	X	X
Multimedia presentations	X	X
Online drawing and drafting		X
Plagiarism checking (using anti-plagiarism tools that provide feedback to writers)		X
Quizzes and surveys*		X
Video chatting and conferencing	X	
Video creation and sharing	X	

An asterisk (*) denotes activities that can be easily conducted using mobile devices.

Middle School Activities:

- **Content production and collaborative writing**
- **Multimedia presentations**
- **Quizzes, polls, tests, and surveys**
- **Games and simulations**
- **Video chatting and**

conferencing, Online learning and

data protection:

Areas in online learning where privacy and data protection must be considered are:

- Sharing personal data via the internet; images, videos, or student submissions are all considered “personal information”. Any information created by students, or with them included, is anonymized, blurred out, or otherwise protected unless the guardians give written permission that the information can be used.
- If the school uses social media as part of its contingency learning plan, the personal information of students, teachers, other staff, or guardians should not be used or transmitted to third parties online.
- Learning management or reporting systems are ministry-compliant.
- Video conferencing and recording guidelines for learning and teaching are provided during the COVID-19 outbreak.
- Video imaging of minors needs permission from parents or guardians for all age groups and should happen with said guardians present. Eliminate backgrounds that provide information on learners’ personal lives and locations. Learners can chat in groups, through one-on-one conferencing with feedback on individually assigned activities and general wellness.
- Personal names should be avoided in any chat invites or titles. Student and guardian should be informed if the conference will be recorded.
- Effective online teaching requires different activities, some of which are better done online. Ensure learners are provided with the necessary resources for learning independently and online.

- Access to devices appropriate for online learning. Some learning activities can be conducted using mobile devices.
- Effective feedback. Checking in with learners regularly is important. Choose systems that provide automatic feedback for online quizzes and direct comments or discussion from peers and teachers.
- Opportunities for independent learning. Designing learning activities and discussions that capture students' experiences and give teachers valuable feedback on students' mental health. Provides opportunities for multiple perspectives in learning that might not happen if students were all physically together.

Blended program - a formal education program in which a student learns:

- (1) At least in part through online learning, with some element of student control over time, place, path or pace.
- (2) At least in part, in a supervised setting outside the home; and
- (3) In such a way that the modalities of each student's learning path within a course or subject are connected to provide an integrated learning experience;

STUDENT ELIGIBILITY AND REQUIREMENTS

Students who meet the following requirements are eligible to participate in the virtual education program:

- Enrolled at DBS
- Meet school system and enrollment requirements for the school system, including health requirements such as immunizations, physicals, dentals, etc.
- Meet school system and enrollment requirements for the course(s) in question, including successful completion of any prerequisite courses.
- Maintain a minimum grade of 60 on a numerical grade scale in courses taken during the current academic year.
- Have access to consistent, daily internet service
- Daily/weekly communication is required (between the online student and the school)

ATTENDANCE

Students participating in the virtual education option will be considered as being in attendance if they are successfully progressing and complete the virtual education coursework. The Superintendent is authorized to develop alternate attendance policies for virtual courses if students in such programs are given notice of the attendance requirements. A student's failure to comply with such requirements may result in administrative actions of probation, removal from the class or a charge of truancy. Punctuality to online sessions is of paramount importance as well.

COURSE PROGRESSION

Students are required to progress through online courses at a rate comparable to the progression of a traditional class. Student performance will be monitored and reported on at regular intervals consistent with a traditional day program. Key core competencies and foundational skills must be achieved.

ASSESSMENT, GRADING, DIPLOMA

All virtual pathway students will participate in all school testing and accountability requirements. All classwork, homework, quizzes, tests, and projects will be graded, and some will be based on the use of a rubric for scoring.

REMOVAL

Students may be transitioned back to a traditional school program or removed from the virtual program for the following reasons:

- Not maintaining the work assigned for each course.
- Progression through coursework falls below the minimum comparable traditional course standard.
- Attendance requirements are not met for students in the blended program (only applicable to face-to-face courses).
- Cheating, falsifying information, plagiarizing
- School system policies, procedures, rules or regulations are violated, including rules governing the use of technology

STUDENT SUPPORT

- Virtual afternoon help will be provided three days per week
- IEP committees will meet to determine the most appropriate least restrictive environment and the most reasonable accommodations

COUNSELLING AND GUIDANCE SERVICES

DBS will utilize personnel to assist with academic, career, and social needs as they arise. In conjunction with school counselors, students will be assisted with joining one on one sessions or group sessions with the counselor should any needs arise.

STUDENT RESPONSIBILITIES

Students should spend the first days making sure they are comfortable with the technology of online learning. Students are responsible for maintaining reliable, daily internet access. Computer/internet problems will not be accepted as reasons for delays in meeting deadlines. Only through continuous communication and consistent work can students be successful in an online course. Students must maintain regular contact with their teachers and submit assignments on time.

Guidelines for Online Learning Videos

- 1.** The purpose of the video is to maximize student engagement and to promote active learning
- 2.** Videos are created with an eye for strong pedagogical choices
- 3.** Video will be of 5 – 10 minutes duration
- 4.** Be clear and explicit regarding the learning objectives
- 5.** Will focus on the acquisition and application of skills
- 6.** State what preparations or support material students will need, and what manipulatives are required
- 7.** Create a coherent narrative path
- 8.** Mix spurts of discussion, collaboration, videos and audio clips, hands-on exercises and supporting text notes
- 9.** Focus on active learning and student engagement
- 10.** Make references to corresponding pages in the textbook and activity books
- 11.** Have multiple worked examples as text for effective learning and comparison
- 12.** Embrace multi-media assignments
- 13.** Games will be interactive, with immediate feedback
- 14.** Indicate what the assessment exercise will be, with due dates
- 15.** Instruct how students can request additional assistance/queries

UNDERTAKING FROM PARENTS

I, Mr./Ms. _____ Father /Mother /Legal guardian of Master /Miss

Student of Class _____ No. _____ do hereby undertake and confirm:

1. I hereby promise that my son/daughter will abide by the admissible rules and regulations, concerning discipline, attendance, etc., of DBS online policy and to follow the Code of Conduct prescribed in the Parent/Student Handbook.

2. I understand that 90% attendance in classes is compulsory, and I commit my son/daughter to adhere to the same. I also understand, in case my attendance falls short, for any reason, the school may take such punitive action against my child as may be deemed fit and proper.

3. I hereby declare that my son/ daughter will not indulge in, nor tolerate ragging, in any form, even in words or intentions.

4. I hereby declare that my son/daughter shall be solely responsible for any involvement in any kind of undesirable/ill disciplinary activities during the live sessions and shall be liable for punishment as per the school's regulations.

5. I hereby undertake to inform the school about any changes in information submitted by me, in the Application Form and any other documents, including changes in addresses and phone nos., from time to time.

Date: _____

Place: _____

Signature of parents: _____

DELIVERIES TO SCHOOL

Being prepared with the necessary materials, 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 bring the necessary items to school is an important part of maturing into young adults.

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

EMERGENCY PROCEDURES

In the event of evacuation of the school, the priority is to ensure students and staff leave the building quickly, quietly, and safely. Teachers stay with the class they took out to the field and bring them back into the school. Messages will be sent to parents via SMS. Parents need to update their mobile phone and contact information when registering.

1. The evacuation signal is the continuous ringing of the school bell for a minimum of 60 seconds.
2. A plan is required by classroom teachers for students with physical challenges to ensure their timely exit. Those plans must be submitted to the appropriate Division Principal for approval. Be sure to include the person responsible for carrying out the plan.
3. Teachers must close the door of the classroom, and if time allows, switch off the lights and A/C. They must carry their class list, green and red cards (to indicate if a student is missing).
4. The evacuation assembly point is the large playing field outside of Dasman 1.
5. Students are expected to walk in a straight, quiet line to and from the courtyard.
6. Fire drills will be timed.
7. All teachers must remain with the class they bring to the field.
8. All teachers must bring their class list, which shows the telephone numbers.
9. Fire Escape Maps are found on the classroom door.

SCHOOL NURSE

The school nurse is on duty the entire school day. The Kindergarten Division Nurse is located in the D1 Building. If a student needs to go to the nurse during the day, the assistant will take the student to the nurse. The nurse will decide what action should be taken. Students are not to leave the school campus without the nurse's permission. All sick students must be collected from the nurse's office. The nurse does not give excuses for P.E.

Students who are given a medical order by a physician to stay home and rest because of sickness or injury must NOT attend school. Students with nits and hair lice are **NOT** permitted to attend school and will require clearance from the nurse for re-entry. The student will be sent home by the Principal, for his or her own health, and the safety of others.

Medicine must be given to the nurse by an adult, not sent to school with a student, or given to the teacher.

PANDEMIC PREVENTATIVE PROTOCOL

The purpose of this document is to provide a clear and actionable guidance for all stakeholders for safe operations through prevention, early detection of COVID 19 in the school, procedures, and guidelines for the reopening of DBS.



Action	Description
Entry and Pick up 	• Implement a staggered entry and exit procedure to eliminate overcrowding and to maintain 2 metres physical distancing in high traffic areas. • Families drop off and pick up at one designated area and at designated timings, with no interaction inside the school. There should be no access to the rest of the school facility by family members and visitors. Family members should be given a maximum time limit of 10 minutes in the designated area to pick up / drop off with no crowding, maintenance of a 2 metres distancing, and wearing of masks at all times. • Maintenance work or deliveries should happen after the school's opening hours. Proper precautionary measures should be applied, especially for pick up or drop off of items by designating a specific location and following a contactless process. • Purchase of sanitization gates for all the gates that will be used for entering the school. • Modes of thermal screening (individually or by installing the relevant technology) should be present at the entrance of the school. • The class teacher is responsible for referring students with COVID-19 symptoms such as cough, body aches, fatigue, shortness of breath, sore throat, runny nose, diarrhoea and nausea, and headache, to the school nurse for further screening as per the guidelines. • Plan ahead to ensure adequate supplies to support hand hygiene behaviors and routine cleaning of objects and surfaces.

	• Hand hygiene stations should be set up at the entrance of the facilities, so that children/staff/parents can clean their hands before they enter.
Screening 	• Sick students, teachers and other staff should not come to school. • Schools should enforce regular hand washing with safe water and soap, alcohol rub/hand sanitizer or chlorine solution and, at a minimum. • Any case(s) of illness is detected amongst visitors or staff presenting COVID-19 symptoms such as fever ($\geq 37.5^{\circ}\text{C}$), cough, body ache or fatigue, shortness of breath, sore throat, runny nose, diarrhea and nausea, headache, or loss of sense of smell or taste, should be contacted to the school's nurses. • If a child/teacher/staff member begins to show symptoms of COVID-19 while at school, they must get isolated instantly, and the parent/ guardian of the child to be notified immediately, and the patient should be referred to the hospital. • If the result is positive, the traced contacts of the patient, including teachers along with the classmates of a student, or colleagues are all considered close contacts (Anyone who spent more than 15 minutes in a proximity of 2 metres with the positive case, from the day of symptoms onset, or the day of the positive PCR test). They should all commence the 14-day quarantine, counting PCR from the day of the positive test. • Measures for disinfection should be taken as per the guidelines, for the classroom and the school premises used by the child, as traced, and the holding isolation room where the staff and students will wait for their transportation.

Monitoring and Attendance Records 	• If staff, guests and/or students were confirmed positive according to a COVID-19 PCR test by an accredited facility, they are not to return unless they are granted a clearance certificate by MOH stating that they are discharged from isolation. • The school must maintain adequate records of its staff/guests/members/students, including names, telephone numbers and visit dates, to assist if contact tracing becomes necessary. And to maintain accurate work records of its staff for contact tracing purposes. • Upon the onset of the academic year, the school should collect health and travel declaration forms from all students and staff. The template of the form can be developed by the school. • Staff members or teachers aged 65 or older, or with serious underlying health conditions, should encourage them to talk to their healthcare provider to assess their risk and to determine if they should stay home. • Children with disabilities, talk to their parents about how their children can continue to receive the support they need at home.
Hygiene 	• Anyone entering the premises should be checked for wearing a mask and should be asked to use the hand sanitizer available at the entrance. • Staff and children's bags and shoes are encouraged to be sprayed with sanitizer upon arrival at school. • Frequently used electronic devices should get disinfected after each use (i.e. Tablets, computers, et • Place awareness/educational posters describing handwashing steps near sinks. Additional guiding hygiene communication



the material should be shared with parents before the opening of school and should be placed across the premises.

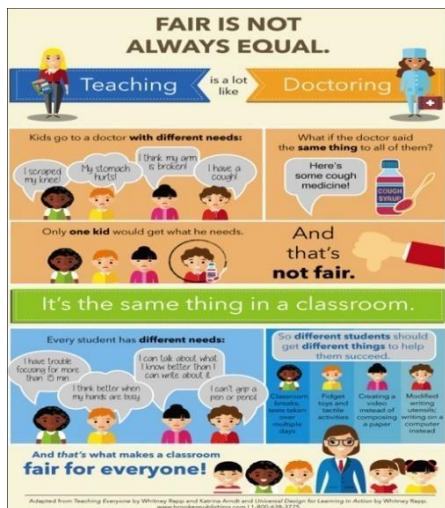
- Close off areas used by the person who is sick.
- Open outside doors and windows to increase air circulation in the areas.
- Wait up to 24 hours or as long as possible before you clean or disinfect to allow respiratory droplets to settle before cleaning and disinfecting.
- Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms, and common areas.
- If more than 7 days have passed since the person who is sick visited or used the facility, additional cleaning and disinfection are not necessary.
- Continue routine cleaning and disinfection of all frequently used areas.
- Toys that cannot be cleaned and sanitized should not be used.
- Toys that children have placed in their mouths or that are otherwise contaminated by body secretions or excretions should be set aside until they are cleaned by hand by a person wearing gloves. Clean with water and detergent, rinse, sanitize with a registered disinfectant, rinse again, and air-dry.
- Avoid using equipment that will require blowing (musical instruments, whistles, blowpipes, etc.) or encourage the parents to supply their child with their own equipment if possible.

Set Up/Social Distancing



- Use of outside space should be encouraged: for exercise and breaks or for outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff.
- Outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned and sanitized between groups of children and young people using it, and that multiple groups do not use it simultaneously.
- Stagger the use of staff rooms and offices, their entry and exit, and the use of their pantry, to limit occupancy.
- The school administration must dedicate an isolation room (separate from the nurse's room).
- Create visible markers on the floor to indicate appropriate spacing.
- Online payments to be encouraged.

Educational Provision /Events



- Student ratios will vary depending on the size of the classroom.
- Children and young people are always in the same small learning groups each day, and different groups are not mixed during the day.
- Ensure that the same teacher(s) and other staff are assigned to each learning group, and, as far as possible.
- Students should be designated a chair and table, and no swapping among students is allowed.
- The school must ensure academic provision for all the students who are unable to attend their classes physically (due to health conditions, isolation, quarantine).
- Cancel or postpone special events such as festivals, holiday events, special performances and sports tournaments until further notice.

	• Group activities such as school trips, celebrations, sports and student camps should be suspended. • Ensure that children and young people are always in the same small learning groups each day, and different groups are not mixed during the day, or on subsequent days.
Shared Resources / Materials 	• Place awareness/educational posters explaining the rules for handling shared materials, while maintaining constant disinfection after every use. • Students and teachers must bring their own exclusive stationery items, devices or gadgets (i.e. laptops, tablets, headphones, etc.). Student should not share their stationery. If the children need a supply of stationery, it should be provided by the teacher via proper disinfection. • Teachers should provide soft copies of teaching and review materials and should encourage paperless work in class or for homework.
Food and Beverage 	• Food at this stage should be restricted. • Staff must also bring in their own food and drink. Teachers should supervise to ensure that children do not share food. Face shields are encouraged during meal breaks when masks need to be temporarily removed. • Water dispensers are not allowed; the school may offer sanitized water bottles.

Physical Education



- During PE lessons, students and PE teachers will not be required to wear masks when engaged in strenuous physical activities.
- PE lessons should focus on sports that do not require physical interaction, and school swimming pools will remain closed until further notice.
- Frequent sanitization of all equipment and all areas in which PE lessons are offered.
- Ensure ventilation of the gym, either by opening windows and doors or by using ventilation systems
- No tournaments or events will take place at this time.

Transportation



- Buses are at half capacity, and place marks on chairs for seating guidance.
- Anyone entering the bus should undergo screening.
- Bus hygiene should be maintained by following the appropriate sanitization and physical distancing standards.
- Always ensure proper ventilation in the vehicle.

Compliance



- Schools need to fully cooperate and comply with all measures and guidelines stated by the government regulators.

School Premises



- Prayer rooms should remain closed until the authorities allow them to open.
- Science laboratories, training kitchens, art studios, music rooms, and others should implement the following guidelines:
 - Spaces should be well ventilated.
 - The rooms should not be used at full capacity.
 - Frequently touched areas /surfaces and equipment should be disinfected after every use.
 - Clear guidelines should be set for cleaning staff to ensure they follow the right measures, such as wearing gloves and masks.
- Staggered entry to the library
- Online search and borrowing of books should be encouraged.

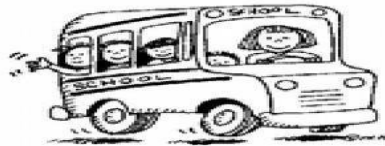
SANDSTORMS

The following should be observed during sandstorms:

- i) As soon as a sandstorm develops, the nurses will alert teachers with asthmatic students and send them home as soon as possible.
- ii) Other students should not be allowed out of class to go to the nurse unless it is a major emergency.
- iii) Parents will be allowed to take their child home without a signed release slip while the storm lasts. Teachers are responsible for releasing students to the appropriate family member/guardian.

BUS PROCEDURES

Parents should discuss these bus conduct and safety rules with their children. To ensure the safety of those who ride the bus, observance of certain rules is necessary. Respect for others is always expected on the buses. Your child should understand that riding a school bus is a privilege, and unruly conduct on the bus is a risk to the safe operation of the bus.



At the Bus Stop

- Walk safely to the bus stop and stay well away from the street.
- Arrive at the bus stop 10 minutes before bus time.
- When waiting, keep yourself and your belongings off the road and away from traffic.
- Do not run between parked cars and buses.
- Never move towards the bus until it has stopped, and the driver opens the door.

Danger Zone around a Stopped School Bus

- Stay 5 meters away from the front or back end of the bus so that the driver can see you.
- Wait for the driver to signal you to board the bus.

- Before stepping off the curb to board the bus, look left and right to make sure your path to the bus is clear, especially if the bus is parked away from the curb.
- Check that drawstrings, backpack straps, scarves, and loose clothing cannot get caught on the bus handrail, door, or the seats.
- Use the handrail when entering the bus.
- Do not push or shove other students.

Getting Seated on the Bus

- Find a seat and sit down. Fasten your seatbelt.
- It is important to listen to the bus driver and the attendant in case there are any special instructions for your bus ride.
- Do not leave your seat until the bus arrives at your stop.
- Help keep the aisles clear. Backpacks or books can trip someone or block the way to the emergency exit.

Bus Safety Rules

- Arrive at the bus stop 10 minutes before pick-up time. Buses leave on time to ensure every student arrives at school in a timely manner.
- When the bus arrives, stand well back from the curb or stopping point and wait until the bus comes to a full stop.
- Find a seat and sit down.
- Do not put your head or arms out of the windows when on the bus.
- Do not eat or drink on the bus.
- Students are expected to be courteous and obedient to the driver.
- No object is to be thrown into, out of, or inside the 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 the 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 they are placed on the bus. If the student's bus is not there, the student should sit on the bench at the side of the school.

CODE OF CONDUCT

Dasman Bilingual School students are expected to follow the designated school rules and work on the core values. Every individual on campus has the mandate to assimilate these positive character traits into everything we do so that we are always striving to become inquiring, knowledgeable, and caring global citizens. To ensure this, the course of study is international in scope and inter-related, meaning we design units so they are cross-curricular.

Each student is expected to respect the individual and reflect upon how to change the world for the better, starting with themselves. Collectively, we rely upon each person's respectful contribution to foster an environment of learning so that when a graduate from Dasman fully enters the international community, they are ready.

DISCIPLINE

It is the policy of Dasman Bilingual School to provide a healthy and safe environment, to protect the rights of others, to enhance learning and to teach the skills of responsibility and human relationships. Physical aggression or contact of any kind is not allowed in school. Parents of students who engage in any type of physical aggression will be called in.

Home and school must work together to ensure good in-school behavior. Parents will be notified if the student is experiencing behaviors that lead to trouble. Equally, parents will be notified of the student's excellent behavior. The school would appreciate being informed of changes in the home life of the student that would influence a child's behavior.

The school discipline system aims to support students with their learning. Our goal is to guide students' learning through developing responsibility and self-discipline. Using the monthly core values, we encourage students to develop strong moral character when dealing with others and themselves. We believe that the best way to develop self-discipline is for students to have good relationships with their fellow students, teachers and have support from home.

From time to time, students may display behavior that detracts from their own learning or the learning of others. A behavior log will be maintained detailing the student's challenging behavior. A discipline procedure is in place with five possible steps

- Step 1 – VERBAL WARNING – one-to-one talk with students
- Step 2 – CONSEQUENCE (subject to level of misbehavior) – timeout, detention or green slip
- Step 3 – PHONE CALL HOME
- Step 4 – PARENT-TEACHER CONFERENCE, sometimes including the child
- Step 5 – WARNING LETTER

Students with recurring behavior issues will be placed on a behavior modification plan by the counsellor.

Staff members are authorized to speak with parents or legal guardians ONLY. Other family members or concerned parties will not be given information regarding students, and are asked to respect confidentiality.

1  DEFINITION OF A CHILD	2  NO DISCRIMINATION	3  BEST INTERESTS OF THE CHILD	4  MAKING RIGHTS REAL	5  FAMILY GUIDANCE AS CHILDREN DEVELOP	6  LIFE, SURVIVAL AND DEVELOPMENT	7  NAME AND NATIONALITY
8  IDENTITY	9  KEEPING FAMILIES TOGETHER	10  CONTACT WITH PARENTS ACROSS COUNTRIES	11  PROTECTION FROM KIDNAPPING	12  RESPECT FOR CHILDREN'S VIEWS	13  SHARING THOUGHTS FREELY	14  FREEDOM OF THOUGHT AND RELIGION
15  SETTING UP OR JOINING GROUPS	16  PROTECTION OF PRIVACY	17  ACCESS TO INFORMATION	18  RESPONSIBILITY OF PARENTS	19  PROTECTION FROM VIOLENCE	20  CHILDREN WITHOUT FAMILIES	21  CHILDREN WHO ARE ADOPTED
22  REFUGEE CHILDREN	23  CHILDREN WITH DISABILITIES	24  HEALTH, WATER, FOOD, ENVIRONMENT	25  REVIEW OF A CHILD'S PLACEMENT	26  SOCIAL AND ECONOMIC HELP	27  FOOD, CLOTHING, A SAFE HOME	28  ACCESS TO EDUCATION
29  AIMS OF EDUCATION	30  MINORITY CULTURE, LANGUAGE AND RELIGION	31  REST, PLAY, CULTURE, ARTS	32  PROTECTION FROM HARMFUL WORK	33  PROTECTION FROM HARMFUL DRUGS	34  PROTECTION FROM SEXUAL ABUSE	35  PREVENTION OF SALE AND TRAFFICKING
36  PROTECTION FROM EXPLOITATION	37  CHILDREN IN DETENTION	38  PROTECTION IN WAR	39  RECOVERY AND REINTEGRATION	40  CHILDREN WHO BREAK THE LAW	41  BEST LAW FOR CHILDREN APPLIES	42  EVERYONE MUST KNOW CHILDREN'S RIGHTS
43-54  HOW THE CONVENTION WORKS	CONVENTION ON THE RIGHTS OF THE CHILD					



THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD – THE CHILDREN’S VERSION

The United Nations Convention on the Rights of the Child is an important agreement by countries who have promised to protect children’s rights.

The Convention on the Rights of the Child explains who children are, all their rights, and the responsibilities of governments. All the rights are connected, they are all equally important and they cannot be taken away from children.

This text is supported by the Committee on the Rights of the Child.





1
DEFINITION
OF A CHILD

A child is any person under the age of 18.



2
NO DISCRIMINATION

All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason.



3
BEST INTERESTS
OF THE CHILD

When adults make decisions, they should think about how their decisions will affect children. All adults should do what is best for children. Governments should make sure children are protected and looked after by their parents, or by other people when this is needed. Governments should make sure that people and places responsible for looking after children are doing a good job.



4
MAKING RIGHTS
REAL

Governments must do all they can to make sure that every child in their countries can enjoy all the rights in this Convention.



5
FAMILY GUIDANCE
AS CHILDREN
DEVELOP

Governments should let families and communities guide their children so that, as they grow up, they learn to use their rights in the best way. The more children grow, the less guidance they will need.



6
LIFE, SURVIVAL AND
DEVELOPMENT

Every child has the right to be alive. Governments must make sure that children survive and develop in the best possible way.



7
NAME AND
NATIONALITY

Children must be registered when they are born and given a name which is officially recognized by the government. Children must have a nationality (belong to a country). Whenever possible, children should know their parents and be looked after by them.



8
IDENTITY

Children have the right to their own identity – an official record of who they are which includes their name, nationality and family relations. No one should take this away from them, but if this happens, governments must help children to quickly get their identity back.



9
KEEPING FAMILIES
TOGETHER

Children should not be separated from their parents unless they are not being properly looked after – for example, if a parent hurts or does not take care of a child. Children whose parents don't live together should stay in contact with both parents unless this might harm the child.



10
CONTACT WITH
PARENTS ACROSS
COUNTRIES

If a child lives in a different country than their parents, governments must let the child and parents travel so that they can stay in contact and be together.



11
PROTECTION FROM
KIDNAPPING

Governments must stop children being taken out of the country when this is against the law – for example, being kidnapped by someone or held abroad by a parent when the other parent does not agree.



12
RESPECT FOR
CHILDREN'S VIEWS

Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.



13
SHARING
THOUGHTS FREELY

Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people.



14
FREEDOM OF
THOUGHT AND
RELIGION

Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights. Parents can guide children so that as they grow up, they learn to properly use this right.



15
SETTING UP OR
JOINING GROUPS

Children can join or set up groups or organisations, and they can meet with others, as long as this does not harm other people.



16
PROTECTION OF
PRIVACY

Every child has the right to privacy. The law must protect children's privacy, family, home, communications and reputation (or good name) from any attack.



17
ACCESS TO
INFORMATION

Children have the right to get information from the Internet, radio, television, newspapers, books and other sources. Adults should make sure the information they are getting is not harmful. Governments should encourage the media to share information from lots of different sources, in languages that all children can understand.



18
RESPONSIBILITY
OF PARENTS

Parents are the main people responsible for bringing up a child. When the child does not have any parents, another adult will have this responsibility and they are called a "guardian". Parents and guardians should always consider what is best for that child. Governments should help them. Where a child has both parents, both of them should be responsible for bringing up the child.



19
PROTECTION FROM
VIOLENCE

Governments must protect children from violence, abuse and being neglected by anyone who looks after them.



20
CHILDREN
WITHOUT FAMILIES

Every child who cannot be looked after by their own family has the right to be looked after properly by people who respect the child's religion, culture, language and other aspects of their life.



21
CHILDREN WHO
ARE ADOPTED

When children are adopted, the most important thing is to do what is best for them. If a child cannot be properly looked after in their own country – for example by living with another family – then they might be adopted in another country.

22

Children who move from their home country to another country as refugees (because it was not safe for them to stay there) should get help and protection and have the same rights as children born in that country.

23

Every child with a disability should enjoy the best possible life in society. Governments should remove all obstacles for children with disabilities to become independent and to participate actively in the community.

24

Children have the right to the best health care possible, clean water to drink, healthy food and a clean and safe environment to live in. All adults and children should have information about how to stay safe and healthy.

25

Every child who has been placed somewhere away from home - for their care, protection or health - should have their situation checked regularly to see if everything is going well and if this is still the best place for the child to be.

26

Governments should provide money or other support to help children from poor families.

27

Children have the right to food, clothing and a safe place to live so they can develop in the best possible way. The government should help families and children who cannot afford this.

28

Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible. Discipline in schools should respect children's rights and never use violence.

29

Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.

30

Children have the right to use their own language, culture and religion - even if these are not shared by most people in the country where they live.

31

Every child has the right to rest, relax, play and to take part in cultural and creative activities.

32

Children have the right to be protected from doing work that is dangerous or bad for their education, health or development. If children work, they have the right to be safe and paid fairly.

33

Governments must protect children from taking, making, carrying or selling harmful drugs.

34

The government should protect children from sexual exploitation (being taken advantage of) and sexual abuse, including by people forcing children to have sex for money, or making sexual pictures or films of them.

35

Governments must make sure that children are not kidnapped or sold, or taken to other countries or places to be exploited (taken advantage of).

36

Children have the right to be protected from all other kinds of exploitation (being taken advantage of), even if these are not specifically mentioned in this Convention.

37

Children who are accused of breaking the law should not be killed, tortured, treated cruelly, put in prison forever, or put in prison with adults. Prison should always be the last choice and only for the shortest possible time. Children in prison should have legal help and be able to stay in contact with their family.

38

Children have the right to be protected during war. No child under 15 can join the army or take part in war.

39

Children have the right to get help if they have been hurt, neglected, treated badly or affected by war, so they can get back their health and dignity.

40

Children accused of breaking the law have the right to legal help and fair treatment. There should be lots of solutions to help these children become good members of their communities. Prison should only be the last choice.

41

If the laws of a country protect children's rights better than this Convention, then those laws should be used.

42

Governments should actively tell children and adults about this Convention so that everyone knows about children's rights.

43-54

These articles explain how governments, the United Nations - including the Committee on the Rights of the Child and UNICEF - and other organisations work to make sure all children enjoy all their 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 the equal rights of men and women and have determined to promote social progress and better standards of living 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.

CHILD PROTECTION POLICY

Dasman Bilingual School adheres to the following articles as stipulated by **the Public**

Administration for Private Education

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 Children's protection shall be formed (SCAN Team).

The team of Child 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 Juvenile Protection Department – MOI.
7. If necessary, a specialized Doctor (Obstetrics, Psychiatric Doctor, Orthopedics Doctor).

Article 4:

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

Article 5:

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

Article 6:

The SCAN team has the following duties:

1. Follow up on the cases of assaults or abuse against the child and take the necessary actions in a 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 it approved by the Section Head and the Hospital Administration.
6. The Juvenile Protection Dept- General Criminal Investigations of the Ministry of Interior shall be informed to take the necessary actions (medical Report, the recommendations and the Report Form enclosed).
7. The Child and his family shall be referred to the Social Development Office for psychological 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 the 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 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 case of assault against the child through the Hotline (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 Juvenile Protection Dept-General Criminal Investigations of the Ministry of Interior for follow-up.
4. The office shall document the reported cases and keep on 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 cases of Child abuse and inform the Child protection Teams according to the Civil ID of the Child.

Article 10:

The above Resolution shall be informed to the concerned parties for implementation and shall be effective as from the 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 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. All staff must 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, 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 recommendation) 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 the Ministry of Education and school policies and procedures in collaboration with the authorities.

Whole Staff Responsibilities:

The 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 the Child Protection Centre.
- Liaise with other agencies that support students.
- Appoint an appropriately trained senior designated person/Child Protection Liaison Officer (CPLO).

Child Protection Liaison Officer (CPLO) responsibilities

In DBS, the CPLO 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 CPLO, their role and their contact details.
- Ensure all staff understand their responsibilities in being alert to the signs of abuse and are responsible for referring any concerns to the designated person, CPLO.
- 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 secure and separate 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.
- In cases where students leave the school, the necessary information to the new school will be provided 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 CPLO 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 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 an institutional, or a community setting by those known to them or, more rarely, by a stranger. An adult or adults, or another child or children, may abuse them.

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 a guardian, as a form of discipline, and is considered physical abuse.

Emotional Abuse:

Emotional abuse is the persistent emotional maltreatment of a child, such as causing 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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children to frequently 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.

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 caregivers).

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

The 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 from 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 an 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 the 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 effect positive change and prevent more intensive work being carried out later on.

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
- Overreaction 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 of 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 at the school.

Indicators of physical abuse / Factors that should increase concern

- Multiple bruising or bruises and scratches (especially on the head and face).
- Clusters of bruises – e.g., fingertip bruising (caused by grasping).
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head.

- Bruises on the back, chest, buttocks, or 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 (adult 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:

The nature of sexual abuse:

Sexual abuse is often perpetrated by people who are known and trusted by the child (e.g., relatives, family friends, neighbours, 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.

Child Protection Procedures:

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and the 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 the MOI Child Protection Centre within 24 hours, 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 the MOI Child Protection Centre. However, in accordance with 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 needs 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 that there must be a responsible adult with the child at all times, whether from the school, MOI Child Protection Centre or the police.

When dealing with allegations against staff, governors and volunteers:

- Report any concerns about the conduct of any member of staff or volunteer to the principal within 24 hours of the complaint.
- If an allegation is made against the Principal, the concerns need to be raised with the School Board and the 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 volunteers 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 person they told has influenced the child's words in any way.

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 need 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 who the child is saying has hurt them.
- 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 the 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 fulfil.



✓ Safe Working Practice:

All staff working in DBS must be 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 openly and transparently, 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 the 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.
 - Do not establish or seek to establish social contact with students outside of school.
This includes:
 - ❖ Communication with students in inappropriate ways, including personal e-mails and mobile telephones
 - ❖ Passing your home address, phone number, email address or other personal details to students/children
 - ❖ The transportation of students in your own vehicle without prior management approval
 - ❖ Contact through social networking sites.
 - Absolutely NOT house children overnight.

All staff should:

Only use the school system to exchange email 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 after informing senior staff and getting their approval.

Do not access inappropriate material via the internet.

Keep boundaries clear at all times, even in social settings outside the school.

Never use a physical punishment of any kind. Do not attribute touch to their teaching style.

All staff should inform the Principal immediately if:

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



School Transportation

It is important to ensure safe transportation of children 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

MOBILE PHONE POLICY

Mobile phones should not be brought to school **at any time**. I-pods and portable game players should also not be used during school hours. Students using them during this time may have them confiscated for a short period. ***The school is not responsible for lost or stolen electronics.*** Students found with unauthorized mobile or electronic devices will have them confiscated and sent to the Middle School office where they will stay until the end of the day when a parent is available to collect these items.

6038/2017

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' mobile phones at Private Schools

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

The Public Administration for Private Education is concerned about executing decisions, which regulate 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 the school day.

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

Best regards

(Signed)

Sanad Mohammad AL-Mutairi

IT POLICY INTERNET & COMPUTER USAGE

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

5. Obey the rules of copyright. Students will not plagiarize works they find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were one's own.
 6. Students shall not access inappropriate material on the Internet, including but not limited to obscenity, lewd images, or other materials that may be "harmful to minors."
 7. Use appropriate language. Profanity or obscenity will not be tolerated on the school 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 the rights of others both in the local community and on the Internet at large. Personal attacks are an unacceptable use of the network. If you are the victim of a personal attack, bring the incident to the attention of a teacher or school administrator.
 9. Students shall not use the Internet to send or receive personal electronic mail.
 10. Students shall not modify the desktop environment in any way (e.g. changing the desktop wallpaper, mouse cursor, 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.
- ❖ Where appropriate, a brief written comment, positive and constructive, should be made on the work. This comment should also be informative (i.e. not just good, excellent, etc.) and linked to the learning objective.