



PARENT HANDBOOK

IQRA ENGLISH
SCHOOLS

2025 / 2026

www.iqraenglishschool.com



Iqra English School for Boys

Parent Handbook

AY 2025-2026

This booklet is intended to clarify procedures and policies of Iqra English School for Boys. It is also intended to be a source of reference to facilitate parent members in understanding their role.

Iqra management reserves the right to change / update the handbook and this version supersedes all previous versions.

Management

Iqra English Schools



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Section 1 - Vision and Mission

Vision

Leading with excellence and Islamic values.

Mission

Developing well-rounded, well-informed, and compassionate individuals equipped with the skills and knowledge to thrive in a rapidly evolving world within a dynamic environment.

Values



Integrity



Confidence



Perseverance



Enthusiasm

Our Goals

Spiritual

1. Instill the love of Allah in every child's heart
 - ✓ Through evaluative activities such as memorisation of Duaa and short Surahs, with at least 90% student participation in religious activities.
2. Foster pride in Islamic teachings while respecting others
 - ✓ Through termly surveys measuring acquired values, and student projects reflecting respect for cultural and religious diversity (at least two projects in Qatari History and Social Studies).

Physical

3. Provide a safe, healthy, and stimulating learning environment
 - ✓ Achieve at least 95% compliance with safety and health standards and conduct biannual health check-ups for all students.
4. Promote physical well-being and healthy lifestyles
 - ✓ Schedule a minimum of one physical education class per week and offer healthy nutrition workshops with at least 80% student participation.

Mentally / Academically

5. Develop students as talented individuals capable of competing globally
 - ✓ Offer enrichment programmes for gifted students with annual participation of no less than 15% of the student body.
6. Achieve academic progress through modern methodologies
 - ✓ Improve standardised test results by at least 10% annually and conduct professional development for teachers at least twice per year.



7. Regularly evaluate school programmes and policies
 - ✓ Conduct annual internal and external reviews covering 100% of school operations, with documented reports on improvements.
8. Make learning an enjoyable and engaging experience
 - ✓ Integrate interactive educational activities into at least 50% of the curriculum and achieve 85% student satisfaction as per biannual surveys.

Socially and emotionally

9. Promote self-respect, respect for others, and pride in Qatar
 - ✓ Implement weekly student recognition and awareness programmes and achieve at least 90% positive outcomes in mental well-being surveys.
10. Strengthen school–home–community relationships
 - ✓ Hold a minimum of four parent meetings per year and implement at least two effective community partnership initiatives annually.
11. Instil a sense of national pride and belonging
 - ✓ Ensure no less than 90% student participation in national events and conduct two educational community projects each year.
12. Enhance sustainability and environmental awareness
 - ✓ Conduct at least three environmental campaigns annually and integrate sustainability concepts into at least 30% of curricular and extracurricular activities.



LIST OF ESLRs

An Iqra Student will be, Critical Thinker

- Ask questions to improve critical and creative thinking.
- Access and manage information effectively.
- Make decisions, arrive at conclusions, and create solutions using appropriate strategies.

Effective communicator

- Listening, reading, writing, speaking, and observing to gain understanding.
- Express ideas clearly in verbal and written form.
- Analyzing, integrate, and evaluating information.
- Using a variety of media to receive/express needs, knowledge, desires, and opinions.
- Collaborate with others by demonstrating ability to work effectively in a team and assume shared responsibility of work.

Good Citizen

- Demonstrate good citizenship.
- Fostering compassion for fellow citizens.
- Enhancing cultural understanding and contributing to the local community.
- Developing awareness, a sense of responsibility and pride in Qatar national identity and contribute to the development of Qatar.

Ethical Individual

- Demonstrate moral behaviour.
- Decision makers.
- Create safe environment for self and others.
- Behaving in accordance with the rules and standards as students of Iqra.

Independent, Life-Long learner

- Being self-directed, self- disciplined and self – confident individuals
- Set and demonstrate standards of excellence such as: leadership and time management skills, solid academic achievements and by being an active school community participant.
- Relate and express personal opinions and feedback to situations, events, issues and concerns globally.

Technologically Literate

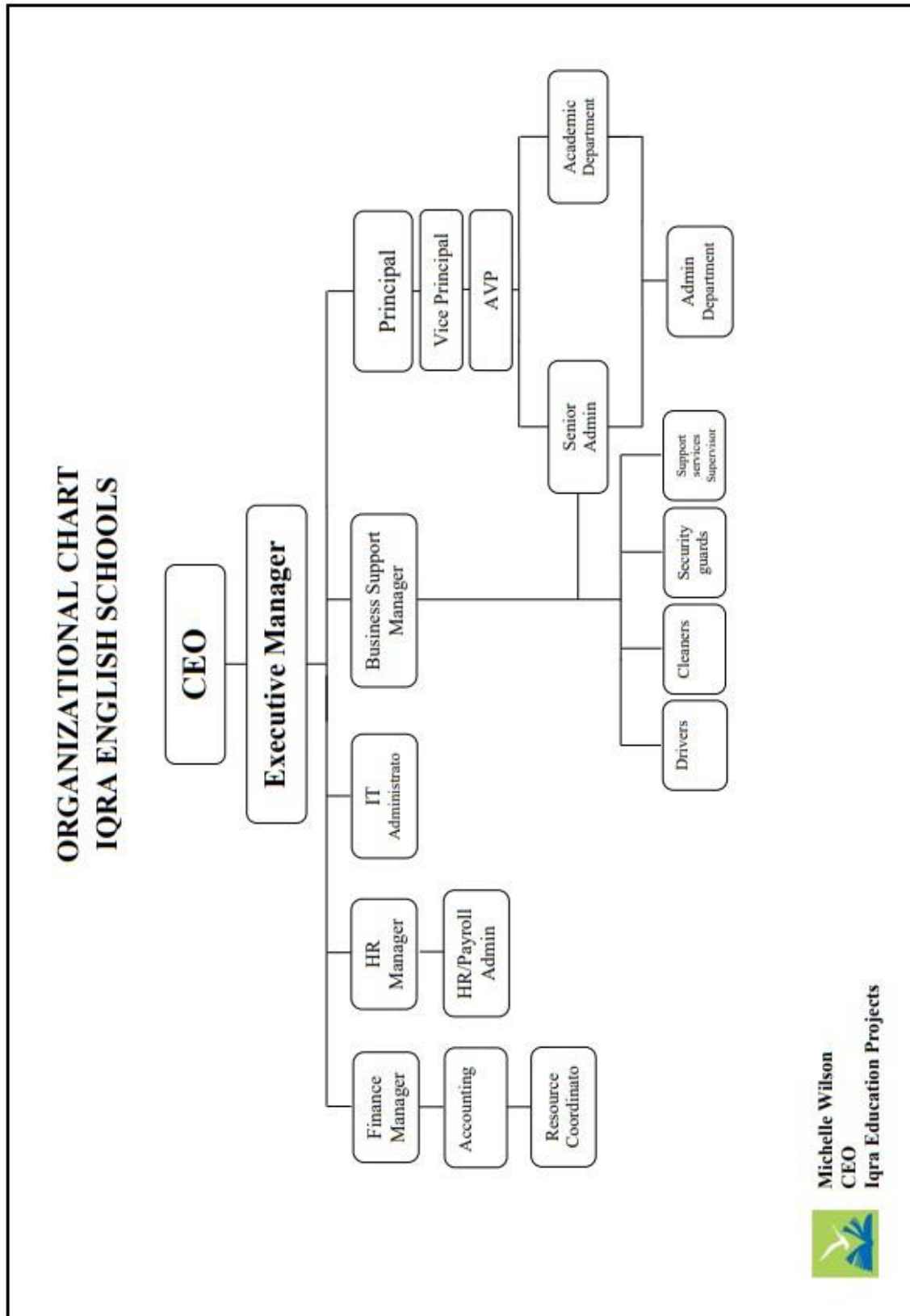
- Understanding the application of technology in the home and work place.
- Critically evaluate technology resources and the Internet.
- Use technology in a global society

Dynamic Achievers

- Strive to meet or exceed academic standards.
- Demonstrate academic growth.
- Complete core subject coursework.



Section 2 - Organization Chart

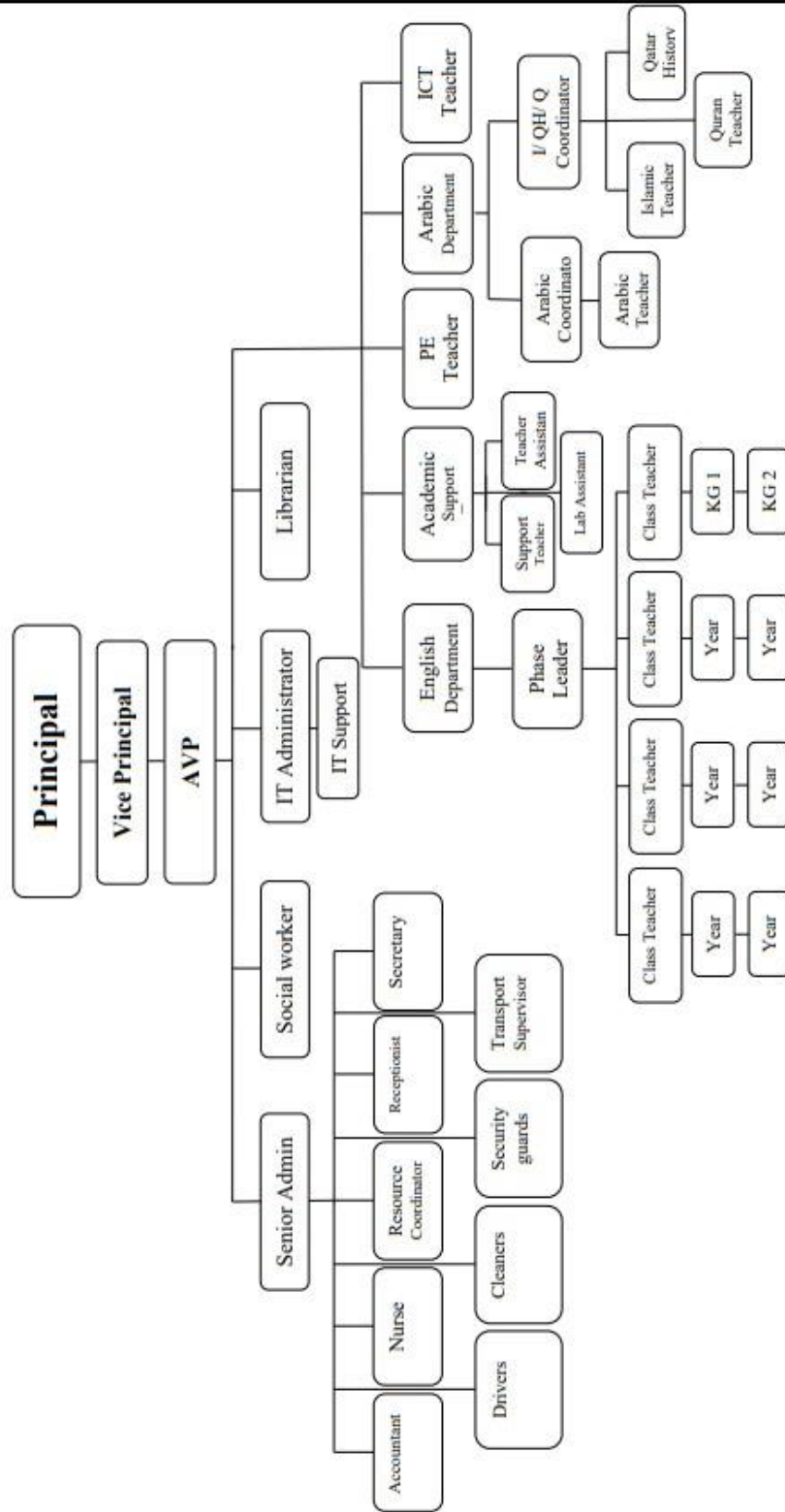


Michelle Wilson
CEO
Iqra Education Projects





**IQRA ENGLISH SCHOOL FOR BOYS
ORGANIZATIONAL CHART**



IQRA ENGLISH SCHOOL FOR BOYS
مدرسه اقرأ الإنجليزية للبنين





Section 3 - About us

Iqra English School was founded with the aim of motivating young individuals to reach their maximum potential. The school is committed to establishing a secure, encouraging, impartial, and supportive environment for learning. Established in 2007, the school is located in Al Mamoura, a prominent Education District in Doha, Qatar. Initially, it provided education to both boys and girls within the same campus but in separate classrooms and with distinct schedules. However, due to high demand for enrollment and the necessity to segregate genders completely, male students were moved to a new campus in Aziziya. This boys-only school was inaugurated in 2009.

Currently, Iqra English Schools encompasses three distinct institutions: a preschool catering to children aged 3 to 5, separate primary campuses for boys and girls aged 5 to 12. These campuses are situated in three distinct locations across Doha, Qatar. The school's core vision and mission are deeply embedded within the faculty, each of whom is devoted to fostering individuals who are conscious of their faith, well-informed, versatile, compassionate, and accountable.

Iqra English School represents an international and diverse community comprising students, staff, and faculty. This community is united by the common objective of making positive contributions to society both locally and globally, as well as nurturing and educating self-assured young Muslims.



Our Curriculum

Iqra English School aims to provide its students with high-quality British and Islamic education tailored to meet the needs of all learners, so they grow into confident, caring, responsible individuals who are well-prepared for future life and opportunities.

Our curriculum lies at the heart of the school's strategies for raising achievement and improving student outcomes. It is broadly based on the curriculum of England and Wales for all subjects taught in English but has been adapted to make it more relevant for our students, for whom English is a second language. The curriculum aligns with the school's vision and mission and addresses the educational, psychological, social, and physical needs of children in a diverse manner. It develops their capabilities and skills in line with the expected standards to support the achievement of most educational goals and the British curriculum.

The curriculum also aims to integrate values, customs, and traditions into the teaching and learning process, thereby reinforcing national identity and strengthening students' sense of belonging. These values are embedded in daily lesson plans across all subjects and are also reflected in the weekly message sent to parents.

In addition, the curriculum is designed to align with community needs and scientific and technological developments. It incorporates 21st-century skills such as critical thinking, problem-solving, and information technology, helping students interact effectively with the fast-paced changes of the world. Through these initiatives, we ensure students receive a comprehensive education aligned with societal values and are well-prepared for a bright future. For example:

- **Project-Based Learning:**

Encouraging students to participate in community projects, such as recycling or developing solutions to environmental problems, fosters initiative and reflects community interests.

- **Technology in Education:**

Integrating computer science into the curriculum enhances creativity through tools like tablets, AI-based applications, and modern technologies such as Edunation and Cambridge GO to support interactive learning.

- **Health-Related Content:**

Including topics on public health, such as proper nutrition and physical fitness, to address health challenges facing the community.

- **Distance Learning:**

Providing curriculum content adapted for remote education using modern technologies like Edunation and Cambridge GO, enabling students to access learning anytime and anywhere.

- **Environmental Awareness:**

Including topics related to sustainable development and climate change to help students understand the environmental challenges facing their community and the world.



- **Collaboration with Local Institutions:**

Partnering with local institutions such as universities and businesses to offer students practical training and strengthen community ties.

- **Life Skills Education:**

Integrating communication, teamwork, and problem-solving skills into the curriculum.

The school conducts continuous curriculum reviews through a clear, regular, and effective mechanism that includes plans, programs, activities, and resources. Adjustments are made when necessary to support the achievement of curriculum goals in line with the school's vision and mission. This review takes place at the end of each academic year to shape plans for the following year and identify any learning gaps to be addressed.

Kindergarten Stage

Students in the kindergarten stage are taught through play in stimulating and safe learning environments. The goal of the Early Years curriculum at Iqraa School is to provide a constructive learning experience based on children's natural curiosity, energy, and enthusiasm.

Main areas of learning:

- Communication and Language
- Physical Development
- Personal, Social, and Emotional Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Primary Stage

In the primary stage, students study a broad range of subjects that most will continue to build on as they progress through further stages.

Subjects taught:

- English
- Maths
- Science
- Art



- Physical Education
- ICT
- Global Perspective
- Arabic
- Islamic Studies
- Qatari History
- Quran Studies

Kindergarten Learning Resources:

Cambridge Early Years Curriculum:

- Takes a holistic approach focusing on the whole child and links development to their environment and community.
- Develops knowledge, understanding, and skills through revisiting topics and deepening engagement at each stage.
- Supports internationally recognized milestones for early development and helps monitor and guide individual progress.
- Supports bilingual/multilingual learners and those with varying experiences in English.
- Prepares learners for a smooth transition to Cambridge Primary or their next learning phase.
- Divided into curriculum areas to guide and support progression.

Subjects taught in English:

- Literacy
- Mathematics
- Global Perspective
- Science
- Art Education
- Phonics

The school uses **Jolly Phonics** and **Twinkl** teaching resources to support curriculum delivery. Jolly Phonics is a comprehensive program used in kindergarten, based on a fun, multisensory synthetic phonics method to teach reading and writing from an early age. It teaches the 42 main letter sounds rather than the alphabet names, helping children decode English using blending and segmenting skills. Teachers use phonics storybooks like the Dandelion series to reinforce learning, and the **Oxford Reading Scheme** is used to develop children's reading skills.



In this curriculum, **play is a vital component** of a child's growth. Learning is delivered through a mix of carefully planned play opportunities and guided activities. Children are given choices based on their interests.

For **Arabic Language**, the school follows the **Rowad Curriculum**, designed for this age to develop Arabic reading and writing skills in preparation for the primary level. For **Islamic Studies**, the **Bustan Al-Iman** curriculum is used to instill pride in Islamic values.

Primary Stage Curriculum:

Subjects like **English, Science, ICT/Computing, and Art & Design** follow the **Cambridge Primary Curriculum Framework**, providing a strong foundation for the next phase of education. Learning objectives clearly detail what learners should know, understand, and be able to do at each year level.

More details can be found at:

<https://www.cambridge.org/gb/education/subject/english/english-second-language/cambridge-global-english-series>

For **Mathematics**, we use the **White Rose** resource to build solid math foundations and confidence.

Arabic Language, Islamic Studies, and Qatari History follow the **Qatar National Curriculum Standards**, as specified by the Ministry of Education and Higher Education.

Global Perspective is taught using the **Cambridge Primary Global Perspective Curriculum**, developed specifically for the Middle East. It addresses cultural requirements of the region and offers a structured program covering citizenship, history, cultural studies, geography, and PSHE (Personal, Social, and Health Education), with engaging topics that help students understand their local and global environment.

Our **Physical Education curriculum** broadly follows the UK National PE Framework and aims to:

- (a) Develop competence in a broad range of physical activities
- (b) Encourage sustained physical activity
- (c) Promote engagement in competitive sports
- (d) Support a healthy and active lifestyle



Section 4: Organization of the School Day

The school day begins at 7:00 AM and ends at 12:45 PM for Kindergarten students, and at 1:30 PM for Primary students.

Staff are expected to arrive by 6:45 AM and may leave at 3:00 PM. However, staff who have completed all their duties may leave at 2:30 PM.

All staff must adhere to the following schedule:

Start of the Day:

All teachers and students must be in class by 7:00 AM. Attendance is taken promptly at 7:00 AM. Students arriving late must be recorded in the attendance register, which should be submitted to the designated supervisor by 9:00 AM.

Morning Assembly:

Each grade level has a weekly morning assembly. Each class is given an opportunity to perform a short play, song, or poem. Staff and students must remain quiet and respectful throughout the assembly and return to classrooms promptly and in an orderly fashion afterward.

School Timetable:

Timetables are provided before the school year begins. Assigned homeroom and subject teachers are responsible for teaching in designated classrooms. In some cases, subject allocations are governed by Ministry of Education regulations and must be followed strictly. Teachers are expected to make the best use of instructional time. Any changes to the schedule (e.g., shortened days during Ramadan, special events, etc.) will be communicated in advance whenever possible. Approval from administration is required for any class swaps.

Playtime and Snack Time:

Teachers must line students up and accompany them outside. On-duty staff must supervise students at all times and ensure their safety.

All students must go outside unless they have medical exemption from the Principal or a task to complete, after which they must rejoin their teacher. No student may be left unattended in the classroom or consistently complete work during break time.

At the end of break, teachers must supervise student line-up and return them to classrooms for snack time. Only healthy snacks are allowed; food sharing is prohibited.

Teachers must ensure classrooms are clean, organized, and that students are ready to resume learning after break.

**Dismissal:**

Students are not allowed to leave class before the lesson ends. At the end of the day, teachers must adhere to designated dismissal times for bus riders and students being picked up.

Prayer Time:

Teachers must follow the prayer schedule to ensure smooth transitions and assist students in preparing for prayer.

End of the School Day:

Students leave at 1:30 PM. Teachers must remain in classrooms until 1:45 PM to ensure proper student pick-up. Students are collected directly from the classrooms by their designated adult. Duty teachers must accompany bus riders. No student may leave the classroom unescorted at the end of the day.

Students still in class at 1:45 PM will be taken to the designated holding area under faculty supervision. All staff are expected to participate in afternoon activities.

Extracurricular Activities:

All staff are expected to participate in scheduled extracurricular activities, which start at 1:45 PM. Homeroom teachers will send students to their selected activities.

Daily Procedures:

Strict adherence to all timings is required. Teachers who fail to start lessons on time disrupt other teachers and students' learning.

Students must not be left unsupervised at any time. In case of emergency, seek assistance from a colleague before leaving the classroom.

Frequent tardiness or missed duties may result in verbal and written warnings from administration.

Late arrivals or early leave require a signed permission form from the Vice Principal before submitting to the Principal.

In case of absence or lateness, notify the Vice Principal or Principal before 6:30 AM and fill in the relevant form as soon as possible. For sick leave, a medical certificate must be attached, and payment will follow Qatari labor laws.

If you know in advance that you'll be absent, arrange for lesson coverage and submit the coverage plan along with a leave request form to your phase leader.

Mandatory Meetings:

- Administrative meetings
- Weekly grade-level meetings



- Staff meetings
- Parent-teacher meetings (twice per semester)
- Phase leader meetings
- Social worker meetings
- School self-study team meetings

Duty Assignments:

- Playground duty (according to the schedule)
- Waiting area duty
- Late duty
- Morning duty
- Extracurricular duty (as needed)
- Prayer time duty
- Absence coverage (as needed)

Dress Code:

As a teacher, you are part of one of the most respected professions. Your appearance should reflect our community values. Our school is British with an Islamic spirit, so the following guidelines apply:

- Muslim female staff must wear appropriate abayas and hijabs, preferably in dark or neutral colors.
- Non-Muslim female staff must wear abayas (without hijab) and keep long/medium hair tied back.
- Male staff must wear shirts, trousers, and closed shoes.
- Minimal jewelry and accessories.
- Nails must be trimmed for hygiene.
- Dark or shiny nail polish is not permitted. Minimal makeup is allowed.
- Informal clothing such as jeans, shorts, and tracksuits is not allowed.
- PE teachers may wear appropriate sportswear.

Staff Rooms:

Staff rooms are for employees only. Children are not permitted to use staff restrooms.

All staff are expected to keep the area clean and organized. No one may reserve specific seating areas. Staff are encouraged to socialize in the staff room to foster teamwork.

No tea/coffee or food/drinks are allowed in classrooms during teaching hours.



Restroom Cleanliness:

Staff must leave restrooms clean for others.

Staff Parking:

Staff must park in their designated spaces. Contact the secretary if you haven't been assigned one.

Loans and Cash Advances:

The school does not allow financial solicitations.

- Staff must not request or accept financial help from colleagues.
- Staff may not accept gifts, loans, or financial aid from students, parents, or school affiliates.
- The school is not responsible for any financial disputes between staff members.

Private Tutoring:

Staff are not allowed to tutor students enrolled at Iqra School.

Printing:

Printers and copiers are for official use only.

Submit print requests to the resource coordinator at least one day in advance, signed by your phase leader, using the designated form.

Resource Requests:

- Teaching resources are available from the resource coordinator and library.
- Books and notebooks must be requested via form when fully used.
- For purchases, notify the resource coordinator at least one week in advance using the purchase request form.
- Students are not allowed to visit the resource room.

Maintenance Requests:

All maintenance requests must be submitted to the administration using the appropriate form.

Classroom Setup & Teaching Strategies:

Classrooms must be welcoming, cheerful, and organized. Teachers should:

1. Prepare rooms and materials before the day starts, per lesson plans on the class board.
2. Organize classrooms before students arrive.



3. Encourage students to maintain cleanliness.
4. Arrange seating regularly.
5. Ensure resources are accessible to promote independence and critical thinking.
6. Keep shelves, reading areas, and materials organized.
7. Label mobile drawers for student books, homework, activities, etc.
8. Keep notebooks and folders clean and free of scribbles.
9. Group students strategically for effective learning and socialization.
10. Move around the class during lessons, even when using smart boards.
11. Integrate technology whenever possible.
12. Adapt teaching styles to student needs and learning differences.
13. Write and discuss objectives for core subjects.
14. Ensure student work is titled, dated, and accurately assigned.
15. Establish and follow consistent classroom procedures.
16. Maintain clear and consistent behavior rules.
17. Mark and date all student work regularly. Avoid red ink. Use constructive feedback.
18. Check and sign homework diaries regularly.
19. Encourage students to store unneeded books to lighten backpacks.
20. Give all students leadership opportunities.
21. Keep cables and equipment safely out of the way.
22. Subject teachers must transition classes on time and tidy up before the next lesson.
23. All staff are responsible for the safe use of smartboards and computers.
24. Homeroom teachers must shut down classroom computers and return smartboard tools daily.

Classroom Display Boards:

Each classroom must have a board clearly showing:

- Daily schedule
- Class list
- Seating plan (regularly updated; seating should rotate)
- Bus list
- Extracurricular participant list
- Group leaders/monitors (weekly/daily rotation)
- Support details (names/times)



- Medical info (e.g., asthma, allergies, emergency procedures, toilet pass list)
- Academic calendar
- Test dates
- Weekly/term plans
- Names of all staff working with the students

Classroom Displays:

Displays are an important teaching tool and should:

- Stimulate learning and motivation
- Be clean and relevant to the curriculum
- Be free from spelling errors
- Be regularly updated
- Reflect student effort and value
- Be neat, bordered, and reusable
- Include the school's vision/mission and classroom rules

Hallway Displays:

Phase leaders and the Vice Principal assign hallway display duties. Displays must be updated at least once per term and may include student work or competition results.

School Communication:

Teachers must consult with social workers, phase leaders, or administrators before contacting parents. Official meetings with parents must be arranged by social workers. Any letters to be sent home must first be approved by administration.

Movement Inside the School:

Homeroom teachers must accompany their classes to all destinations (playground, ICT lab, library, PE). Teachers and assistants assigned to library lessons must attend and participate.

ICT Lab Organization:

- ICT is taught using Cambridge Computing. Plans must be approved by the Vice Principal.
- The ICT teacher is responsible for lab equipment and must teach students proper use.
- Any complex technical issues must be reported to the network manager.



Science Lab Organization:

- The science lab is used according to the daily class schedule.
- Homeroom or science subject teachers are responsible for delivering the lesson in the lab and must teach and train students on proper lab usage.
- The science lab assistant is responsible for preparing lists of materials and resources used in the lab, preparing the tools and materials needed for any experiment, and assisting the teacher during class.
- The lab assistant must report any problems or shortages in equipment and resources to the resource coordinator.
- Teachers must request the materials needed for lessons at least one week in advance.
- A weekly copy of the science plan must be provided to the lab assistant.

Library Organization:

- The library is used by all classes according to the daily schedule.
- Homeroom/Arabic language teachers are responsible for the lesson in the library and must train students on how to properly use the school library.
- The librarian is responsible for preparing lists of resources used in the library, issuing and returning books, and assisting the teacher during lessons.
- The librarian must report any problems or shortages in resources or equipment to the resource coordinator.
- The librarian must also prepare competitions and activities to motivate students to read.

Gymnasium Organization:

- The gym is used by all classes according to the daily schedule.
- PE teachers are responsible for managing the class inside the gym and must train students on how to use it properly.
- PE teachers are responsible for preparing resource lists for PE lessons.
- PE teachers must report any problems or shortages in equipment and resources to the resource coordinator.
- They must also prepare sports programs, competitions, and activities to encourage student participation.

Use of Phones and Fax Machines:

- The use of mobile phones is strictly prohibited during teaching hours. Phones must be kept on silent mode as using them negatively affects staff professionalism.



- Please give the school's phone number to your family and friends in case of emergencies, as making or answering calls, texting, or using apps like WhatsApp during teaching time is not allowed.
- A fax machine is available in the office and is for official use only.
- Internal phones may be used to contact administration, the social worker, or the school nurse.
- Inter-classroom calls or calls to the staff room are not allowed for any reason. Only the administration may contact your classroom, and this will only happen in exceptional circumstances.

School Uniform:

Teachers are expected to encourage students to wear the school uniform in accordance with the uniform policy and to keep it neat and tidy at all times. Students should feel proud to wear their uniforms. Students who are not in proper uniform are not allowed to attend school matches or field trips.

Student Illness and Medication:

Only the school nurse is authorized to give medication to students. Sick or injured students must be referred to the school nurse for proper care. The nurse visits classrooms whenever possible, but no student is allowed to go to the nurse without a hall pass. The nurse will provide all medical details and emergency contact numbers for each student to homeroom teachers.

She will also routinely check students' hair to ensure it is free from lice and nits, and she is responsible for contacting families about these issues.

Curriculum Planning:

Key points of the school's planning policy:

1. Curriculum plans must be prepared at the start of each term for all subjects.
2. Weekly planning for English, Math, Science, Social Studies, and Art will be done collaboratively by all teachers and formatted in PowerPoint. These plans are submitted to the phase leader or Vice Principal for approval.
3. Approved plans will be reviewed during planning meetings, where teachers share ideas and contribute enhancements.
4. Teachers must write post-lesson reflections in the PowerPoint plan for each lesson.
5. Weekly meetings will be held between group leaders, homeroom teachers, and their assistants to discuss:
 - Team progress across all subjects with reference to termly plans
 - Weekly content for English, Math, and Science lessons
 - Strategies to meet learning objectives



- Sharing resources and discussing materials needed
 - Differentiated learning strategies
 - Assessment structure and content
 - Educational field trips
 - Extracurricular activities
- Meeting minutes must be recorded in planning books.

6. All teachers must maintain and regularly update the following files:

Class File:

Must include the following sections:

- Timetables
- Class lists
- Medical information
- English and Math support groups
- Classroom layout
- Planning file
- Curriculum overviews for core subjects
- Termly plans
- Worksheet file

Assessment Files and Results:

Homeroom teachers are responsible for assessment files for all students in core subjects and ICT. Subject teachers for compulsory subjects are responsible for their own assessment files. Assessments are not sent home with students. At the end of the academic year, assessment files are submitted to the resource coordinator for storage. All teachers must update assessment files on the shared network and keep a backup copy at all times. A printed copy of the assessment file must be submitted to administration at the end of the school year.

School Events and Competitions:

In line with the school's vision and mission, competitions are organized regularly to develop student talents and skills.

We believe in promoting national Qatari identity and therefore participate in all competitions organized by the Ministry of Education and Higher Education, including National Day, Sports Day, World Day, Arabic Language Day, and in-class competitions.

Participation in these events and competitions is mandatory for all staff.

Students are encouraged to participate through awards and prizes given to winners.



Section 5: School Policies



PTA Policy

➤ **The Concerned Persons in Formulating the Policy:**

- School Management

➤ **The Accreditation Authority:**

- Executive Manager \ Principal

➤ **Policy Review Cycle:**

- When needed

Purpose

This policy outlines the structure, roles, and responsibilities of the Parent-Teacher Association (PTA) to ensure effective collaboration between the school and parents in enhancing the educational experience.

General Items

The policy includes the following:

1. First: Board Members
2. Second: Board Meetings
3. Third: The Role and Duties of the Board
4. Fourth: Board Work Controls

First: Board Members

1. Criteria of selection of PTA should be mentioned.
2. Parents will be given a letter at the beginning of the year for the PTA nomination.
3. Establish a nomination process.
4. Vet candidates for eligibility.
5. Allow campaigning with guidelines.
6. Determine voting method and period.
7. Ensure transparent vote counting.
8. Announce election results and update records.
9. Conduct post-election orientation for Board members.

In case if there is not enough members, the principal will select them.



Duration of membership

1. The PTA consists of a Mothers' Council comprising 8 members: the Principal, 4 parents, 2 teachers, and 1 member from the local community.
2. The membership duration for parents in the PTA is two years through nomination. However, the PTA may extend the membership of one or more members for a short period, excluding the school's owner and principal.
3. Any member may submit their resignation at any time by providing written notification to the PTA's Secretary.
4. The PTA has the authority to withdraw the membership of appointees from the community category but does not have the right to revoke the membership of any parent or employee member of the school.

Second: Board Meetings

1. Throughout the year, four regular meetings are scheduled. The PTA is empowered to revoke the membership of any member who misses two or more meetings within the year and to appoint a replacement.
2. Tasks and roles are assigned to all members after consultation and agreement. All board meetings are documented and kept in the dedicated board meetings file.

Third: The Role and Duties of the Board

1. The Ministry of Education and Higher Education assigns the PTA various tasks and responsibilities. One of its duties is to offer guidance and advice to the school owner and Principal, as well as to oversee the school's performance while collaborating closely with the school to enhance educational standards.
2. All PTA members carry out their duties on a voluntary basis.
3. They are expected to advocate for the interests of parents and the school community and to consistently act with sincerity and honesty. Additionally, they should be ready to explain and defend their actions and decisions to staff, students, parents, and any individuals involved with the school regarding issues such as complaints and suggestions.
4. Support the goals and objectives of the school by providing advice, support, and counsel on the policies developed to achieve those goals and objectives.
5. Monitor the work of the school by referring back to the strategic plan for the school and the requirements of the Ministry of Education and Higher Education.
6. Contribute to the evaluation of the quality assurance system in the school through field visits and learn about the school's improvement and development procedures.
7. Set and develop procedures to coordinate with parents to receive proposals and complaints and work to find solutions for them in cooperation with the school.
8. Review school policies periodically.
9. The PTA should monitor and evaluate the school in achieving its goals and objectives and assist in the process of reviewing the development of the school in light of that progress. The PTA



should also act as a critic to the school in the performance of work and provide constructive criticism.

10. Emphasize the Board's role in accountability.
11. Separate the role of the director of the educational institution in school management from their role as a member of the Board.
12. Provide guidelines that define the Board's relationship with stakeholders (parents, students, the school community, and the local community).
13. Contribute to updating the mission and goals.
14. Provide appropriate support in all aspects of work.
15. Make appropriate decisions.
16. Ensure that the educational institution follows all laws, circulars, and policies issued by the Ministry of Education and Higher Education.
17. Establish procedures to introduce the school community to the identity of Board members through the educational institution's website.
18. Review and give suggestions regarding school events, ECA, and school trips.
19. Review the school's self-study report at the end of each year.
20. Participate in and contribute to school activities and achieve some community partnerships with the school.
21. Review the curriculum and give opinions on it.

Fourth: Board Work Controls

1. Require all Board members to sign NDAs
2. Ensure NDAs cover both during and after their term of service
3. Define voting process in bylaws
4. Set quorum requirements
5. Implement formal motion process
6. Choose voting methods
7. Record all votes in minutes
8. Clearly state chairman's tiebreaker role
9. Develop conflict resolution process
10. Provide training on procedures
11. Regularly review and update process
12. Provide regular reports on accountability performance and academic achievements.
13. Engage stakeholders for feedback and participation in decision-making.
14. Implement internal controls to prevent fraud and ensure compliance.
15. Promote ethical conduct through a code of ethics and training.



Academic Policy and Educational Resources

➤ **In-charge department**

- Senior Management
- Middle Management
- Teaching Staff

➤ **Approvers:**

- Vice Principal
- School Principal
- Parent-Teacher Council

➤ **Review Cycle**

- Annually

❖ **Please refer to the attached educational plan specific to the school.**



Assessment Policy

➤ **In-charge department**

- Senior Management
- Middle Management
- Teaching Staff

➤ **Approvers:**

- Vice Principal
- School Principal
- PTA

➤ **Review Cycle**

- Annually

Policy purpose:

Assessment in our school is about building a picture over time of a child's learning progress across the curriculum.

Primary School

Our teachers use different ways to gather evidence about how and what the child has learned. This information is used to evaluate the child's current learning, and to support our planning and ensure all pupils make progress and to help make decisions about next steps for future learning. Students should be assessed on an ongoing basis throughout the academic year, on specified and unspecified dates.

We use a combination of summative and formative assessments to establish pupils' achievement progress and attainment.

Summative Assessments 60%	Formative Assessments 40%	Diagnostic Tests
Mid-Term	Weekly Tests	Diagnostic Tests
End of Term Assessments	Project work	
External exam	Listening and speaking exams	

1. Diagnostic tests

Diagnostic tests are conducted at the beginning of each academic year to help teachers plan instruction that suits their students' needs. These tests are used to identify students' areas of strength and areas for development.



1. Arabic
2. English
3. Maths
4. Reading fluency (English and Arabic)

2. Formative Assessments:

The school employs formative assessments across all subject areas to gain insight into students' understanding and application of the curriculum. These ongoing, informal assessments enable teachers to continuously monitor student learning and make timely adjustments to their teaching approaches and lesson planning.

When incorporated into classroom practice, the formative assessment process provides information needed to adjust teaching and learning while they are still happening. The process serves as practice for the student and a check for understanding during the learning process. The formative assessment process guides teachers in making decisions about future instruction. Formative assessments may include but are not limited to observations, questioning, discussion, learning/response logs, graphic organisers, peer/self-assessments, practice presentations, visual representations, kinaesthetic assessments, individual whiteboards, four corners, constructive quizzes, think pair share and others.

a) Ongoing Tests

Following weekly tests are conducted each term:

1. Spelling Test
2. Reading tests for English and Arabic
3. Mental Maths tests
4. Quran tests
5. Listening tests

b) Listening and speaking exams

Arabic assessment includes spelling, listening, reading and speaking exam as per the MOEHE assessment standards. English curriculum will also include a listening exam with 5% weighting in the end of term scores.

c) Project Work

The subjects of Social Studies, Science, ICT (Information and Communications Technology), Qatar History (QH), Art and Islamic Studies are structured around project-based learning. At the end of each project, students are assessed to evaluate their development of critical thinking and research skills. This project-based approach allows students to engage in authentic, hands-on learning experiences that go beyond traditional assessments. By completing these projects, students have the opportunity to apply their knowledge, analyse information, and showcase their ability to think critically and conduct research effectively.

3. Summative Assessments for Term 1 and Term 2:

a) Mid Term:

We take a Mid-term assessment for English, Maths, Science, Arabic, Islam, ICT, Quran, and Qatar History in the first half of each term. These are based on the units taught each term and help the teachers adjust or modify teaching and learning during the term before the end of term final assessments.

**b) End of term assessments:**

End of term assessments are conducted for English, Maths, Science, Arabic, Islam, Quran, ICT, and Qatar History in accordance with the published assessment schedule given out at the start of each Term.

These assessments provide data to allow teachers to identify students' areas of strength and areas for developments ; track student progress and achievement; better support students' further learning; give a final analysis of the student's learning to inform; and evaluate, plan and develop the curriculum.

No revision sheets are provided just before the assessment. All students do the same assessment. Differentiation is ensured within the assessment by ensuring the following weighting of questions:

1. 30% questions are aimed at lower group students
2. 50% questions are aimed at Medium group students
3. 20% questions are aimed at higher group students

The school encourages teachers to challenge students' critical thinking and problem-solving skills through the use of higher-order thinking questions. These types of questions are incorporated into Part C of the final assessments, which are designed to go beyond simple recall and comprehension.

Additionally, when setting extension work for gifted and talented students, teachers are expected to create tasks and activities that require students to analyse, evaluate, and create. This allows these high-achieving learners to delve deeper into the subject matter and apply their knowledge in more complex and innovative ways.

The assessments are marked fairly using a pre-approved marking scheme. All questions are graded and marked according to the clear and standardized marking scheme. Teachers cross-check the assessments to ensure the accuracy of marking. The assessments for the three compulsory subjects are also monitored by subject supervisors from the Ministry of Education and Higher Education (MOEHE).

Frequency of assessments:

Formative assessments take place on a regular basis at different points

Subject	Assessment frequency per term
English	1 Mid term 1 final assessment
Maths	1 Mid term 1 final assessment
Science	1 Mid term 1 final assessment
Arabic	1 Mid term 1 final assessment
Islamic Studies	1 final Quran test 1 Mid term 1 final assessment
Qatar History	1 Mid term 1 final assessment
Quran	1 Midterm assessment



	1 final assessment
ICT	1 Mid term 1 final assessment

English, Maths, Science and Arabic are the core subjects. Please see Retention and Promotion policy to understand the significance of core subjects in terms of retention and promotion.

Marks distribution

Following table shows the marks distribution for all subjects:

#	Subjects	Percentage weighting of formative assessments	Percentage weighting of summative assessments
1.	Islam	40 % formative assessments • 20% Quran memorisation in Islam • 20% for project	60% for summative assessments • Mid Term Assessment -30% • Final Assessment -30%
2.	Arabic	40 % formative assessments • 10% for listening tests • 10% for spelling tests • 10% for reading test • 10% for writing test	60% for summative assessments • Mid Term Assessment -30% • Final Assessment -30%
3.	Qatar History	40% formative assessments • for varieties of ways throughout the academic year	60% for summative assessments • Mid Term Assessment -30% • Final Assessment -30%
4.	Quran	Ongoing Assessments - 40% • for varieties of ways throughout the academic year	60% for summative assessments • Mid Term Assessment -30% • Final Assessment -30%
5.	English	40 % formative assessments • 10% for listening tests • 10% for spelling tests • 10% for reading test • 10% for writing test	60% for summative assessments • Mid Term Assessment -30% • Final Assessment -30%
6.	Maths	40 % formative assessments • for varieties of ways throughout the academic year	60% for summative assessments • Mid Term Assessment -30% • Final Assessment -30%
7.	Science	40 % formative assessments • for varieties of ways throughout the academic year	60% for summative assessments • Mid Term Assessment -30% • Final Assessment -30%
8.	ICT	Formative Assessments -40% • 40% for project	60% for the assessment • 30% Practical assessment • 30% theoretical test
9.	Global Prespective	100 % formative assessments • for varieties of ways throughout the academic year	
10.	PE	Graded through ongoing evaluation	
11.	Art	Graded through ongoing evaluation	



The curriculum, teaching methodologies and assessments for the compulsory subjects are aligned with the Ministry of Education's policies and standards. This ensures that students acquire the necessary knowledge, skills, and competencies defined by the Ministry.

All teachers are responsible for filing and safely storing assessment files. Parents are informed of their child's marks through the school's online platform. Assessment files should be used as a reference during Parent-Teacher Meetings to discuss the student's performance. At the end of the academic year, these assessment files are handed over to the Resource Coordinator for storage.

If a pupil misses an assessment due to medical leave, quarantine requirements, or other extenuating circumstances, a request for an assessment repeat should be submitted along with supporting documents and evidence. This request will be reviewed by the school management.

Assessment Repeat Request Procedure

- a. If a pupil has missed an assessment, this should be recorded by the responsible teacher. In order to request a repeat assessment, the assessment repeat request form should be collected and submitted by the parents within two working days to the school administration.
- b. In case the child is a bus rider and parents inform that they can't come to school to collect the form, responsible teacher should send the form. Parents should fill it and return to school.
- c. If a pupil has applied for leave, and an assessment is falling during this time period, leave as well as assessment repeat form needs to be approved by the Principal.
- d. Even if parents provide a medical certificate, they still need to obtain and complete the form for requesting a repeat of the assessment. It is important for parents to understand that submitting a medical certificate does NOT guarantee approval for the assessment repeat. The medical certificate, along with any other relevant certificates, should be attached to the form.
- e. The staff should be aware that the assessment will not be automatically repeated upon receiving a medical certificate. The responsible teacher will wait for formal approval from the principal before repeating the assessment.
- f. Once the parents have filled out and submitted the form, the school secretary will proceed to have the responsible teacher sign it and complete the attendance history of the student.
- g. Once the form is fully completed, it should be presented to the Principal for approval.
- h. Original form will be filed in the student's file. No form will be sent home after approval.
- i. Parents and students will be informed by the school social worker.
- j. If an approved repeat request form is not obtained, the students will receive a zero for the missed assessment, and there will be no opportunity for a repeat to occur.

Invigilation Guidelines

1. Enforce the code of conduct for students during examinations.
2. All invigilators must arrive on time to their assigned classrooms.
3. Assessment papers should be provided by the year group leaders or coordinators.
4. Invigilators must maintain silence throughout the assessments.



5. Mobile phones should be on silent mode, and the class intercom should not be used by invigilators during assessments, except for contacting management in case of doubts or emergencies.
6. Distribute the assessment papers to the students and instruct them to write their full names on the front page. For Year 1 and 2 students, the invigilators or class teachers will write their names.
7. Check attendance and record the information on the assessment envelope.
8. Invigilators must continuously monitor the students and remain vigilant. Regular rounds should be conducted to prevent indiscipline or cheating.
9. Students should not leave the classroom during the assessment period, except in cases of medical emergencies or urgent situations.
10. Invigilators should read the entire assessment paper once for all students in Year 1 to Year 3. However, for students in Year 4 to Year 6 who may have difficulty reading the questions, invigilators can provide assistance to help them understand the content.
11. Invigilators can help students understand a question, but they should refrain from providing examples or hints.
12. Invigilators should check all pages of the assessment paper to ensure that no questions have been skipped. If a student is unable to answer a question or questions, the invigilator should make a note regarding this.
13. Invigilators are responsible for collecting and counting all assessment papers and submitting them immediately to the phase leaders or coordinators.
14. Invigilators should not engage in any other tasks during assessments, such as working on a computer or marking books.
15. All students should be given a fair and equal opportunity to complete the assessment paper. If any students are unable to complete the assessment within the allocated time, the invigilator must notify the administration immediately.

At the beginning and end of each academic year, schools typically have certain expectations for students:

1. Demonstrate age-appropriate academic readiness in core subjects like literacy, numeracy, and general knowledge.
2. Exhibit enthusiasm and a willingness to learn.
3. Display positive behavioural traits such as attentiveness, cooperation, and respect for others.
4. Be prepared with necessary school supplies and materials.
5. Adapt to new classroom environments, routines, and teacher expectations.
6. Actively participate in orientation and induction activities.

By the End of the Academic Year:

1. Meet or exceed grade-level academic standards and learning objectives.
2. Show growth and progress in core skills and knowledge
3. Develop stronger self-management and organisational abilities.
4. Demonstrate improved confidence, independence, and critical thinking.



5. Participate actively in class discussions, projects, and assessments.
6. Exhibit responsible behaviour and contribute positively to the school community.
7. Complete all required coursework, assignments, and assessments.
8. Be prepared to transition to the next grade level or educational stage.

Assessment Dates 2024-2025

Mid Term 1	16-24 October 2024
Final Term 1	09-17 December 2024
Mid Term 2	12-20 March 2024
Final Term 2	17-25 June 2024
Retests	24-28 August 2024

GL Tests / External Exams

We have implemented GL assessments, specifically the Progress Test Series (PT Series), to gather external exam data. These tests, including the Progress Test in English (PTE) and Progress Tests in Maths (PTM), allow us to accurately assess the performance of our school and students in comparison to the national average. They help measure progress both within the school year and from year to year.

The PTE and PTM assess knowledge, understanding, and application of core curriculum subjects, enabling us to gauge current levels of achievement and identify any learning gaps at both individual and cohort levels. These tests were administered at the end of the 2021-2022 academic year to measure and monitor progress.

Comprehensive reports provide an in-depth analysis of various aspects of learning for each subject, including a breakdown of questions. These reports aid in identifying students who may benefit from more challenging targets as well as those who may require additional support. Please review for any errors.

Progress Report

After the tests, various reports can be generated, but the most crucial data is the Standard Age Score (SAS), which is derived from the student's raw score. The SAS is adjusted for age and scaled to have a mean of 100. These reports can be generated per student, per year group, or for the entire school, allowing teachers to easily identify strengths and weaknesses across different groups. This information helps them address learning gaps through data-informed curriculum planning.

The assessments are aligned with the national curriculum for each level of PTE and PTM, ensuring curriculum alignment. The Group Report for Teachers provides overall scores, group ranks, and identifies students who may require additional support and intervention. The question-level analysis and curriculum



content analysis in these reports aid in tailoring individual and group interventions effectively. Progress reports are shared with parents. These reports include marks, grades, and class averages for all subjects. Teachers provide comments describing the student's progress during each term and set specific targets if necessary. Social Workers' comments are also included in the report to provide insights into the child's behavior and social skills. Additionally, the progress report incorporates a social and behavioral skills rubric, which describes the student's attitude towards learning and their interaction with teachers and peers. Physical Education (PE) comments are also included.

Kindergarten Assessment policy

Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for extra support.

The school uses the following forms of assessment:

- Diagnostic test - to gauge students' knowledge, skills, strength, and weaknesses beforehand.
- Ongoing formative assessment – to inform teaching on a day-to-day basis
- Monthly evaluation – to understand a child's performance at the end of a period of teaching (each month)
- Summative assessment – to understand a child's performance at the end of each term

A) Diagnostic tests

At Iqra Preschool, students who wish to enroll are required to take an entrance test. This test is designed to assess a child's readiness for kindergarten. The evaluation covers various areas including communication and language, physical development, personal, social, and emotional development, as well as literacy.

At the beginning of each school year, diagnostic tests are conducted to gauge the students' levels. For KG1, the assessment is based on the admission test, personal/social development, and physical development. KG2 diagnostic tests include academic elements such as Literacy, Numeracy, and Arabic. These tests help teachers understand the students' comprehension and skills, enabling them to build upon strengths and address specific needs. Diagnostic tests are conducted for Arabic, Literacy, Numeracy, and Reading fluency (English).

B) Formative Assessment:

At Iqra Preschool, ongoing formative assessments are utilised to evaluate the daily learning and development of children in the Early Years Foundation Stage (EYFS). Teachers interact with and observe the children to gain insights into their achievements, interests, and learning needs. This information is then used to tailor educational experiences for each child.

In kindergarten, teachers employ ongoing assessments to monitor students' growth and performance. At Iqra, these assessments include various methods:

- Teacher observation during learning centers



- Storytime activities
- Playtime observations
- Oral responses and feedback
- Comments on marked work
- General observations
- Discussions
- Critical thinking questioning
- Hands-on activities

EYFS teachers at Iqra Preschool conduct observations and assessments in specific areas, which are recorded in the monthly evaluation form at the end of each month. These areas include the prime areas of learning: communication and language, physical development, and personal, social, and emotional development. Additionally, the specific areas of learning assessed are literacy, mathematics, and understanding the world.

Each child is provided with a portfolio where samples of their work are collected. This portfolio serves as a valuable tool to demonstrate the individual progress of each child throughout the school year, showcasing their development from the beginning to the end of the year.

C) Summative Assessment:

Summative assessments are conducted at the end of each term in subjects such as Literacy, Numeracy, Arabic, and Quran. These assessments are for internal record-keeping purposes only and are used to evaluate students' foundational knowledge in each subject, as well as identify their strengths and weaknesses. This information helps us determine the areas that need to be targeted in future lessons. The assessments are administered during regular onsite lessons.

At the end of each term, parents receive their child's report. The written summaries provide information on the child's attainment level, categorised as emerging, expected, or exceeding, in various areas of learning. The reports are child-specific, concise, and informative. They help parents identify appropriate next steps and provide an overview of the child's progress in all areas of learning. The reports also include comments on general progress.

We strongly encourage parents to engage with their child's learning and development and be actively involved in the learning process. The school operates an open-door policy, allowing parents to communicate any concerns with their child's teacher. To schedule meetings with teachers, whether in-person or virtual (e.g., via telephone, online), parents should contact the school office.

Additionally, termly Parent-Teacher meetings are conducted to provide parents with an opportunity to discuss their child's progress with the teacher.



Admission Policy

➤ In-charge department

- Senior Management
- Middle Management

➤ Approvers:

- School Principal
- PTA

➤ Review Cycle

- Every three years or as needed.

Purpose

The purpose of an admission policy in a school is to establish a clear and transparent framework for the enrollment of students

Overview

Iqra English Schools consist of three schools: Preschool and Primary Schools for Boys and Girls. Our schools operate through three different locations in Doha, Qatar. The schools have an Islamic value, and we use the curriculum of England and Wales.

Our curriculum includes Islamic studies, Quran, and Qatari History, with instruction provided in Arabic. Iqra English Schools attract students from the local Qatari community as well as the international community who wish to learn in English, alongside strong Arabic language education, with a focus on Islamic upbringing.

Iqra English Schools is a selective institution focusing on academic excellence. Admission is subject to criteria that vary based on the applicant's age group and available spaces. Admission to available spots is determined through a thoughtful process, not on a "first-come, first-served" basis. We invite applicants to participate in the entrance tests, which gives us an opportunity to understand each student's unique strengths. Successful applicants will have the opportunity to secure available places or be added to our waiting list, ensuring a personalized approach to enrollment.

Waiting lists for all age groups are organised based on the school's capacity as determined by the entrance test and previous school reports.



1.1 Preschool Admission

The entrance tests consist of a social evaluation conducted by the Early Years team through working with small groups of children and encouraging them to complete simple social activities and practical tasks. Through this process, we can determine if the child is capable and ready to work in our Early Years environment.

1.2 Primary School Admission

The admission tests include evaluations that provide insight into reading, writing, numeracy, communication, and language. Assessments usually take around 40-90 minutes and are conducted with a non-refundable fee of QAR 300 per applicant.

Years	Registration Evaluation	Evaluation Time
KG1&KG2	Social Evaluation	30 mins
Y1 &Y2	Adaptive assessment that provides insights into reading, writing, mathematics, communication, and language.	40 mins
Y3 to Y6	Unified cognitive ability test along with a review of a writing sample	60-90 mins

2. Admission to Iqra English Schools follows the following steps:

Iqra Schools adhere to the guidelines issued by the Ministry of Education and Higher Education regarding the policy for student registration and admission to private schools.

2.1 Regulations and Criteria for Accepting Children of School Employees:

2.1.1 Priority for Admission: The school gives priority to children of employees for application and registration before opening admission to other students, based on available seats and passing the admission test.

2.1.2 Tuition Fees: Children of employees receive a 25% discount on tuition fees.

Due to the high demand for admission to our schools, we also prioritise the registration of siblings. Siblings are also required to pass the admission test and do not automatically reserve a place in our schools.

Admission to Iqra Schools is contingent upon providing a behavioural report from the previous school. The behavioral report is crucial when reviewing any admission application, and places are not granted on a "first-come, first-served" basis.

The behavioral report is an important part of the application and is reviewed by the principal, even if the applicant has passed the admission test. An application may not be accepted if the behavioral report from the previous school is poor. The applicant may be subject to classroom observation after the admission test. Admission may be denied based on a poor behavioural report from the previous school or dissatisfaction from classroom observation.



3. Registration Period

3.1 Registration opens according to the dates set by the Ministry of Education and Higher Education and is announced accordingly.

- Verify the student's age suitability for the grade they will be enrolling in according to the Ministry of Education and Higher Education – Qatar Admission policy, ensuring that the age is legal according to the following table:

The British curriculum and its equivalents			Years System	
Class	AGE			
	Minimum	Maximum		
		Day	Month	Year
KG1	3	29	11	4
KG2	4	29	11	5
Year 1	5	29	11	7
Year 2	6	29	11	8
Year 2	7	29	11	9
Year 4	8	29	11	10
Year 5	9	29	11	11
Year 6	10	29	11	12

Please refer to the guide for student registration in private schools in the State of Qatar. (Attached)

4. Passing the Entrance Test

The student will take an individual test under the supervision of both the Social Worker and the Vice Principal to determine their academic level. Based on the result, the parent will discuss the student's academic level. If the student does not pass the entrance test and the parent wishes to enroll their child, a support plan will be agreed upon for the student at the beginning of the school year, after the parent signs a commitment to monitor their child's academic progress and upon Principal's approval.

5. **Priority for Admission** is given to siblings after passing the admission test.

6. **Submit All Required Registration Documents**, which include:

Required Official Documents for Registration:

- Complete the Application Form.
- Student's Birth Certificate.
- Valid passports for the student and both parents (father and mother).
- Valid National IDs for the student and both parents (father and mother).
- Vaccination Card.



- Two recent passport-sized photographs of the student.
- Good conduct certificate from the previous school.
- Student's Health File.
- Academic Achievement Certificates for the last two years.

7. Regulations and Procedures for Registering Waiting Lists:

- **Children of Employees:** Priority is given to children of school employees.
- **Siblings:** Priority is given to students who have siblings already enrolled in the same school.
- **Waiting List:** Priority is based on the order of application, subject to the availability of spots at the school.
- **Timing of Registration:** will be arranged by Admin Staff
- **Application Date:** Priority is given to those who apply earlier.
- **Registration Period:** A specific registration period should be set and clearly announced.

8. Transparency:

8.1 Clear Criteria: All criteria should be announced clearly and in advance.

8.2 Explanation to Parents: Provide explanations to parents about how students are placed on waiting lists.

9. Transparency in Announcing Results:

The school must announce results transparently, whether a student is accepted or remains on the waiting list.

10. Update

10.1 Update Period:

The Waiting lists should be updated regularly, and parents should be informed of their child's status or any changes. These regulations help ensure fairness in the registration process and prevent issues related to random or disorganized registration.

10.2 Regulations and Procedures of Withdrawing a Granted School Seat

10.3 Advance Notice: Notify the guardian of the decision to withdraw the seat with a specific time frame and explain the reasons.

10.4 Reasons for Withdrawal: Such as non-payment of fees, behavioural issues, poor academic performance, or providing false information (refer to the Behaviour for Learning Policy and School Fees Policy).

10.5 Right to Appeal: Allow the guardian an opportunity to appeal and review the withdrawal decision through an independent committee.



10.6 Confidentiality and Support: Maintain confidentiality of information and provide assistance in transferring to another school (refer to the Record Keeping Policy).

10.7 Record Updates: Document the procedures and update the student's records following the withdrawal.

In the case of a student graduating, withdrawing, or transferring to another school, the parent will receive the student's school file after signing a clearance form. If the parent does not collect the student's file within three years from the date it becomes available, the file will be disposed of according to the resource management policy.

These regulations ensure transparency and fairness in the process of withdrawing school seats.

11 Policy for Filing Complaints Against Student Admission Decisions:

11.1 Purpose: This policy aims to provide a formal and transparent mechanism for parents and guardians to file complaints regarding student admission decisions.

11.2 Scope: This policy applies to all admission applications that are either rejected or accepted by the school.

11.3 Review of Decision: The guardian has the opportunity to review the reasons for the decision. This may include a meeting with the admission committee or receiving a copy of the criteria used for the decision.

11.4 Filing a Complaint: Complaints must be submitted in writing within two days after receiving the admission or rejection decision. The complaint should include details of the decision, reasons for the objection, and any supporting evidence.

11.5 Complaints Committee: A complaints and appeals committee, consisting of members with no direct involvement in the original admission decision, will review the complaint.

11.6 Review of Complaint: The committee will review all submitted documents and make recommendations. The review may include interviews with involved parties if necessary.

11.7 Final Decision: A written final decision regarding the complaint will be issued within a reasonable time frame, and it should include a clear explanation of the reasons for the decision.

12 Transparency and Communication:

This policy should be available to all parents in the school's handbook or on its website. There should be clear communication channels for follow-up. This policy provides a fair and organised framework for addressing complaints related to student admission decisions, ensuring the rights of all parties and enhancing confidence in the admission process.



Behaviour for Learning Policy

At Iqra School, we adhere to the school behaviour policy for students issued by the Ministry of Education and Higher Education.

➤ **In-charge department**

- Senior Management
- Middle Management
- Teaching Staff
- Social Workers

➤ **Approvers:**

- Heads of Department
- Vice Principal
- School Principal
- PTA

➤ **Review Cycle**

- As needed to ensure the effectiveness of the implemented procedures.

Purpose:

Pupils and staff should have high, whilst realistic, expectations both of themselves and others within the school community

Policy Aims:

- Providing a firm reference that defines the standards and procedures to be taken to create a safe, encouraging and stimulating environment for teaching and learning, adherence to school laws, and protecting students from behavioural deviation and give them confidence in themselves and their abilities.
- Familiarising students, staff and parents with the laws and regulations related to behaviour within the school and the importance of adhering to them in order to achieve self-discipline.
- Developing the relationship between the teacher and the student on sound educational foundations.
- Creating the appropriate educational environment for teachers, students and administration to achieve the objectives of the educational process.
- Increasing incidences of positive behaviours and reducing incidences of negative behaviours among students by all possible sound educational means.
- Gaining the trust of parents through standardisation of procedures, equality and justice.
- Strengthening community partnership with community institutions to inculcate positive behaviours.
- Assign supervisors and plan duties in corridors, internal and external playgrounds and toilets through shift schedules and internal circulars.



Principles

Our approach is based on the following principles:

- Creating the right learning environment promotes positive attitudes to learning.
- Children with good self esteem are more likely to experience success academically and personally.
- Children respond well to clear boundaries and high expectations.
- Children are motivated when they are involved in the learning process.
- At Iqra School, we are committed to instilling in our students the core behavioural principles and the Islamic ethos and values of being Ready, Respectful, and Safe.
- We recognise that clear expectations and predictable outcomes have the greatest impact on students' behaviour.
- Our school's behaviour policy outlines the expectations, consistent routines, and visible practices that all students and staff members are expected to follow.
- Good behaviour is acknowledged and celebrated, rather than simply rewarded. Students are praised publicly for their positive conduct, while any necessary reminders are provided privately.
- The school has three simple rules - "Be Ready, Be Respectful, and Be Safe" - which are reinforced through the school's core values of Respect, Kindness, Honesty, Responsibility, Perseverance, optimism, integrity and Teamwork. These fundamental rules can be applied to a variety of situations and are explicitly taught and modelled by all members of the school community.
- We understand that some students may have additional needs that require specialised support to help them succeed academically and behaviourally. In such cases, these students will have personalised positive behaviour plans to reinforce the school's behavioural expectations and provide the necessary interventions.
- Through this comprehensive approach to behaviour for learning, Iqra School aims to foster a positive, safe, inclusive and conducive environment that enables all students to thrive and achieve their full potential.

The pupils at Iqra Academy are encouraged to work and play within the school's rules. The rules are based on the acronym **RESPECT** which should be displayed in every classroom.

Respect other people and our school environment.

Encourage others.

Speak politely to everyone. / Stay safe

Play happily together.

Excel through our attitude to learning and work.

Care for others and be considerate.

Take responsibility for our actions.

These rules mean we should:

Respect other people and our school environment by

- ✓ treating other people as we would like to be treated



- ✓ looking after our own belongings and other people's
- ✓ taking care of our school buildings and grounds.

Encourage others by

- ✓ supporting friends and peers
- ✓ saying 'Well done!'
- ✓ being positive and cheerful.

Speak politely to everyone by remembering **STEP** and say:

- ✓ Sorry
- ✓ Thank you
- ✓ Excuse me
- ✓ Please

Play happily together by

- ✓ playing sensibly; avoid games where anyone may get hurt
- ✓ including everyone.

Excel through our attitude to learning and work by

- ✓ trying hard
- ✓ never giving up
- ✓ looking smart and being alert, ready to learn.

Care for others and be considerate by

- ✓ being kind and never hurting anyone by what we say or do
- ✓ looking after people when they are sad
- ✓ thinking about other people first, before we think about ourselves
- ✓ not fighting
- ✓ not calling people names.

Take responsibility for our actions by

- ✓ acting responsibly
- ✓ owning up when we have made a mistake
- ✓ learning from our mistakes.

At Iqra School, we firmly believe that children achieve their best when they are motivated by being involved. Staff encourages children to become self-motivated by:

- ✓ giving lots of positive feedback about their competence
- ✓ giving feedback which increases the child's perception of their future competence (feedback needs to genuinely provide information on how improvements can be made)
- ✓ providing them with challenges at just the right level so that they can exercise some autonomy in their learning



- ✓ offering them choices within their work at the right level so that it does not cause anxiety or boredom
- ✓ giving children opportunities to actively participate in setting their own goals and in evaluating their own and other people's work/responses
- ✓ providing a curriculum that inspires children to develop academically, personally and socially
- ✓ providing opportunities to work and play together collaboratively and co-operatively

BEHAVIOURAL EXPECTATIONS

- Pupils must arrive promptly to school .
- They must wear the correct uniform as published in the uniform guidance sheet.
- They should report to the reception desk immediately if they are late and they will receive a late slip which must be handed in to their teacher.
- They should enter the school by allocated doors for their year group.
- They should not bring electrical goods or other expensive items to school.
- Mobile phones are usually not permitted in school. However, if pupils have them to contact drivers or parents at the end of the day they must be handed into their tutors at the beginning of the school day.
- All devices are brought at the pupils risk and are not insured by the school. Pupils must be made aware of this by all staff.
- If a pupil is found to have an unauthorised device or item, using it outside of an authorised activity, the class teacher must confiscate it and hand it in to the Reception desk where the school secretary will phone the parent to inform them that must collect it.
- Inappropriate use of mobile phones and electronic devices will be dealt with seriously and may lead to temporary suspension or even expulsion from school
- Pupils must not chew gum (a healthy snack may be eaten at break times) and must not leave rubbish around the school.
- Pupils must queue sensibly and quietly for lessons, outside the classroom until they are invited to enter the classrooms
- They must walk quietly around the school. It is not expected that pupils will run, scream or shout in corridors or indeed in any part of the school
- Care should be taken when going up or coming down the stairs.

Roles

Staff

All members of staff are expected to:



- ✓ set a good example to children by speaking politely, dealing calmly with situations and listening to all sides of the story
- ✓ implement an agreed approach to the rewarding of good behaviour
- ✓ employ strategies that promote good behaviour
- ✓ maintain good discipline within the classroom
- ✓ motivate all children to become independent, effective learners
- ✓ provide stimulating and appropriately challenging tasks in the classroom
- ✓ negotiate class rules with the children
- ✓ take responsibility and ensure that inappropriate behaviour is dealt with effectively
- ✓ counsel children who misbehave
- ✓ apply appropriate sanctions in response to unacceptable behaviour, explaining them to the children calmly
- ✓ inform parents of any changes in their child's behaviour at an early stage
- ✓ Classroom code of conduct should be displayed in every classroom.

Parents will:

support the school's Discipline Policy

- ✓ ensure that their child(ren) attend school regularly and are punctual
- ✓ inform the school when children show differences in behaviour, or behave unusually at home
- ✓ talk regularly to the class teacher about their child
- ✓ encourage their child and take an interest in their efforts, behaviour and achievement at school

Children should:

- ✓ be familiar with the school's rules
- ✓ discuss and agree class rules

Class Rules are discussed with the children and explained at the start of each year e.g. we listen carefully to adults and to each other. We are always polite. We take care of our own property and that of other people. We ask before leaving the classroom etc.

All Staff members should be aware that

An Inhibiting Adult:

- ✓ is inattentive
- ✓ is authoritarian
- ✓ is pessimistic
- ✓ promotes dependence
- ✓ is critical

An Encouraging Adult:

- ✓ allows time
- ✓ focuses on child's thinking
- ✓ defers judgment
- ✓ stresses independence



- | | |
|----------------------------|---|
| ✓ is disapproving | ✓ is optimistic |
| ✓ acts as superior | ✓ actively listens |
| ✓ makes fun of | ✓ shows real interest |
| ✓ predetermines response | ✓ shares the risk |
| ✓ rejects new ideas | ✓ challenges learner to try out new ideas |
| ✓ lacks interest | ✓ is available |
| ✓ imposes decisions | ✓ accept child's decision |
| ✓ limits time | ✓ speculates along with learner |
| ✓ maintains fixed routines | ✓ deals as an equal |
| ✓ devalues suggestions | ✓ sees learning in mistakes |
| ✓ domineers | ✓ uses open-ended questions |
| ✓ interrupts | ✓ values linguistic play |
| ✓ is impatient | ✓ values creative ideas |
| ✓ cross-examines | ✓ Rewards |
| ✓ gives no feedback | |

Possible Menu of Rewards

Staff uses a range of rewards to promote good behaviour:

- ✓ Verbal praise from teacher.
- ✓ Sent to Phase Leader, Vice Principal, Principal with a note from teacher stating what good behaviour they have displayed to receive verbal praise from adult other than teacher.
- ✓ Star chart/ Merit chart
- ✓ Chosen to be class leader for the day, week etc.
- ✓ Name on board next to smiley face, inside a star, etc.
- ✓ End of term certificate.
- ✓ Note to parent in homework diary
- ✓ Star in homework diary
- ✓ Phone call to parent.
- ✓ Get to choose next class trip (from options provided by teacher).
- ✓ Golden Time (free choice activity for 15 minutes).
- ✓ Small gift e.g. rubber, pencil, book etc.
- ✓ Class Dojo points

REWARDS WE DO NOT USE AT IQRA

- ✓ Food, sweets and chocolates.
- ✓ Exemption from class work / homework.
- ✓ Be careful about physical contact (giving children a kiss, hug, a pat etc).
- ✓ Money or coins.

Relentless Routines



These routines, consistently seen and heard around school, will ensure all pupils are clear about the behaviour expectations of all adults:

- Pupils and adults are expected to demonstrate pride in their appearance and smartness when moving around school. Pupils and adults will adhere to agreed dress codes and ensure that they are well presented before walking to assembly, for example.
- When adults in school require the full attention of a class or group of children, they will use key phrases such as ‘eyes on me’ and / or the silent hand to signal STOP. Pupils are taught to stop what they are doing, turn to face the adult and ‘Be Ready’ to listen. This ensures a quiet and calm classroom where the teacher can address pupils at the same time.
- Similarly, adults may use the term ‘smart sitting’ indicating that children should turn themselves (and chairs as appropriate) to face a single direction. This may be combined with ‘eyes on me’ / the silent hand and ensures that children understand that they need to be actively engaged in what the adult is doing and saying.

Recognition Boards

Good behaviour is recognised sincerely through class Recognition Boards that aim to make good behaviour about relationships rather than a transactional act. The power of the group is at the core of this plan where adults notice and reward excellent behaviour that goes ‘above and beyond’.

The way in which this is applied will vary depending on the phase that children are in. The three simple rules and our values are continuously explored and explicitly taught in class, assemblies and other school experiences. This will support children’s understanding of the Recognition Board.

Above and Beyond Recognition

Children will be recognised for their good behaviour in the following ways:

- Children’s names will be moved onto recognition boards when they have exhibited the target behaviour for that day or week. The aim should always be for the whole class to get on the board in order to create the feeling of a team effort with the target chosen to reflect a behaviour which the class need to practise. A child’s name will not be removed from the board once it is on.
- Star of the Week certificates, good news postcards and positive messages via school digital platform will be sent home regularly by form teachers and members of SLT to inform parents of good behaviour. All the children will be chosen for Star of the Week at least once in the year and they are chosen skillfully to reinforce positive behaviour and attitudes.
- Merits are awarded for significant achievements. Their purpose is to celebrate and reward positive behaviour and efforts and build self-esteem. Merits can be awarded for achievement in lessons and / or for contributions to extra-curricular activities etc. Pupils who attend morning assemblies and events should be awarded one merit on every Thursday. Merits are recorded on Class Dojo and teachers are



responsible for updating the weekly records. All merits contribute to the weekly house point system, which runs throughout the year and incorporates all the House competitions.

The Interhouse Cup is presented during the morning assemblies and the winning house is recorded on the House Cup Honours Board.

The certificate levels are:

25 merits	Bronze certificate
50 merits	Silver certificates
75 merits	Gold certificates
100 merits	Platinum certificates
125+ merits	Diamond certificates

At the end of each month, the "winning houses" - designated student groups within the school - will be eligible for a significant reward. This reward is designed to recognise and celebrate the students' exemplary behaviour and active participation in both classroom and school-wide events and activities throughout the month.

Sanctions

We recognise that there is a need for sanctions in order to register disapproval as well as to ensure safety and stability in the school. Some forms of severe behaviour or disruption must always be dealt with promptly. It must be made clear what change in behaviour is required and the sanction must only be applied to those directly involved in the unacceptable behaviour. The unacceptable behaviour should be the element on which attention is focused and not the unacceptability of the pupil as an individual. Raised voices and shouting are not effective with a difficult child. This strategy usually only frightens the timid. Breaches of discipline that may require further sanctions fall within three levels:

- Initial
- Serious
- Very serious

Children are counseled carefully and where necessary, are helped to understand the potential consequences of their actions. It is our aim to make it clear to the children who misbehave, which part of the behaviour is unacceptable and stress that it is the behaviour and not the child that is causing displeasure. Children need to be given the opportunity to make amends.

Efforts should be made to establish whether there is any underlying reason for the inappropriate behaviour and any concerns that are raised with the social worker, VP, AVP and/or Principal. All staff needs to be aware of children with particular emotional or behavioural difficulties and be clear about how to deal with potential problems.



All incidents taking place in the presence of a teacher other than the class teacher, will be notified to the social worker, the class teacher and the parents. The teachers present will be responsible for handling the incident case and social worker should be fully aware of the actions taken by the teachers.

Possible Menu of Sanctions

- ✓ A frown from the teacher.
- ✓ Change of seating arrangement in class, to another group, away from friends etc. (for 1 lesson, 1 day, 1 week, etc...)
- ✓ Seated alone (**never** for extended period of time...)
- ✓ Asked to write a letter of apology at home.
- ✓ Asked to write 10 lines... "I will play nicely with my friends", "I will listen to the teacher" (note the positive word phrasing rather than "I will not hit my friends", I will not talk in class").
- ✓ Spend some time in another class (but never less than 2 year groups younger). This method of sanction can only be used once a month. Students should be sent to another class with some work to complete.
- ✓ Cancel play time.
- ✓ Cancel P.E lesson (can only be given by V.P or Principal) for misconduct/fight in PE lesson
- ✓ Not allowed to go on school trip (can only be given by V.P or Principal).
- ✓ Expulsion / suspension (can only be given by V.P or Principal).

Sanctions We Do Not Use At Iqra School

- ✓ Hitting – please note this is a dismissible offence.
- ✓ All forms of physical punishment (standing for hours, arms in air, standing outside in sun). **Please note all forms of physical punishment are also dismissible offences.**
- ✓ Verbal abuse (calling a child an idiot, a donkey etc, shouting at them).
- ✓ All forms of psychological abuse (humiliation tactics, allowing teacher – student relationship to deteriorate to level where child feels that teacher hates them, paying them no attention emotionally and academically, allowing child's friendship relations to deteriorate etc.)
- ✓ Standing outside the classroom door.
- ✓ After school detention.
- ✓ Extra homework.

Remember that what you see as a 'problem child' may in fact be closer to a 'child with problems'.

Positively Correcting Rule Breaking:

1. Body language that matches words and feelings

Don't smile or say sorry when angry; describe your feeling instead of showing it; be polite with thank you instead of please. And, never repeat a please!!

2. Dramatic pause



State pupil's name firmly; pause dramatically, repeat if necessary, when eye contact made, softly give instruction.

3. Silent gestures

Agree a private signal with child so that you need not come in strongly when a pupil forgets a rule. Try yellow – red cards to remind individuals of their need to change their behaviour.

4. Rule reminders

Relate ALL behaviour to displayed rules...find the rule that best summarises the problem; approach pupil and ask him-her to state rule; never say the rule for them!!

5. Assertive 'I'

State 'I see / want' rather than use the blaming word, 'you'.

6. Fogging

Receive message by a partial agreement, even with a that 'may be so'; 'you may be right' then restate original request.

7. When-then directions

Say 'Yes' to every request, then define the time as 'when you have... then you can... is useful with the pupil who over-reacts to any NO!

8. Future focus

Use future not past statements-questions; asking where someone should be / not where have... or what should happen next instead of why they did something

9. Active listening

Listen to the heart of the pupil rather than the mind: hear the pupil's feeling and respond to that instead of the words... then, when pupil is calmer, confront the issue.

10. Take-up time

Give instruction then turn away to allow child to do it without duress; beware the 'I'm waiting' confrontation which forces a pupil to save face.

11. Cool off time

Leave time for feelings to be dealt with; establish a cool off procedure if you know you have pupils who flare or deliberately pretend to flare and then defer to best time and place.

12. Take away – give back

When you ask a child to stop something, state what you want from them instead and strengthen this with the fair known consequence of non-co-operation. Not a threat!!

13. Choice direction

Identify three realistic choices and consequences; then let student choose / carry through or ask pupil for their three and then you choose.



Examples of some possible problems

1. Bad language
2. Hitting and fighting
3. Showing disrespect to school property
4. Disturbing a class
5. Exchanging of items such as cards and toys between students
6. Bringing mobile phones to school
7. Racism and Religious issues
8. Bus incidents

Note: See Social worker's manual for detailed course of action on possible problems

Stepped Sanction

1. TALK through the behaviour identified as unacceptable with the child so that the child is aware that there is a problem and that the behaviour is unacceptable. Take the child to a side rather than speak to him/her in front of the class. Use phrases such as 'This behaviour does not suit....or 'I'm not very happy with....'. Inform the student that continued misbehaviour will result in parents being informed.
2. Check the child's file for any history.
3. Model good behaviour to try to rectify the issue and to provide clear alternatives and guidance as to what the child should be aiming at.
4. Exhaust all possible POSITIVE behaviour management strategies (refer to rewards). Use, where necessary, of sanctions starting with the lowest sanction (refer to sanctions) and gradually escalating.
5. Teacher can write to the parents through school digital platform if the misbehaviour continues.
6. In case of continued misbehaviour after the verbal warning, the teacher will record the incident in the class incident record book after 3 consecutive incidents.
7. If misbehaviour continues, and three incidents get recorded in the class incident record book, the teacher will write an incident report and send to the social worker.
8. The Social Worker will take one of the actions as follows, depending on the severity of the case.
 - Counseling the student
 - Ask the student to sign a pledge
 - Cancel play time/trip (refer to sanctions) after approval from V.P or Principal
 - First written warning: Student will be issued a warning letter after recommended by the Social worker and approved by the V.P or Principal
 - Second written warning: Student will be issued a warning letter in case of continued misbehaviour, recommended by the Social worker and approved by the V.P or Principal
 - Exclusion: The student can be excluded (external/internal) from the school for up to five days only after approval from the Principal/VP. In case of internal exclusion the student should be



supervised by a staff at all times and be engaged in suitable work that will be documented and shared with the parents.

It is very important that any incident that happens should be recorded, either in the class incident record book or by the Social Worker. The parents should be informed at every stage.

Initial breach of discipline (examples of incidents)

- Poor language
- lying (in minor cases)
- repeated failure to complete set work (including homework)
- repeatedly not bringing in the correct equipment • repeated interference with the work of fellow pupils
- repeatedly arriving late to lessons/ school
- damage to school property (Incident Report)
- misbehaviour in the dining room
- misbehaviour at break times
- misbehaviour in locker areas, corridors or staircases
- use of mobile phones or/and MP3s when not permitted
- repeated failure to wear the correct school uniform

Serious cases

- significant damage to school property
 - insolence towards staff or staff representatives
 - leaving school without permission and missing classes
 - physical aggression (even in self-defence), rudeness or lack of respect
 - bad language directly addressed towards staff
 - intimidating or threatening behaviour
 - minor theft
 - racist or sexist comments
 - continued failure to complete school work (including homework) • psychological/ emotional bullying
 - accessing banned online platforms in school
- Further action taken: Copy of Written Warning sent to parents, phone call to parents, withdrawal of privileges, contract with parents, Report Form for extended period, internal suspension.

Very Serious Breach of Discipline that may lead to expulsion

Issue of very serious or Final Written Warning (external suspension could follow investigation)

- 3 serious breaches of discipline – previous Written Warnings
- direct insults to members of staff (including ancillary staff)



- direct racist, cultural or religious insults
- significant theft
- serious bullying
- serious physical aggression
- major and prolonged failure to carry out schoolwork despite previous intervention
- possession of banned substances or other such substances and weapons that could potentially cause harm to others in school (e.g. Knives)
- possession of materials either written or visual that could cause serious offence
- Taking images or videos of pupils or staff without written permission from the pupils or staff member
- Serious Cyber Bullying in any form

Action taken:

The specific action will be determined by the Head of Section and the Headteacher.

Usual **action** will be:

First very serious breach - meeting with parents, official warning , internal or external suspension, contract with targets with timescale.

Second very serious breach

Expulsion Given the seriousness of any indiscipline, the principal/headteacher may exercise her right to impose suspension or expulsion immediately once the MOEHE has been contacted and informed.

Our detailed behaviour policy guidelines have been adopted from the MOEHE behaviour policy document.

Please see the attachment for a list of violations and the persons responsible for enforcement.

Behavioural Awareness Programs:

- 1- sharing the behaviour policy with parents through multiple means (website - Edunation – emails- parent's handbook)
- 2- Introducing the policy through the introductory meeting at the beginning of each term.
- 3- Introducing the code of conduct to all stakeholders through periodic meetings and introductory meetings and including it in the staff handbook and the parents' handbook.
- 4- Organising an awareness week for students at the beginning of the school year.
- 5- Awareness posters and signboards throughout the School walls.
- 6- Activating the role of students Council and scouts in behavioural awareness.
- 7- Activating community participation with the competent authorities such as the Community Police, Aman Centre and Ministry of Awqaf.
- 8- The social worker makes periodic visits to classes.



The School Behaviour Policy

School behaviour policies 2024 – 2025

Rights and responsibilities of the student	Behaviour violations	Actions of the school
The responsibility for my learning by attending school regularly and punctually.	Misconduct relating to absenteeism and punctuality: ✗ Leaving class without permission of teacher. ✗ Persistent late-coming or frequent early exits from school.	• Record attendance on school platform • Automated notification to parents from school platform • Attendance alert • Request meeting with parent • Temporary exclusion from school
The right to quality education.	Misconduct relating to classroom behaviour: ✗ Leaving the classroom for prolong periods of time. ✗ Not maintaining good behaviour: not being well-mannered, disciplined, cooperative, attentive and/or responsive.	• Verbal warning • Demerit • Written warning in incident report book • Counselling by Social Worker • Parental contact and/or meeting with parent
The responsibility not to disrupt or interfere with other students' right to an education or the teachers' duty to educate.	Misconduct relating to schoolwork and activities: ✗ Incomplete tasks and/or assignments on the due date ✗ General uncooperativeness and/or being willfully obstructive ✗ Poor application to studies, schoolwork or assignments. ✗ Unreasonable and unexplained refusal to attend or participate in school activities	• Verbal warning • Demerits • Written pledge from the student and parent • Request meeting with parent • Written warning in incident report book • Temporary exclusion from school <i>Refer to Possible Menu Of Sanctions</i>
The responsibility to maintain school and personal neatness	Misconduct relating to uniform, school and personal neatness: ✗ Tardiness or littering ✗ Failure to have the correct learning materials during lessons ✗ Poor grooming, unhygienic personal habits and improper use of school facilities or ablutions ✗ Hair, dress or apparel that is not in accordance with school standards or rules	• Verbal warning • Demerits • Written pledge from the student and parent • Request meeting with parent • Written warning in incident report book • Temporary exclusion from school



	× Eating or drinking during class or school events / activities when not permitted.	
The right to a safe school environment. The responsibility to adhere to school safety procedures and order .	Misconduct relating to disruption of school safety procedures and order: × Bullying × Bad language × Hitting and fighting × Showing disrespect to school property × Disturbing a class × Bringing prohibited items to school (e.g. mobile phones and electronic devices, toys, knives etc...) × Racism and religious issues × Bus incidents	• Written warning in incident report book • Incident report by Social Worker • Investigation by Social Worker • Social Worker Guidance and Counselling • Written pledge from the student and parent • Request meeting with parent • Confiscate the item and return only to parent • Temporary exclusion from school • Expulsion / Informing the police (after following all protocol of the school and guidance from the MOEHE - depending on severity of the case)
The right to express religious beliefs and engage in religious practices while attending school. The responsibility to adhere to school guidelines regarding prayer.	Misconduct relating to prayer time: × Being late for Salah × Fighting and misbehaving inside the bathrooms during wudhu × gaging in loud or disruptive behaviour during Salah, such as talking loudly, moving around excessively, or creating noise that disturbs others. × purposefully disrupting Salah prayers of others, such as interrupting prayers, making distracting noises × being late for the lesson following prayer time	Supervising teacher/s will take the following actions: • Verbal warning • Demerits • Written pledge from the student and parent • Request meeting with parent • Written warning in incident report book • Referral to scioal worker
The right to be protected from bullying. The responsibility to be a friend, not a bully. 	<i>A repetitive and deliberate act of physical, verbal, or emotional harm towards another student, including but not limited to teasing, exclusion, harassment, intimidation, or spreading rumors</i> Misconduct relating to bullying: × Name-Calling: Calling other kids mean names or using hurtful words. × Exclusion: Not allowing certain kids to play with a	Consequences should be linked to level of severity. • Written warning in incident report book • Incident report by teacher/Social Worker • Investigation by Social Worker • Social Worker Guidance and Counselling • Notification to the family of student's bullying • Meeting with the family • Agreement with the family on the task to be done at home, such as creating a bullying-prevention poster



	group or excluding them from activities. × Pushing/Hitting: Physical aggression like pushing, hitting, or kicking others. × Taking/Tripping: Taking belongings or tripping others intentionally. × Mocking: Laughing at or making fun of someone for how they look or what they do.	• Temporary exclusion from school • Expulsion / Informing the police (after following all protocol of the school and guidance from the MOEHE - depending on severity of the case)
The right to be transported safely to and from school. The responsibility to follow all rules and protocols of using school transportation. <i>Students are encouraged to report any misconduct they may witness to bus supervisor or social worker.</i>	Misconduct relating to use of school transportation: × yelling, or making excessive noise that distracts the driver or disturbs other passengers. × ignoring or refusing to follow the rules set forth by the bus driver or school, such as remaining seated while the bus is in motion, keeping the aisles clear, or wearing seatbelts if provided. × verbal or physical harassment of other students, such as teasing, name-calling, or physical intimidation. × damage the bus or its interior, such as writing graffiti on seats, kicking or scratching surfaces, or breaking windows. × refusing to cooperate with the bus driver or other supervising adults, such as ignoring instructions, arguing, or being defiant. × bringing prohibited items onto the bus, such as toys, knives, mobile phones.	In accordance with school policy, the following actions will be taken in response to student misconduct on the school bus: • an incident report will be completed to record details of the misconduct for review and appropriate action. • the student will be required to provide a written commitment affirming their understanding of the rules and their pledge to adhere to them in the future. • parents or guardians will be contacted to discuss the incident and collaborate on addressing the behaviour. • the student will be held accountable for any damages caused to the bus or its property and may be required to cover the associated costs. • parents or guardians will be requested to sign a written agreement confirming their support in ensuring their child's compliance with school bus rules and policies. • a written warning will be issued to the student, indicating that further misconduct may result in their temporary removal from the bus. • depending on the nature and severity of the misconduct, the student may face temporary suspension from riding the school bus for a designated period. • in cases of repeated or severe misconduct, the student may face permanent suspension from bus transportation services, necessitating alternative transportation arrangements.



School Behaviour policies for online Learning 2024–2025

Behaviour violations	Actions of the school	Person in charge of Implementation
Initial breach Creating chaos and interrupting the teacher on the education platform.	Violation for the first time. Alert the student on the education platform not to repeat the violation	Teacher
	Repeat the violation for the second time - Communicate with the parent by phone - Student's apology to the offended party - Study the student's case and provide treatment plans.	Social worker
	Repeat the violation for the third time - Requesting the for the student and parent to attend to school. - Take a written pledge on the student and parent. - Create awareness about the Behaviour policy	
	Repeat the violation for the fourth time or more: - Blocking the student from accessing the education platform for three days. - Notify the parent of the violation and the procedure.	Behavioural Evaluation Committee
Serious Not submitting the homework and posted activities on the education platform at the specified time.	Violation for the first time. Alert the student on the education platform not to repeat the violation	Teacher
	Repeat the violation for the second time - Communicate with the parent by phone - Electronic pledge for the student. - Study the student's case and provide treatment plans	Social worker
	Repeat the violation for the third time - Requesting for the student and parent to attend to school. - Take a written pledge on the student and parent. - Guidance and counseling/send academic alert	
	Repeat the violation for the fourth time. Refer the student to the school admin to take the appropriate decision.	Behavioural Evaluation Committee
Serious Arguments among colleagues across the education platform.	First time offense - Deleting inappropriate materials after documentation. - Communicate with parents - Alert the student on the education platform not to repeat the violation - Student's apology to the offended party	Teacher
	Repeat the violation for the second time - Record the minutes to prove the violation. - Request for the student and parent to attend to school.	Teacher Social worker



	• Take a written commitment pledge to the student and parent. • Student's apology to the offended party. • Study the student's case and provide treatment plans.	
	Repeat the violation for the third time • Record the minutes to prove the violation. • Blocking the student from accessing the education platform for three days. • Notify the parent with the violation and procedure.	Teacher Social worker
	Repeat the violation for the fourth time: • Report to prove the violation. • Refer the student to the Student Counseling Department. • Temporary blocking for the student account. • Notify the parent with the violation and procedure.	Social worker Behavioural Evaluation Committee
Very Serious The student's refusal to implement the administrative procedures issued against him.	First time violation: Communicate with the guardian: • Applying the administrative procedures issued against the student, which he refused to implement.	Social worker
	Repeat the violation for the second time: • Study the student's case and provide treatment plans. • Request for the student and parent to attend the school. • Taking a written pledge to the student and parent not to repeat the violation.	
	Repeat the violation for the third time: • Temporary blocking for the student account. • Notify the parent with the violation and procedure.	
	Repeat the violation for the fourth time • Refer the student to the competent authority (Student Counseling Department)	
Very Serious Misbehaving with teachers / administrators on the education platform.	Violation for the first time: • Report to prove the violation. • Deleting inappropriate materials after documentation. • Notify the parent of the violation. • Student's apology to the offended party.	Teacher Social worker
	Repeat the violation for the second time: • Report to prove the violation. • Deleting inappropriate materials after documentation. • Study the student's case and provide treatment plans. • Request for the student and parent to attend the school. • Taking a written pledge on the student and parent not to repeat the violation.	
	Repeat the violation for the third time: • Report to prove the violation.	Behavioural Evaluation Committee



	• Refer the student to the Student Counseling Department. • Temporary blocking of student account. • Notify the parent of the violation <u>and procedure</u>.	
Very Serious Innappropriate use of the education platform: • Posting inappropriate photos. • Using another account.. • Taking photo for one of the parties ... etc	Violation for the first time : • Report to prove the violation. • Delete inappropriate materials after documentation. • Request for the student and parent to attend the school. • Taking a written pledge on the student and parent not to repeat the violation. • Study the student's case and provide treatment plans. • Refer the student to the Student Counseling Department.	Teacher Social worker Behavioural Evaluation CommitteeIT
	Repeat the violation for the second time • Report to prove the violation. • Delete inappropriate materials after documentation. • Refer the student to the Student Counseling Department. • Temporary blocking of student account.	Teacher Behavioural Evaluation CommitteeIT

Important Information for Parents and Students:

- Parents must promptly update the school administration with any changes to their address, telephone number, or medical records.
- Students are expected to be punctual for the bus to avoid delays for other students.
- Students are required to maintain regular haircuts.
- Students are encouraged to bring healthy food items such as milk, fruits, vegetables, dates, and cheese to school.
- Birthdays are not celebrated in school.
- Students must maintain personal hygiene, including changing their uniform, grooming their hair and nails, and changing socks daily.
- Students are advised to carry a bottle of water with them at school.

This policy is designed to promote a positive learning environment and encourage responsible behavior among students.

If parents wish to file a **complaint** regarding the school's management or operations, they can refer to the school complaint policy. This policy outlines the proper channels and procedures for parents to voice their concerns and have them addressed by the school administration.



The school typically have a well-defined counseling procedure in place to support the holistic development and well-being of students. The school counseling procedure generally encompasses the following key elements:

- Referral Process:
- Initial Assessment:
- Counseling Intervention:
- Ongoing Monitoring and Support:
- Confidentiality and Record-Keeping:
- Referral to External Agencies:

Attendance/ Late Arrivals/ Early Exits and Collections Policy:

Attendance:

Teachers have the responsibility to promote regular class attendance and he/she will inform Parents/Guardians when an attendance problem exists. Teachers also will explain to students that every absence is a concern since every class, lesson, and activity is important in the learning plan of each course. Learning is maximized and desirable behaviour patterns are developed when a student attends school regularly and arrives in classes punctually. Absences are either approved (usually for medical purposes only) or not approved. Please note that for reporting purposes all absences are counted regardless of them being approved or not approved. The symbols used are as follows:

- Present: back slash /
- Absent : a circle, ○ and in case of medical leave, (M)
- Late: a circle with a L in it (L)

Attendance is formally documented on the school's digital platform. When a student is recorded as absent or late, their parent(s) or guardian(s) receive a notification through the platform. This formal system allows the school administration to maintain accurate attendance records and promptly communicate any attendance irregularities to the relevant families.

Late arrivals and collections :

1. Children can start arriving in at 6.45 a.m. The school day begins at 7.00 a.m. Ideally, the children should be in at 6.45 a.m. so they can prepare for the school day. They need to put away their jackets, lunch boxes and get settled with all their equipment and books ready for the start of the day.
2. The registers are taken at 7.00 a.m. Any student arriving after 7:00a.m is considered late. If a bus rider comes late, due to some problem with the bus, he/she should not be marked as late.
3. Those children who arrive after 7.10 am must be accompanied by a Parent/Guardian to the office to be signed in and fill out the late arrival slip. Students are not permitted to sign themselves in, nor are they permitted into class without the authorisation given by the administrator.



4. Children need to be collected from school on time. The school doors will be locked at 2.30 pm. Staff and admin secretary on duty should fill the Late Duty procedure Book before signing out. Parents should also note that after 3:30 pm there is no teaching or admin staff left in the building and students will be kept with the male security guards at their own risk. At 4:30 or beyond that point, there is no staff left whatsoever and any child still in the school at 4:30 will be taken to the Family Consulting Centre or the nearest police station.
5. In case of student frequently collected late, social worker will call and advise the parents.

Time is a very valuable and important concept which we need to nurture and develop within our children. The importance of punctuality and time management is essential if we want our children to be successful individuals.

Early Exits

1. Early exits are not allowed and students are expected to be in during school hours. Any exit before 1:40 p.m for the primary students.
2. Parents/Guardians are required to fill an Early Exit Form which should be signed by V.P or the school heads.
3. The early exits that are not approved are counted and mentioned in End of Term Report.

Note:

The school administration monitors the attendance on a monthly basis. A notification is sent in case of 2 or more not approved absences, late arrivals or early exits in a month. Parents will be called in to school to meet with the head if there are 2 late arrivals or early exits within 6 weeks. Social workers will issue Attendance Alert letter to parents in case parents fails to follow the school Attendance/ Late Arrivals/ Early Exits and Collections Policy.

The principal has the authority to determine whether a student with less than 80% attendance is permitted to participate in assessments. This decision is made based on the student's overall attendance record and their individual circumstances. The principal exercises this right in order to uphold the school's academic standards and ensure fairness in the assessment process.

If a student misses an assessment due to the principal's decision based on their attendance record or any other valid reason, they may be required to repeat the academic year. This policy regarding student promotion is in place to maintain the school's academic standards and ensure that students have the necessary knowledge and skills to progress to the next grade level. Please see the school retention policy

Absences:

The school should follow up any absences to:

- ✓ ascertain the reason
- ✓ ensure the proper safeguarding action is taken
- ✓ identify whether the absence is approved or not
- ✓ identify the correct code to use before entering it on to the school's electronic register



Academic Support Policy

- **In-charge department**
 - Middle Leadership team
 - Subject Teachers / Class Teachers
- **Approvers:**
 - Vice Principal
 - PTA
 - Principal
- **Policy Review Cycle:**
 - Every 1 year or according to changes

Purpose

The purpose is to provide a comprehensive and inclusive framework for addressing the academic, social, and emotional needs of students who require additional assistance. Iqra English School offers different programs of support to help the students reach their potential and achieve better understanding of the curriculum.

The Policy Includes the following:

1. Student Assessment and Identification
2. Support Criteria
 - 2.1 Probation list.
 - 2.2 Diagnostic Test.
 - 2.3 External exams results.
 - 2.4 Teachers' recommendation
- 3 Individualised Support Plans
- 4 Collaborative Approach
- 5 Continuous Monitoring and Evaluation:
- 6 Support Classes Procedure
- 7 Role of Parents
- 8 Role of Students
- 9 Differentiation
- 10 Important Notes
 - 10.1 Diagnostic tests
 - 10.2 Group work/ Teamwork
 - 10.3 Inclusive Participation
 - 10.4 Equal Opportunities
 - 10.5 Boosting Confidence and Belonging
 - 10.6 Collaboration and Peer Support:
- 11 . Support Data Process



11.1 Confidentiality:

11.2 Data Protection

11.3 Informed Consent

11.4 Data Retention and Disposal

11.5 Parental Access and Transparency

11.6 Staff Training and Awareness:

Academic Support

Iqra School provides targeted English, Mathematics, and Arabic language support to students who require additional assistance and specialised care. The process of identifying and diagnosing these students involves a collaborative effort between the school's academic support team and the school management.

The support system is structured around the following criteria and procedures:

1. Student Assessment and Identification:

The academic support team, comprising subject-matter experts and learning specialists, conducts comprehensive assessments of students to identify their specific learning needs and challenges. These assessments include standardised tests, diagnostic tools, classroom observations, and feedback from teachers.

2. Support Criteria:

The school has established clear criteria to determine which students are eligible for the English, Mathematics, and Arabic language support programs. These criteria consider factors such as academic performance, language proficiency, learning disabilities, and overall educational development.

Our Support System includes all students who are identified in the following:

2.1 Probation list.

This list includes all students who failed to achieve 50% in Term 3 result, these students will be on support for the following academic year.

2.2 Diagnostic test.

This test is conducted to identify low level students; our Academic Support Teachers designed these tests based on our school curriculum objectives and standards. The test is conducted at the beginning of the year; any student who failed to achieve less than 50% will be on support in Term 1.

2.3 External exams results.

The results of this test give us clear and detailed data of word recognition, word decoding, reading, comprehension and mental maths skills; any students whose results marked below their reading or mental math age will be on support

2.4 Teachers' recommendation

Academic support teachers ask the teachers to recommend some students who are not performing well in the class as a referral and these students will be on support until they demonstrate good progress.

3. Individualised Support Plans:



Based on the identified needs, the academic support team develops personalised support plans for each student requiring additional assistance.

These plans outline the specific interventions, teaching strategies, and resources that will be utilised to address the student's learning gaps and enable their academic growth.

4. Collaborative Approach:

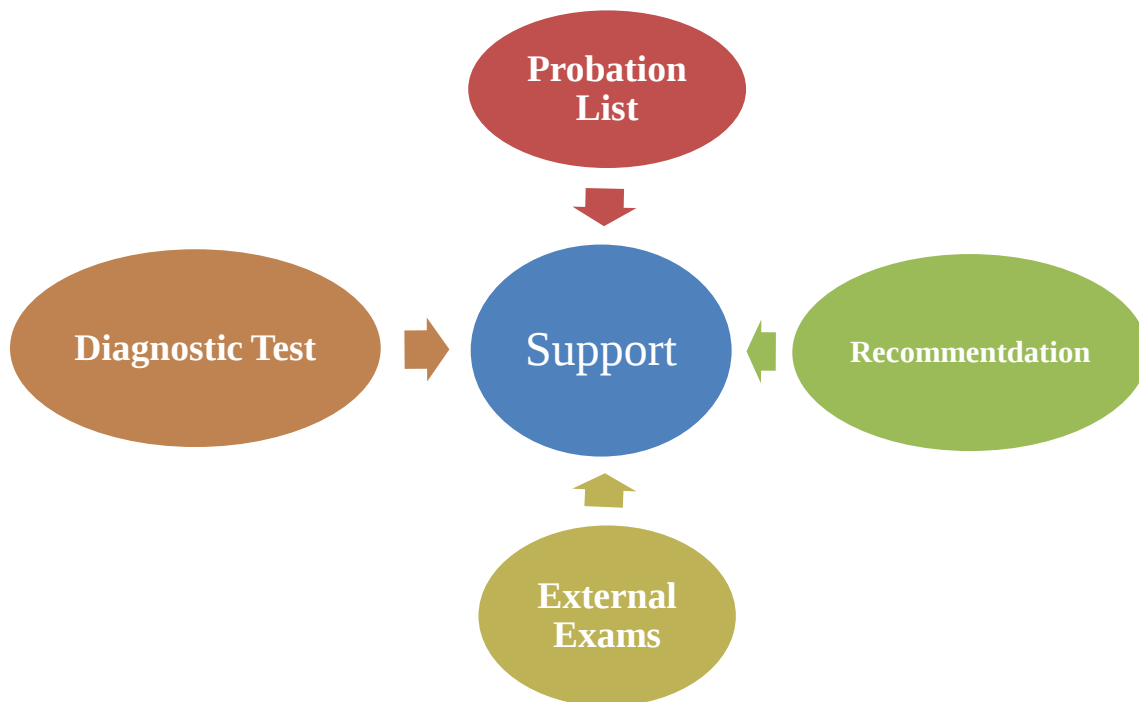
The academic support team works closely with the school management to ensure a cohesive and well-coordinated approach to providing the necessary support.

Regular meetings and discussions are held to review student progress, assess the effectiveness of the support programs, and make any necessary adjustments.

5. Continuous Monitoring and Evaluation:

The academic support team closely monitors the progress of students receiving the targeted support, regularly evaluating the effectiveness of the interventions. Adjustments to the support plans are made as needed to ensure that the students' learning needs are continually met. By implementing this comprehensive approach to identifying, diagnosing, and providing specialised support, Iqra School aims to empower its students to overcome their academic challenges and achieve their full potential in English, Mathematics, and Arabic language.

Please see figure 1 attached below:



6. Support Classes Procedure

6.1 after collecting all the required data and finalising the support list, the support teachers start to assign the students into small groups. The groups typically have 3 to 4 students in each support class. Once the grouping of students is complete, the timetable is built, and class allocations are made to initiate the support classes.



- 6.2 The support teachers then issue and send letters to parents, informing them that their children will be receiving targeted support for the current term.
- 6.3 The support lessons can be conducted either within the students' regular classes or in separate support classes, depending on the students' levels and specific needs.
- 6.4 Once the support classes commence, the support teachers closely monitor and track the students' performance. They write a monthly report, analyse the students' results after each assessment, provide their comments and recommendations, set targets, and communicate with parents to improve the students' performance.
- 6.5 The support teachers collaborate with parents, classroom teachers, and social workers to develop a well-prepared plan that would assist the students in their academic and personal growth.

Students can be removed from the support program in the following cases:

They demonstrate good progress in assessments, allowing them to be independent and return to their regular classes. Parents may send a written request to have their child withdrawn from the support class. In addition to that, the student exhibits poor behavior and disrespect towards the support class.

It is important to note that the support list is regularly updated after assessments to include any students who have fallen behind and require additional support.

The parents and students play a crucial role in the support system implemented by Iqra School. Their involvement and collaboration are essential for the success of the program. Here's an overview of the roles and responsibilities of parents and students:

7 Role of Parents:

- Engagement and Communication
- Cooperation and Collaboration
- Reinforcement at Home
- Monitoring and Feedback

8. Role of Students

They exhibit good behavior and discipline, contributing to a conducive learning environment. By working in close partnership, parents and students contribute to the success of the support program, enabling students to overcome their academic challenges and achieve their full potential.

- Active Participation
- Commitment and Responsibility
- Communication and Feedback
- Positive Attitude and Behavior

9. Differentiation

At Iqra English School, we believe that differentiation is very crucial and engaging different learning profiles in the classroom can be challenging. It is the key for an equitable and positive school experience for all our students, practicing how to do it will help make it second nature and help you provide the best education possible for your students.



There are many points that we take into our consideration to assure differentiation school/ classroom environment;

Setting up our classroom to have varied learning areas; a variety of opportunities for students to explore their developing skills playfully. We choose our material carefully that have more than one way to be used and children who are engaged with these materials.

To carefully select the materials, to fit the students' specific developmental levels. The teachers consider finding themselves playing, shifting how they speak, what questions they ask, and how they model using the materials based on the child needs.

Adjust or change the lesson and its goals based on the specific needs of the learner as a key to have a productive school environment.

10. Important Notes

10.1 Diagnostic tests

At the beginning of term 1, a Diagnostic Test is conducted which is a form of pre-assessment where teachers can evaluate students' strengths, weaknesses, knowledge and skills. The teachers are working on knowing the level of their students so that they can effectively differentiate them. Based on the test's result, the teachers modify the weekly plans, choose activities, themes, even books so that they will better engage the children in the classroom.

10.2 Group work/ Teamwork

The focus of a whole group lesson in the school is not only on learning facts; it is also about building community, giving our students a chance of participating in a group. Differentiation in this setting is more about realistic expectations and helping students succeed.

Keeping in our mind all precaution and measurement to avoid the spread of COVID - 19 our teachers are providing activities that do not have a right or wrong outcome.

10.3 Inclusive Participation

Iqra School's support policy encourages students receiving additional support to actively participate in all school events, activities, and clubs. These students are provided with equal opportunities to engage in the school community alongside their classmates.

The support policy promotes the inclusion of students receiving targeted support in all aspects of school life. These students are actively encouraged to participate in various school events, such as sports competitions, cultural festivals, and academic competitions, without any discrimination or exclusion.

10.4 Equal Opportunities

The school ensures that students receiving support have the same opportunities as their classmates to join school clubs, societies, and extracurricular activities.

They are not barred or limited in their participation based on their academic or support program status.



10.5 Boosting Confidence and Belonging

Encouraging inclusive participation helps to build the confidence and self-esteem of students receiving support. It fosters a sense of belonging and integration within the school community, which can positively impact their academic and social progress.

10.6 Collaboration and Peer Support

The inclusive approach allows students receiving support to interact and collaborate with their classmates, facilitating peer learning and support.

This interaction can contribute to a better understanding and acceptance of diverse learning needs among the student body.

11 . Support Data Process

At Iqra English Schools, we believe that all students should be supported according to their needs and that's how we design special or individual support program that help our students improve and develop their skills.

After identifying the strength and weakness points of each child, the teacher will plan a support program which called “The **Support box**”; the support box will be used by the teacher's assistant under the supervision of the classroom teachers to offer more resources and material that is suitable for the support students.

There are few steps to be followed to assure the effectiveness of this program;

- Teachers monitor closely her students through class observation, homework, monthly evaluation
- Follow up on their progress
- communicate with parents regularly
- Assess her plans and adjust them if needed
- Students should be aware from where they have started and what are the progress that they have achieved

Maintaining the privacy and data protection of students is a critical aspect of the support programs implemented by Iqra School. The school has established comprehensive policies and procedures to ensure the confidentiality and security of student information. Here's a brief overview of the privacy and data protection measures in place:

11.1 Confidentiality:

11.1.1 The school has a strict confidentiality policy that governs the handling of student information related to the support programs.

11.1.2 Access to student records and counseling notes is limited to authorised personnel, such as the support teachers, school counselors, and school management.

11.2 Data Protection

11.2.1 The school has implemented robust data protection measures to safeguard the personal and academic information of students enrolled in the support programs.



- 11.2.2 All student data is stored securely, either in physical files or in password-protected digital systems, with limited access rights whenever needed.

11.3 Informed Consent

- 11.3.1 Parents are required to provide informed consent before their child's enrollment in the support programs.
- 11.3.2 The consent form outlines the details of the support services, the data collection process, and the measures taken to protect the privacy of the student.

11.4 Data Retention and Disposal

- 11.4.1 The school has clear guidelines on the retention and disposal of student data related to the support programs.
- 11.4.2 Student records are kept for a specified duration, as per the school's policies and applicable regulations, and are securely destroyed or archived when no longer needed.

11.5 Parental Access and Transparency

- 11.5.1 Parents have the right to access their child's records and information related to the support programs.
- 11.5.2 The school maintains transparency by providing parents with regular updates and progress reports on their child's performance and participation in the support programs.

11.6 Staff Training and Awareness

- 11.6.1 The support teachers and school staff involved in the programs are trained on the importance of data privacy and the proper handling of student information.
- 11.6.2 They are made aware of the school's data protection policies and procedures to ensure compliance and maintain the trust of students and parents.



Child Protection Policy

- **In-charge department:**
 - School Management
 - Middle Leadership Team
 - Specialists
- **Approvers:**
 - Principal
 - PTA
- **Review Cycle:**
 - 1 Year

Purpose: The purpose of a child protection policy is to ensure the safety and well-being of children who are involved with or interacting with an organization, such as a school, daycare, youth group, or other children's program.

1- Aims and Principal

Our policy applies to all staff, Governors and volunteers working in the School. The main aims of our policy are:

- ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- establishing a safe environment in which children feel secure, learn, are encouraged to talk and are listened to.
- raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- supporting pupils who have been abused in accordance with his/her agreed child support plan.
- contributing to the well-being of children by securing their protection from abuse, in partnership with parents, enabling them to maximise their parental responsibility (except where to do so would be inconsistent with the duty to safeguard and promote the welfare of the child)
- working closely with other agencies as necessary (e.g. The Ministry for Education and Higher Education, Police, healthcare professionals including Sidra Hospital, Educational Welfare Services)
- ensuring that all staff are aware of the different forms of abuse and the correct procedures to follow if abuse is suspected. We recognise that because of the 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 listened to.
- ensure that teachers know that it is their responsibility to form positive relationships with pupils.
- ensure children know that there are adults in the School whom they can approach if they are worried.
- include opportunities in the Global Perspective curriculum for children to develop the skills they need to recognise and stay safe from abuse.

2- Organisation and management The School will:

- ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the staff responsible for child protection and their roles.
- ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- ensure that parents have an understanding of the responsibility placed on the School and staff for child protection.
- develop effective links with relevant agencies and co-operate as required with their enquiries.
- keep written records of concerns about children, even where there is no need to refer the matter immediately.
- ensure all records are kept securely; separate from the main pupil file.
- develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- ensure safe recruitment practices are always followed. We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The School may be the only stable, secure and predictable element in the lives.

The School will endeavour to support the pupil through:

- the content of the curriculum.
- the School's 'Behaviour for Learning Policy' - which is aimed at supporting vulnerable pupils in the School. The School will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- the School ethos and values that promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- ensuring that, when a pupil on the child protection register leaves, their information is transferred (when appropriate) to their new school.

3. Visitor procedure

- Visitors to the school must report to Security in reception on arrival at the school. The Security staff will then direct visitors to a sign that clearly shows our expectations of visitors to the school (this sign is on display upon entrance into the building).



- Please note that a visitor is defined as any person seeking to enter the school who is not an employee of the school or a pupil currently enrolled at School. Having received a form of ID and logged the visitor's name, arrival time and purpose of visit, the Security staff then issue all visitors with a visitor's pass.
- The visitor's passes are attached to a blue lanyard.
- All staff, including the peripatetic teachers, have their IDs attached to a red lanyard. Visitors should then go straight to Reception and await the person that they have come to meet with.

Child Protection is the responsibility of all staff.

- It is our expectation that a member of staff should politely approach and question any person wearing a lanyard that is not clearly with a member of staff whilst on site (beyond Reception).
- If necessary, the visitor should be accompanied back to Reception to await the member of staff that they have come to visit.
- All visitors should be reminded to clearly wear their passes if not doing so. If you are being visited by somebody and that person is not clearly displaying their visitors pass, then it is your responsibility to ask that person to do so.
- If a person is found on site without a pass then they should be brought to Reception by the member of staff that has encountered them, Security should be immediately notified, and the member of staff should remain with the person until Security arrive. We expect all staff to be vigilant of visitors to the school. We also expect all staff to wear their IDs when in school.

4. Monitoring and evaluation

Our Child Protection Policy is monitored and regularly reviewed by the Senior Leadership Team and the Governors. It is reviewed regularly to ensure it is both effective, in line with latest and best UK practice, and that it considers local cultural issues and legal requirements.

5. Child protection procedures

All members of staff work to protect the welfare of children and parents are also expected to be vigilant. Employees have a duty to report, to the relevant CPO, concerns relating to the welfare of the children in its care, should they feel a child is at risk from abuse.

It may also be necessary to inform the Society for the Protection of Women and Children in Qatar (this will be decided after consulting the CEO).

When communicating a child protection concern to one of the CPOs it should be emailed to the CPO and to nobody else, i.e. Form Tutors and Heads of Year should not be included in the email.

All emails regarding pupils in any capacity should never have the pupil name in the subject. This is to prevent email notifications containing pupil names appearing on whiteboards.

Furthermore, Edunation should not be displayed on the whiteboards as it often contains sensitive information. All members of staff should be alert to the fact that any pupil may suffer abuse and recognise their responsibility towards the protection of that child.



Child abuse may be defined as any situation where a child has been the victim of physical, emotional or sexual abuse on the part of the parents, guardians or any other person having legal custody of the child. On occasions a child may be the victim of such abuse from a person with no apparent link. Diagnosing abuse is extremely difficult but there are a number of indicators that may alert staff and these may include:

- repeated minor injuries, e.g. bruises or cuts
- being dirty, smelly, poorly clothed or apparently underfed
- having lingering illnesses that are apparently unattended
- unexplained changes in behaviour
- deterioration in School work
- aggressive behaviour
- severe tantrums
- depression or withdrawal
- sexually explicit behaviour or showing inappropriate awareness
- reluctance to go home
- apparent reluctance to trust adults
- reversion to immature behaviour for age.
- inappropriate attention seeking behaviour
- sudden weight loss or gain
- sign of self-harming

No-one should jump to conclusions on noting one or more of these indicators and they should act only as a guide and perhaps a trigger towards awareness and closer observation.

5.1 Types of abuse Child abuse most commonly falls into 4 main categories:

NEGLECT The neglected child carries a sense of worthlessness that is hard to bear. The neglect by parents or guardians causes the bond of trust to be severely damaged and makes home a less stable and happy environment. It is hard for the child to leave this behind when he/she comes to School, and the benefit of School's caring attitude can often be accordingly minimal. A classic symptom is for the child to fail to respond to stimulus in class, however interesting.

EMOTIONAL ABUSE This is not based on denial or neglect but is a more active form of direct abuse. The child is often a scapegoat when things go wrong at home and suffers taunting or derision, instilling a sense that he/she can never do anything right.

SEXUAL ABUSE The complexities of this form of abuse are hard to grasp but usually entail the child keeping intolerable secrets, often under threat. The child may not be aware that what is happening to them is abnormal, but the abnormality of his/her behaviour at School may be an indicator of abuse.

PHYSICAL ABUSE The physically abused child lives with violence and often accepts this as normality. Physically abused children often react defensively to any swift movement made by an adult and may even strike out. The nature of this form of abuse may make it easier to spot, with the most obvious indicators, sometimes including violence to staff. Care is taken to acknowledge that some types of punitive measures in



the home are more accepted in Qatar than in the UK. However, any suspected cases of physical abuse should be reported to the relevant Child Protection Officer.

5.2 Action by staff

If a member of staff is informed about, or believes that a child is being abused s/he must tell the appropriate CPO about it as soon as possible. It is important to stress that confidentiality cannot be promised to a pupil giving evidence.

- If the suspicion was probably or definitely well founded, the child should receive protection. In this case the Child Protection Officer and the Principal should refer the matter to the Society for the Protection of Women and Children in Qatar as soon as possible.
- If the suspicion was probably or definitely well-founded but, while concern remains, there is nothing tangible with which to take the matter further then a close eye will be kept on the child, observing any changes in behaviour or any other abnormality. However, guidance may be sought from Social Services, notwithstanding the lack of tangible evidence.
- If the suspicion is unfounded, then the notes taken will be preserved and the member of staff asked to report any further suspicion to the Child Protection Officer.
- Everybody should remember that this is a very serious matter. The consequences of a failure to take action or of taking precipitate action based on malicious or unwarranted allegations are severe.

6. Alleged child abuse by a member of staff

- If there is cause for a member of staff to be formally investigated for an alleged act of abuse, the member of staff will be suspended from duty. In cases where abuse is proved to have occurred, the member of staff may face prosecution, as well as formal disciplinary proceedings. The school will take all the required legal steps.

7. Appointing staff

- The School will act in accordance with the law and follow the Safer Recruitment Guidelines in carrying out thorough checks on the suitability of all staff prior to appointment for the responsibilities they are to undertake.
- The School will confirm that a prospective employee is not listed as ‘a person unsuited to working with either children or young persons’. Checks will be made through the Disclosure and Barring Service (DBS) for overseas appointments and relevant checks for local-hire appointments will also be carried out by the HR Department.

8. Safeguarding

All members of staff within the School wear identification badges on a lanyard around their neck. The School has procedures in place to monitor visitors to the site. Parents and other visitors are asked to sign in at our security gate, where they exchange their Qatar ID cards for a visitor’s badge.



This, again, is worn on a lanyard around their neck, meaning that all adults on site are immediately identifiable. Members of staff are encouraged to challenge any stranger on the premises who is not wearing some form of identification.

Pedestrian traffic is controlled at the start and end of the school day. Senior School parents/drivers drop their children in the outer car park.

Visitors can only enter the school via the main school entrance which is supervised and managed by school security.

Staff can enter school via the main entrance and underground parking area, which requires smart card access.

A similar procedure is followed at the end of the day.

Children are not allowed to leave the site during the school day without an exit slip. This is provided by either their Teacher or a member of the SLT or by the School Nurse in an emergency.

This exit slip is given to the School Receptionist who will then issue the pupil with a pass to get through security. There is a comprehensive network of security cameras around the school which act as a deterrent and enable us investigate incidents (if needed).

9. School photographs

Please note that we are sensitive to some parents' wishes that their child/ren should not appear in any school photos that might appear in the public domain (e.g. on the school website, in the local paper, etc.). Therefore, parents who do not want their child's photograph to appear in the public domain should inform the Principal in writing.

10. Referrals to SIDRA

In some case pupils will need additional help in the form of medical professionals. If the case is an emergency and there is immediate risk of severe harm to the child, they will be taken to the accident and emergency department at SIDRA, or an ambulance will be called.

Location of SIDRA: <https://goo.gl/maps/8nnbg7bjABq5bsu79>

If a case is either urgent or not urgent a referral form will be used and sent through to the team at SIDRA. This will normally be processed within 24 hours and an appointment made with a specialist within 2-3 weeks. Only members of the Child Protection Team should make referrals, if a staff member feels that a child needs additional help, they should follow the normal procedure and fill out a SNQR form. One of the CP team will then decide on whether to refer or not. Parental permission is needed for a referral, therefore there must be communication with the parents prior to sending the form home.

Email for referral: OPCReferrals@sidra.org

Referral Form: <https://www.sidra.org/documents/referral-form-fillable.pdf>



11. Referrals to AMAN

The options available in Qatar are as follows:

11.1 In the case of Child Sexual Abuse (CSA), or Physical Abuse; the Designated social worker must contact AMAN Protection and Rehabilitation Centre to ensure appropriate level of intervention is sort and current local Child Protection procedures are being followed.

contact number: 919. Upon which:

- a. The Designated Safeguarding Lead should ensure that the Safeguarding and Referral Form is then forwarded to AMAN Protection and Rehabilitation Centre in order to establish and/or initiate a formal investigation upon request.
- b. Send the Referral form as an email to protection@psrc.org.qa with details and contact information. AMAN will then respond and send a social worker to the School to discuss appropriate action.
- c. AMAN Protection and Rehabilitation Centre will contact Capital Police who will then ensure that the District Attorney is made aware of the case should the case require legal intervention. d. The Designated Safeguarding Lead must speak with parents to inform parents of course of action taken following any disclosure.
- e. School staff must work with parents to resolve any concerns in the family home, through dialogue and interventions to support parent's capacity to provide safe and nurturing care for their child.

11.2 In all cases The Designated Child Safeguarding Lead (or CP officer) should ensure that the following information is passed to AMAN Protection and Rehabilitation Centre regarding the referral, it must include:

1. Child's full name.
2. Siblings names.
3. Date of birth.
4. Address in Qatar.
5. Parents' contact numbers.
6. Parents' Names. First language spoken in the family home. Any reports you have made.

11.3 In the case of any concern about a child such as Emotional Abuse or Neglect the Designated Safeguarding Lead (or CP officer) should make a referral to AMAN Protection and Rehabilitation Centre:

Phone number: 919

Email: protection@psrc.org.qa

Other resoures :

- Data Protection Policy
- Behaviour for Learning Policy
- E- safety Policy



- Staff Discipline and conduct Policy
- Complaint Policy
- Educational Plan Policy
- Recruitment Policy
- Professional Development Policy
- Building and facilities Policy
- Resource Policies



Early Childhood Policy

➤ **The Concerned Persons in Formulating the Policy:**

- Middle Management
- Early Childhood Teachers
- Social Worker
- Psychologist
- Teacher assistants

➤ **The Accreditation Authority:**

- Head of Early Childhood
- principal
- PTA

➤ **Policy Review Cycle:**

- Annually or when needed

Purpose

this policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life.
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind.
- A close working partnership between staff and parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

The policy includes:

- 1- Specific areas of learning
- 2- Curriculum and learning resources
- 3- Language skills
- 4- Numeracy skills
- 5- Personal, social and cognitive development
- 6- Physical development
- 7- Extra-curricular activities supporting the curriculum
- 8- Classroom Environment
- 9- Evaluation
- 10- Reports
- 11- Health Safety and security in kindergarten facilities
- 12- Health, safety, hygiene and first aid



- 13- Behavior Policy and Procedures
- 14- Communication with parents
- 15- Parent engagement and cooperation
- 16- Kindergarten engagement with the local community

In preschool, we follow the Early Years Foundation Stage (EYFS) curriculum. This sets the standards for the learning, development and care of our students. The things children learn in preschool have been organised into three prime areas of learning:

- Communication and Language
- Physical Development
- Personal and Social Development

1-The specific areas of learning are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

In the EYFS, play is a very important part a child's development and most learning will be introduced through a mixture of carefully planned opportunities for play and some adult-led focused activities. There are opportunities for the children to choose activities that appeal to them, following their own particular interests.

Our educational programmes involve activities and experiences for children, as follows:

- **Communication and language development** involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations
- **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food
- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities
- **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest. We use Cambridge books and workbooks in our literacy lessons.
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to



describe shapes, spaces, and measure. We use Cambridge books and workbooks as well as worksheets to emphasise the mathematical concepts.

- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

- **Expressive arts and design** involve enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, role-play, movements and design and technology

Further details can be viewed on the following links:

<https://www.gov.uk/government/organisations/department-for-education>

Arabic, Islam and Quran

For Arabic we follow AlRowad curriculum which designed for this level of age to develop their reading and writing skills in Arabic and be ready for the primary level.

2-Curriculum and learning resources

The Cambridge Early Years curriculum:

- follows a holistic approach that focuses on the whole child and connects their development with the world and people around them.
- develops knowledge, understanding and skills through a spiral approach, by revisiting and engaging with topics and skills in more depth at each stage.
- helps learners to meet internationally established milestones for early development. Although children develop at different rates, the curriculum provides a structure for teaching and learning that will help you to monitor and support each child's progress.
- supports a bilingual or multilingual approach for learners with a home language other than English, as well as those with different experiences of English.
- prepares learners to easily transition into Cambridge Primary, or the next stage in their education.
- content is split into six curriculum areas to guide you and support progress.

We teach the following subjects in English:

- Literacy
- Numeracy
- Understanding of the world
- Phonics

Art, Busy fingers and sensory play is a part of school curriculum as well.

Further details can be viewed on the following links <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-primary/curriculum/>

Twinkl Teaching Resources



The school subscribed to Twinkl teaching resources to support the curriculum.

Jolly Phonics

Jolly Phonics is a comprehensive programme used in kindergarten, based on the proven, fun and multi-sensory synthetic phonics method that gets children reading and writing from an early age. This means that we teach letter sounds as opposed to the alphabets. These 42 letter sounds are phonic building blocks that help children to decode the English language; using the skills called blending and segmenting

Oxford Reading Tree and Collins

The school believes that reading skill plays the key role in acquiring new knowledge in all subject areas. The Oxford Reading Scheme and Collins are being used in English to enhance the reading skills of the students.

❖ Educational Resources

Preschool		
Subjects		Resource
English	KG1&KG2	Cambridge + Jolly phonics
Math	KG1&KG2	Cambridge
Arabic	KG1&KG2	لنتعلم مع العربية
Islam	KG1&KG2	بستان الإيمان

3-Language skills

In kindergarten, we follow the Early Years Foundation Stage (EYFS) curriculum and this curriculum sets standards for learning, development and care for our children. What children learn in kindergarten is structured into three main areas of learning and one of these areas is language and communication skill which involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Our educational resources in the subjects of Arabic and English are based on linking the letter with its sound and naming and pronouncing the letters, in the Arabic language the child recognizes the different forms of the letter in the word in addition to short and long movements and with the end of the second semester the child begins to learn the skill of analysis and composition to enable him to read later as he progresses in the classes. In English, the child recognizes the sound of the letter, lowercase and uppercase letters and ligatures. In the school schedule for the English Department, a daily class is allocated to the library in which the children visit the library and the teacher reads a story to them and asks various questions about it to measure their understanding and comprehension of the story, and the children in the remaining time choose their own stories and see their pictures and try to understand them in a desire to enhance the skill of reading and curiosity in them. A weekly library session is also allocated to the Arabic Language Department to go to the library, in addition to the fact that the first session to introduce the new letter depends on the story of the letter and the children's ability to link the images they see with the events narrated by the teacher, in addition to their ability to distinguish the new letter from the letters that have been studied previously. In the Arabic and English sections, we also rely mainly on chanting the songs of the letter and its sound, and monitoring



the extent to which children interact with these songs and the ability to repeat them. In addition, a weekly session has been allocated to the school theater club in both languages, in which children practice plays and songs, memorize and repeat them, as well as the morning queue, which depends heavily on children's performance of songs and individual performances from expressing picture cards repeating Quranic surahs and some simple poems appropriate to their ages.

Circle time in the Arabic and English lessons depends on discussing with children, listening to their opinions and expressing their feelings by asking them what they feel today in terms of sadness, happiness, sleepiness, etc., repeating classroom laws and many general information.

4-Numeracy skills

Our mathematics subject involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; describing shapes, distances, and measurement as well as recognizing colors and how to mix them to extract another color. Where a daily class has been allocated to mathematics, the semester and daily plan depends on providing children with the arithmetic skills required at this age stage, where children learn to count from 1-20, ascending and descending countdown, simple subtraction and addition problems, and recognize two-dimensional shapes such as square, rhombus, circle, star, etc., children learn about mixing colors to get another color in addition to the primary colors. Teachers rely on the surrounding environment to enhance arithmetic skills such as finger counting and asking children to bring objects from the classroom environment in addition to using many educational resources that enhance this skill such as cubes, abacus and cards. Our plan also includes in this area the arrangement of elements by length, size and height (large - small - long - short), as well as the places of objects located (above - below - right - j ...

5-Personal, social and cognitive development

In kindergarten, we follow the Early Years Foundation Stage (EYFS) curriculum and this curriculum sets standards for learning, development and care for our children. What children learn in kindergarten is structured into three main areas of learning and one of these areas is personal, social and cognitive development which involves helping children develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behavior in groups; and to have Confidence in their own abilities.

The general concepts that children learn in both languages depend heavily on enhancing self-awareness and awareness of others, as they are taught about the family, family members and his role towards the family, in addition to the concept of kindergarten and kindergarten facilities and his relationship with his colleagues and his role in preserving kindergarten property. His relationship with others and the need to govern this relationship mutual respect and the definition of correct and incorrect behaviors and the consequences of these behaviors. The need to adhere to classroom laws and kindergarten laws at home and abroad during trips and external visits. We are very keen on the integration of children in group activities such as performing movements while chanting songs with the teacher or working together in the educational corners and the need to provide assistance to others, and we also give children the freedom to choose the activities they do with our keenness to perform all activities to achieve the maximum benefit from them. We work greatly to



enhance the child's self-confidence by giving him the courage to speak and perform in public in front of other children or attend events and morning queues.

6-Physical development

In Kindergarten, we follow the Early Years Foundation Stage (EYFS) curriculum and this curriculum sets standards for learning, development and care for our children. What children learn in kindergarten is structured into three main areas of learning and one of these areas is physical development which involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement to share their thoughts and feelings through a variety of activities in art, role-playing, movements, design and technology. is done in The beginning of the year when children join kindergarten, especially those who are newly enrolled in it, whether from kindergarten or pre-school stage, by working to strengthen the hand muscle before training children to hold the pen by playing with paste and some other games, and then children are trained on the skill of holding the pen in a correct way and then how to follow the dots and lines, and then we move to letters and numbers.

A weekly lesson is allocated to physical education and the semester plan is designed to address different mathematical skills for children that help them control the tools and increase physical coordination and control skills. In addition to the daily morning sports section in the morning queue and allocating time to play daily in the school schedule to go out to the outdoor yard and play with different and varied games of cycling and playing rings, and sometimes the teacher prepares special and collective games practiced by children and the movement of children and their development is monitored and evaluated continuously. In addition to using many classroom activities that rely heavily on children's physical skills such as coloring, installation, playing with putty and building with wooden cubes.

7-Extra-curricular activities in support of the curriculum

The school applies an effective plan of activities supporting the curricula (classroom, extra-curricular) that includes various activities and support programs that meet the needs of most children, enhance the growth of their personalities, and develop their innovation and creativity skills, such as fixed classes in the school schedule for (ECA) and each semester differs Some of these activities with the stability of others, such as the values club and school theater in Arabic and English, in addition to the plan of events and trips that are planned and taking into account their compatibility with general concepts and the values plan sent by the Ministry of Education The goal is always to raise our children's scientific skills and support their learning in various subjects, achieving almost all the school's educational goals.

8-Classroom Environment

Classrooms vary in size with some being very large rooms and others smaller. Classrooms are customized in the best child-friendly way to facilitate teaching and learning methods specific to this age group. However, the numbers are kept in all classrooms and for all age groups at a level that achieves a comfortable learning environment for all children. Each classroom has a smart board and an intercom system for emergency communication. Furniture is convenient in height and quantity and is maintained in good condition. Shelves



and drawers are provided in each classroom for educational resources and files. Any repairs or maintenance are done immediately. The walls are decorated with posters and children's works that support the educational process. Classrooms are well-resourced, air-conditioned and well ventilated. Classrooms are well maintained and ventilated. It is ensured that good space and proper furniture are used in each classroom to allow easy movement of children and allow the work of different corners in proportion to the class space. The kindergarten administration is keen to provide any resources requested by teachers that will help in teaching and learning.

Repairs and maintenance are carried out immediately and all areas of the kindergarten are kept clean, safe and organized for teaching and learning. Care is always taken to use safe and usable educational resources by this age group with constant monitoring by teachers present in the classroom. Within the classroom, there is an assistant teacher with the teacher who has an effective role in maintaining the positive conduct of classes based on the instructions of the class teacher, assisting in classroom management and supporting children when needed.

We strongly take into account security and safety measures in the learning environment in terms of the type of furniture chosen and the identification of emergency exits, in addition to the kindergarten nurse identifying children's health cases and distributing them to classroom teachers.

9-Assessment

Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for extra support.

The school uses the following forms of assessment:

- Diagnostic test - to gauge students' knowledge, skills, strength, and weaknesses beforehand.
- Ongoing formative assessment – to inform teaching on a day-to-day basis
- Monthly evaluation – to understand a child's performance at the end of a period of teaching (each month)
- Mid-term evaluation – to understand a child's performance at the mid of each term.
- Final -term evaluation – to understand a child's performance at the end of each term.

A) Diagnostic tests

Students who wish to register at Iqra Kindergarten must take an entrance test. The test is designed to determine a child's readiness for kindergarten. Students are evaluated in the following areas as part of the entrance test: communication and language, physical development, personal, social and emotional development and literacy.

Diagnostic tests are conducted at the beginning of each school year in order for teachers to learn about the level of their students. KG2 includes academic elements such as Literacy, Numeracy and Arabic. These tests help the teachers to determine what students understand in order to build on the students' strengths and address their specific needs. We conduct diagnostic tests for:

1. Arabic



2. Literacy
3. Numeracy
4. Reading fluency (English)

B) Formative Assessment:

Ongoing formative assessments is used to assess the day-to-day learning and development of children in the EYFS. Teachers will interact and observe children to understand their achievements, interests and learning needs, and will use this information to shape the educational experiences for each child.

Teachers assess the students' growth and performance using ongoing assessments in kindergarten. At Iqra, the ongoing assessment includes:

- teacher observation during learning centers
- story time
- play time
- oral response and feedback
- comments on marked work
- general observation
- discussions
- critical thinking questioning
- hands-on activities

EYFS teachers at Iqra Preschool undertake observations and assessments in the following areas which will be recorded in the monthly evaluation form at the end of every month.

- Prime areas of learning:
 - Communication and language
 - Physical development
 - Personal, social and emotional development
- Specific areas of learning:
 - Literacy
 - Mathematics
 - Understanding the world

Each child is provided with a portfolio where samples of their work are kept. It is a great way to demonstrate student progress over time. It is used as tools to demonstrate each child's individual progress from the beginning to the end of the school year.

C) Summative Assessment:



Summative assessments take place at the mid and end of every term for Literacy, Numeracy, Arabic and Quran. These assessments are for internal record only and used to assess student's basic knowledge of the subject as well as find the students' strengths or weaknesses. It is also used to figure out which areas we need to target in the future. The procedure will take place during their onsite lessons.

At the end of each term parents are provided with their child's report. Written summaries of children's attainment will include whether the child's attainment level is judged to be emerging, expected or exceeding. The report is:

- Child specific
- Concise and informative.
- Help to identify appropriate next steps.
- State their child's attainment against the objective
- Summarise attainment in all areas of learning.
- Comment on general progress

Parents are encouraged to engage with their child's learning and development and to be involved in the learning process. The school operates an open-door policy, so that parents can speak to their child's teacher about any concerns. To book meetings with teachers, whether in-person or virtually e.g. by telephone, parents should speak to the school office.

Termly Parent Teacher meeting is conducted with parents to ensure they have an opportunity to discuss the child's progress with the teacher.

10-Reports

Maintaining communication between parents and teachers throughout the school year is key to children's success. We believe that children perform better in kindergarten when their parent or guardian participates and is well aware of their progress. We use formal and informal reports at Iqra. We prepare clear, comprehensive and detailed periodic reports on the level of academic and behavioral performance of students, and reflect the level of real achievement of their knowledge and abilities in all subjects and skills, and are sent periodically to parents and discussed with them. As for the informal reports, they are continuous throughout the year.

The informal reporting process is for positive reinforcement and to express concern about the behavioral or academic aspect and the purpose of this informal reporting is to keep parents informed of the child's performance and behavior at school and to obtain the required support from the home necessary for overall academic and behavioral gains.

The formal reporting process conveys important aspects of children's progress in academic, social and practical aspects to parents. The formal performance reporting tools used in Iqra include the daily, weekly and monthly assessment and the end of semester report.



11-Health, Safety and Security in The Kindergarten Facilities

Kindergarten protection is taken seriously at Iqraa and all safety and security measures stipulated under the Health and Safety Policy are determined. We are committed to protecting and promoting the physical, emotional, moral and well-being of every child in our care and expect all employees to share this commitment. We have a child protection policy supported by policies that are also related to child safety and protection:

- Monitoring and Evaluation Policy
- Employment Policy
- Health & Safety Policy
- Crisis and Emergency Management Policy
- Field Trips Policy Behavioral
- Assessment Policy
- Late Arrival and Attendance Policy
- playground Supervision Policy
- Food Policy

All employees follow the Iqraa Employee Code of Conduct. This is also included in the induction program at the beginning of the school year and employees are constantly reminded of their duties and responsibilities in this context through memos and staff meetings. Work shifts ensure adult supervision at all times.

All visitors are required to log in to the guestbook at reception.

Early exits are documented in a specific form and subject to management approval.

Children are not allowed to leave the kindergarten building without an official card authorizing the holder to accompany the child.

Bus passengers are monitored by the bus supervisor at pick-up and drop-off times. Attendance on buses is marked by the bus controller and submitted to the administrative officer to monitor attendance in addition to filling out a form for the driver, bus supervisor and administrative officer to ensure the safety of children on the bus.

The kindergarten has an emergency evacuation plan. Regular mock drills are conducted once a month on fires to ensure that everyone is aware of the procedures in a real emergency. Fire safety equipment is installed by a reputable company specializing in fire safety equipment and is inspected and maintained annually. Emergency exits, assembly points, evacuation instructions and maps are all clearly available throughout the kindergarten.

Emergency exits, assembly points, evacuation instructions and maps are all clearly available throughout the kindergarten.



We have security and safety committee that ensures a safe school environment at all times. Any required repairs or maintenance are handled by the Business Support Manager.

A qualified nurse is available on the school premises at all times who conducts regular cleanliness and hygiene checks and alerts parents and/or school administration when needed. First aid training is provided to a large number of school staff every year.

12-Health, safety, hygiene and first aid

We have a first aid unit that maintains all the required resources in accordance with the requirements of the Ministry of Public Health. We have a qualified and licensed nurse available at all times. Children's and staff visits to the clinic are recorded and parents are informed if there is any concern about the child's illness. The nurse conducts regular hygiene checks and parents are informed in case of poor hygiene. The school nurse conducts a campaign at the beginning of the school year to promote healthy habits, monitors the mealtime of the children to check the type of food they bring and the extent of compliance with the food policy, and informs the guardian if they bring violating foodstuffs.

The kindergarten nurse conducts inspections to monitor the cleanliness of the school. She is directly responsible for the cleaners available at the kindergarten.

All new children are required to submit health files. The detailed medical information form is filled out at the beginning of the school year. Current parents are required to update their child's medical information if necessary. Medical cases are kept with the nurse and shared with class teachers. In case of any serious medical condition, the school nurse provides the required information and training to staff to deal with emergencies such as epilepsy, asthma or food allergy.

The first aid workshop is provided by an official body that grants a license to a number of teachers, and the teachers who obtained this license represent the nurse in the event that she is absent for some reason from kindergarten.

13-Behavior Policy and Procedures

Children's discipline and behaviour are continuously monitored and applied fairly throughout the kindergarten. We have a comprehensive and detailed conduct policy that is well communicated to all stakeholders since the beginning of the school year. The main objective of the behavior policy is to foster a positive relationship between children and teachers and to use positive reinforcement as much as possible instead of behavioral punishments. A code of conduct is presented to employees during the information meeting. Children are well aware of the consequences if the required behaviors are violated and are also encouraged to reflect on their behavior and refrain from showing disrespect towards employees or each other.

Accurate recording of incidents is crucial. All classes maintain a Record of Conduct that is used on a regular basis to record any behavioral concerns. Teachers are encouraged to report any behavioural violation immediately to take action and parent intervention if necessary. We also use a behavioral follow-up model for some children who exhibit repetitive behavior that causes anxiety. This year we have also developed traffic light data for behavioral concerns which distributes children into three groups of different colors according to the behavioral situation. In the event of a repeat violation of behavior, an individual behavioral plan is made and individual meetings are held with the student and the guardian.



The children's commitment to kindergarten attendance, delays, early exit and absences are monitored as these matters are followed up on a daily, monthly and quarterly basis.

A message is sent to the guardian in the event that the child is absent from kindergarten through the class teacher through the application of education, and the administrative officer communicates with the guardian to find out the reason for the absence. Delay and early exit are recorded in a special register and an official monthly alert message is sent to the parent in case the child exceeds the allowed number of one of the above masculine. The number of days of absence and delay is monitored in the child's end of term report and a special comment from the teacher is included. We have documented daily and monthly statistics showing the percentage of attendance, absence and delay.

14-Communication with parents

The kindergarten's policy for communicating with parents includes various procedures and means, such as telephone calls, education platform, personal interviews, printed messages, and WhatsApp, through which parents are informed of all educational and educational services, in addition to organizing periodic meetings in each semester to discuss the students' academic and behavioral level report, in addition to meetings to introduce school policies.

Parents have been assigned an email address where they can send any concerns, requests or concerns. Parents can also contact school staff through the education platform and phone calls. Parents are encouraged to schedule appointments to meet any staff member or school administration during school hours, if necessary. The school website provides all the important information about the school; mission and vision, school policies and objectives, curriculum, assessments, event calendar, fee structure, or social media channels such as Instagram and Facebook to share with parent's event photos and announce updates for kindergarten.

The kindergarten and its management welcome an open-door policy in case the guardian wishes to meet with the administration according to availability.

15-Parent engagement and cooperation

We have an effective parental communication policy that provides guidance to all employees regarding communication with parents. Establishing strong relationships and clear lines of communication at the beginning of the year lays a strong foundation for parent-teacher interactions. Parents are invited to attend the information meeting at the beginning of the school year to explain the policies, procedures, priorities and initiatives of the school. All academic information is shared with parents such as curriculum overviews, academic policies, and assessment policy at the beginning of each semester.

Parents' participation in the school community is also enhanced by inviting them to attend some events and activities at the kindergarten and dedicating a special competition for parents entitled Qatar landmarks. A day is dedicated each semester entitled Morning Coffee in which mothers are invited to drink a cup of coffee and exchange conversations. Parents are invited to attend various events during the school year. Teachers encourage parents to help with school activities such as Book Week, National Sports Day, Qatar National Day, International Day and graduation ceremony. Our parents also volunteer for the Career Day event and talk to children about their careers.



16-Kindergarten engagement with the local community

We appreciate the importance of forging partnerships within the wider community. The kindergarten promotes effective communication with the local community and positively encourages a variety of institutions to support the school in achieving its mission, vision and goals, and we also encourage children to participate in activities and events hosted by various community organizations with the aim of comprehensive development of our children such as participating in competitions held by the Ministry of Education and Higher Education, other kindergartens or various community institutions. We also coordinate educational and educational trips and promote a different identity for our children with different institutions. We collaborate with other kindergartens frequently to benefit from mutual cooperation. Our teachers exchange visits with other schools to gain more insight into useful teaching practices and programs.



Parent Communication Policy

➤ **The Concerned Persons in Formulating the Policy:**

- Senior Management
- Middle Management

➤ **The Accreditation Authority:**

- Administrative Deputy/General Supervisor of Nurseries
- Parent-Teacher Association (Board of Trustees)

➤ **Policy Review Cycle:**

- As needed

Purpose

At Iqra English School, we recognize that clear and effective communication is essential for fostering a strong partnership between the school, parents, and all other stakeholders. We are committed to ensuring that our communication practices are transparent, consistent, and accessible to everyone who has an interest in the well-being and education of our students.

The policy includes the following:

1. Objectives of the Communication Policy
2. Roles and Responsibilities of Stakeholders:
 - 2.1 The responsibility of the principal
 - 2.2 The responsibility of staff
 - 2.3 The responsibility of parents
3. Various channels and methods of communication:
 - 3.1 Letters to parents
 - 3.2 Meetings
 - 3.3 Digital Platforms
 - 3.4 Email and Phone Communication
 - 3.4.1 Important contact details
 - 3.4.2 Incase of an emergency
 - 3.5 Social Media and Website
4. Communication Roadmap
5. Parents involvement in Activities and Events
6. Methods for collecting feedback from parents
7. Parent-Teacher Association (PTA) Formation



1. Objectives of the Communication Policy

- **Transparency-** To provide clear and accurate information about school activities, policies, and student progress.
- **Accessibility-** To ensure that communication is accessible to all parents, taking into account diverse needs and preferences.
- **Responsiveness-** To encourage and facilitate timely responses to any questions or concerns raised by parents.
- **Engagement-** To foster a collaborative relationship between the school and parents, encouraging active participation in their child's education.

2. Roles and Responsibilities of Stakeholders:

2.1 Principal

The principal is responsible for:

- Ensuring that communication with parents is effective, timely, and appropriate.
- Regularly reviewing this policy.

2.2 Staff

All staff are responsible for:

- Responding to parent communications.
- Collaborating with colleagues to ensure parents receive timely information when staff are unable to address queries directly.

Staff are not expected to respond to communications outside school hours or during school holidays. Unless, urgently required.

2.3 Parents

Parents are responsible for:

- Maintaining respectful communication with the school at all times.
- Directing communications to the appropriate staff members.
- Responding promptly to school communications, such as meeting requests.
- Reviewing all communications from the school.

Any communication deemed disrespectful, abusive, or threatening will not be tolerated.



3. Various channels and methods of communication:

To meet these objectives, Iqra English Schools employs a variety of communication channels, including:

3.1 Letters to parents

The school regularly sends letters to parents, including:

- A welcome letter from the principal and class teacher at the beginning of the academic year.
- Information about field trips and consent forms as needed.

3.2 Meetings

A comprehensive parent orientation is held at the beginning of each academic year to familiarize parents with school policies, procedures, and staff. Regular scheduled meetings are held to provide parents with multiple opportunities to engage with the school. Each term includes two Parent-Teacher Meetings (PTMs) where parents can discuss their child's progress directly with staff. Additionally, parents are welcome to schedule appointments with teachers, the social worker, the vice principal, and the principal to address specific concerns or queries throughout the year.

3.3 Digital Platforms

Our school utilizes a secure online portal, EduNation, where parents can access their child's academic records, attendance, and receive real-time updates from teachers. EduNation is an integrated platform that offers a user-friendly interface, allowing parents to monitor their child's progress, view assignments, and communicate directly with teachers. In addition to academic tracking, the school uses EduNation to provide important school announcements, event calendars, and other resources to keep parents informed and engaged in their child's educational journey.

3.4 Email and Phone Communication

Parents can communicate with school administration via email during office hours. We have dedicated email addresses for parents to share their opinions, feedback, and concerns.

Phone consultations are available for addressing concerns or inquiries. Parents are encouraged to leave messages if staff members are unavailable. Calls will be returned within the school day and emails will be answered within 48 hours.



3.4.1 Important contact details

Girls' School 4451 0053 / 4451 0945 / 4467 5724		 girls@iqraenglishschool.com
Boys' School 4469 4403 / 4450 6734 / 4493 6549		 senioradmin@iqraenglishschool.com
Preschool 44569467 / 44129403 / 44115038		 preschool@iqraenglishschool.com
Parents' opinion and suggestions		 parentsvoice@iqraenglishschool.com
Complaints		 complaint@iqraenglishschool.com

3.4.2 In case of emergency

The school will use the following communication channels to notify parents in case of an emergency:

- **Edunation**- A broadcast message will be sent to all registered parents via the Edunation platform.
- **WhatsApp**- A broadcast message will also be sent via the school's WhatsApp group to ensure all parents receive timely updates.

The broadcast will include essential details about the emergency, including the nature of the incident, any actions being taken by the school, and instructions for parents.

Parents are required to keep their contact information up to date with the school. This includes ensuring that their phone numbers and email addresses are current and that they are subscribed to the school's communication platforms.

3.5 Social Media and Website

The school's official social media pages are regularly updated with news, events, and other relevant information. Parents can visit our website at www.iqraenglishschool.com for comprehensive details about the school.

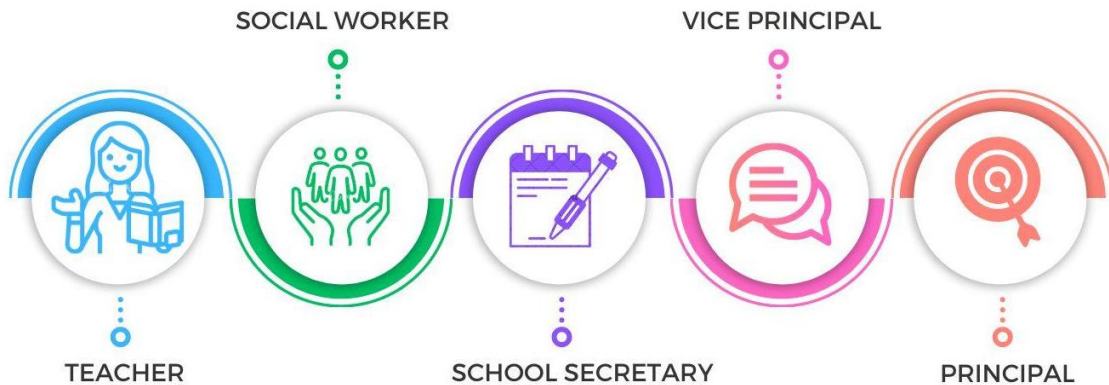
Our website provides essential information, including:

- School times and term dates
- Important events and announcements
- Curriculum details
- Key policies and procedures
- Contact information



Parents can also share their opinions, feedback, and concerns directly on the school website by accessing the "Write Us" section. Additionally, parents are encouraged to follow us on our social media platforms, including Facebook and Instagram, for the latest updates and insights into school life.

4. Communication Roadmap:



5. Parents involvement in Activities and Events:

Parents are invited to participate in various school events and activities. Information about volunteer opportunities will be shared via digital platforms and social media channels. School-wide events also give parents the opportunity to engage with the staff.

Special committees like the Parent-Teacher-Association (PTA) is formed each year, with opportunities for parents to volunteer and contribute to planning and execution of school programs, activities and events.

6. Methods for collecting feedback from parents:

- Digital surveys (EduNation and QR codes)
- Feedback forms
- Post-Event evaluation forms

7. Parent-Teacher Association (PTA) Formation:

A PTA committee will be established through a nomination form. Parents can nominate themselves or others for positions on the PTA.

The committee will meet regularly to discuss school-related issues and provide input on school policies and procedures.

Their responsibilities include representing parent interests, supporting school initiatives, and enhancing communication between parents and the school.



Message from the Executive Manager at Iqra Schools – Ms. Ayesha Al-helou

“Effective communication between parents and teachers is the cornerstone of student success, fostering understanding, support, and a shared commitment to each child's growth.”

At Iqra English School, it is our heartfelt wish to build strong and lasting relationships with our learners and their parents. We believe that the foundation of a successful educational journey lies in the connections we foster within our school community. Therefore, we are committed to nurturing relationships that are built on friendliness, trust, and mutual respect.

By prioritising open communication and collaboration, we aim to ensure that these relationships not only thrive but also contribute positively to the educational experience at our school.



Data Protection Policy

- **In-charge department:**
 - School Management
 - IT department
- **Approvers:**
 - Executive Manager
- **Review Cycle:**
 - 1 Year

Purpose: Ensure the lawful, fair, and transparent collection and processing of personal data.

Iqra School's Data Protection Policy outlines the school's commitment to safeguarding the personal data of its students, staff, and other stakeholders. The key elements of this policy are as follows:

1. Scope and Applicability:

The policy applies to all personal data collected, processed, and stored by the school, including data related to students, parents, employees, and any other individuals associated with the school.

2. Principles of Data Protection:

The policy is based on the following core principles of data protection:

- Lawfulness, fairness, and transparency: Personal data is processed in a lawful, fair, and transparent manner.
- Purpose limitation: Personal data is collected for specified, explicit, and legitimate purposes.
- Data minimisation: Only the necessary and relevant personal data is collected and processed.
- Accuracy: Personal data is accurate and, where necessary, kept up to date.
- Storage limitation: Personal data is kept for no longer than is necessary.
- Integrity and confidentiality: Personal data is processed in a manner that ensures appropriate security.

3. Data Collection and Processing:

- The policy outlines the school's procedures for collecting personal data, including obtaining informed consent from individuals or their legal guardians, where applicable.
- It also defines the legitimate purposes for which the school may process personal data, such as for educational, administrative, and communication purposes.

4. Data Storage and Security:



- The policy mandates the implementation of appropriate technical and organisational measures to ensure the security and confidentiality of personal data, including access controls, encryption, and secure storage.
- The school commits to regularly reviewing and updating its security measures to address emerging threats and vulnerabilities.

5. Data Subject Rights:

The policy recognises the rights of data subjects (individuals whose personal data is collected) and outlines the school's procedures for responding to requests related to access, rectification, erasure, and other data subject rights.

6. Data Sharing and Disclosure:

The policy establishes guidelines for the sharing or disclosure of personal data with third parties, such as other educational institutions, service providers, or government authorities, ensuring that such sharing is lawful and necessary.

7. Data Breach Management:

- The policy includes a data breach response plan, detailing the procedures for identifying, reporting, and mitigating the impact of any data breaches that may occur.
- The school commits to notifying affected individuals and relevant authorities in a timely manner, as required by applicable data protection regulations.

8. Roles and Responsibilities:

The policy defines the roles and responsibilities of the school's management, staff, and any designated data protection officers in ensuring compliance with the policy and relevant data protection laws.

9. Monitoring and Compliance:

The policy outlines the school's mechanisms for regularly reviewing and updating the data protection policy, as well as the processes for monitoring and ensuring compliance with the policy and applicable regulations.

By implementing a comprehensive Data Protection Policy, Iqra School demonstrates its commitment to safeguarding the personal data of its stakeholders and complying with the highest standards of data privacy and security.

1- Policy statement :

- School Management has overall responsibility for ensuring that records are maintained, including security and access arrangements, in accordance with Education Regulations and all other statutory provisions. The Principals will comply fully with the requirements and principles of the Law No. 13/2016 concerning Privacy and Protection of Personal Data.



- The **Principal** is responsible for ensuring that all staff involved with the collection, processing and disclosure of personal data are aware of their duties and responsibilities within these guidelines.
- Enquiries about Iqra Schools' Data Protection Policy should be addressed to The Data Controller.
- Fair Obtaining and Processing: Iqra undertakes to obtain and process data fairly and lawfully by informing all data subjects of the reasons for data collection, the purposes for which the data are held, the likely recipients of the data and the data subjects' right of access.
- Information about the use of personal data must be printed on the appropriate collection form. If details are given verbally, the person collecting must explain the issues before obtaining the information.

2- Data Integrity Iqra undertakes to ensure data integrity by the following methods:

2.1 Data Accuracy: Data held will be as accurate and up to date as is reasonably possible. If a data subject informs Iqra of a change of circumstances their records will be updated as soon as is practicable. Iqra will ensure that a regular process of validation and accuracy checking is undertaken. In circumstances where a data subject challenges the accuracy of their data, Iqra will immediately mark the record as potentially inaccurate, or 'challenged'. In the case of any dispute, we shall try to resolve the issue informally, but if this proves impossible, disputes will be referred to the Iqra Board of Governors. If the problem cannot be resolved at this stage, either side may seek independent arbitration. Until resolved the 'challenged' marker will remain and all disclosures of the affected information will contain both versions of the information.

2.2 Data Adequacy and Relevance: Data held about people will be adequate, relevant and not excessive in relation to the purpose for which the data is being held. In order to ensure compliance with this principle, Iqra will check records regularly for missing, irrelevant or seemingly excessive information and may contact data subjects to verify certain items of data.

2.3 Length of Time Data: held about individuals will not be kept for longer than necessary for the purposes registered. It is the duty of the nominated person to ensure that obsolete data is properly erased in accordance with the Iqra Information Management.

3- Subject Access

3.1 General The Law No. 13/2016 concerning Privacy and Protection of Personal Data extends to all data subjects the right of access to their own personal data. In order to ensure that people receive only information about themselves it is essential that a formal system of requests is in place. Where a request for subject access is received from a student, the Iqra policy is that: Requests from students will be processed as any subject access request as outlined below and the copy will be given directly to the student, unless it is clear that the student does not understand the nature of the request.

Requests from students who do not appear to understand the nature of the request will be referred to their parents. Requests from parents in respect of their own child will be processed as requests made on behalf of the data subject (the child) and the copy will be sent in a sealed envelope to the requesting parent only after the appropriate checks have been carried out to ensure that the requesting person is allowed access to that information.



3.2. Processing subject access requests Students, parents or staff may request information by submitting a written request with the Principal. Provided that there is sufficient information to process the request, an entry will be logged, showing the date of receipt, the data subject's name, the name and address of requester (if different), the type of data required (e.g. Student Record, Personnel Record), and the planned date of supplying the information (normally not more than 40 days from the request date). Should more information be required to establish either the identity of the data subject (or agent) or the type of data requested, the date of entry in the log will be dated on which sufficient information has been provided.

Note: In the case of any written request from a parent regarding their own child's record, access to the record will be provided within two weeks of the request.

3.3. Data Processors

i. Iqra may use third party data processors to process personal data on its behalf but where this is done responsibility for compliance with the Data Protection Principles remains with Iqra. In order to ensure that any data processors own practices are compliant Iqra will:

ii. Check any Data Processors Data Protection Registration in its country of operation prior to commencement of negotiations. Review the Data Processors own Data Protection Policy and Procedures to ensure that they are compliant with Iqra own policies.

iii. Iqra will reserve the right to inspect the Data Processors records at any time to ensure that they are compliant. In the event of a breach or a suspected breach of the contract terms and regulatory requirements the Iqra will:

iv. Take immediate action to limit the breach including withdrawing all permissions to process data from the Data Processor and suspension of the agreement.

v. Carry out and document a risk assessment to identify the potential adverse consequences of the breach for individuals; how serious or substantial these are; and how likely they are to happen.

vi. Inform any person or organisation that may be affected by the breach, including but not limited to: individuals affected, MOEHE, Child Protection Agencies, Banks and police.

vii. Consult with its Public Relations advisors and consider how to respond to any media enquiries related to the breach.

4. Authorised Disclosures

Iqra will, in general, only disclose data about individuals with their consent. However, there are circumstances under which Iqra is authorised to disclose data without explicit consent for that occasion.

These circumstances are strictly limited to:



- i. Student data disclosed to authorised recipients related to education and administration necessary for Iqra to perform its obligations as an educational establishment.
- ii. Student data disclosed to authorised recipients in respect of their child's health, safety and welfare.
- iii. Student data disclosed to parents in respect of their child's progress, achievements, attendance, attitude or general demeanour within or in the vicinity of Iqra.
- iii. Staff data disclosed to relevant authorities e.g. in respect of payroll and administrative matters.
- iv. Unavoidable disclosures, for example to an engineer during maintenance of the computer system. In such circumstances the engineer would be required to sign a form promising not to disclose the data outside Iqra.
- v. Only authorised and trained staff are allowed to make external disclosures of personal data. Data used within Iqra by administrative staff and teachers will only be made available where the person requesting the information is a professional legitimately working within the school who need to know the information in order to do their work.

Iqra Schools will not disclose anything on students' records which would be likely to cause serious harm to their physical or mental health or that of anyone else – including anything where suggests that they are, or have been, either the subject of or at risk of child abuse. A "legal disclosure" is the release of personal information from the computer to someone who requires the information to do his or her job within or for Iqra, provided that the purpose of that information has been registered. An "illegal disclosure" is the release of information to someone who does not need it, or has no right to it, or one which falls outside Iqra registered purposes.

5. Data and Computer Security Iqra undertakes to ensure security of personal data by the following general methods (precise details cannot, of course, be revealed) and by adherence to internal security policies.

6. Physical Security **Appropriate building security** measures are in place, such as alarms, deadlocks and computer hardware cable locks. Only authorised persons are allowed in the server room. Disks, tapes and printouts are locked away securely when not in use. Visitors to Iqra campuses are required to sign in and out, to wear identification badges whilst in the school and are, where appropriate, accompanied all in accordance with Iqra Security Policy.

7. Logical Security **Security software** is installed on all computers containing personal data. Only authorised users are allowed access to the computer files and password changes are regularly undertaken. Computer files are backed up (i.e. security copies are taken) regularly, all in accordance with Iqra Policy.

8. Procedural Security In order to be given authorised access to the computer, staff will have to undergo checks and will sign a confidentiality agreement. All staff are trained in their Data Protection obligations and their knowledge updated as necessary. Any documents with confidential information will be disposed of in accordance with the Iqra Information Management Policy. The security policies are determined by the senior leadership team and is monitored and reviewed regularly, especially if a security loophole or breach becomes apparent. Any queries or concerns about security of data at first should in the first instance be referred to the Principal. Individual members of staff can be personally liable in law under the terms of the Law No. 13/2016.



Complaint Policy

- **In-charge department:**
 - School Management
 - IT department
- **Approvers:**
 - Executive Manager
- **Review Cycle:**
 - 1 Year

Purpose: It serves to provide a fair, transparent, and effective mechanism for addressing grievances, driving school improvement, and fostering a positive and responsive school community.

At IQRA Schools, we undertake to provide a friendly and safe environment in which pupils will be helped to achieve their potential, both academically and socially. We believe that a close partnership between the school, parents and pupils is essential to ensure pupil progress and well-being. In support of this, parents are invited to enter a Home-School Agreement. This agreement sets out the school's aims and values, as well as the responsibilities and expectations of the school and parents and pupils.

Through our programme of meetings between parents and teachers, as well as through informal contact, we provide opportunities for parents to raise matters of concern. Whilst most concerns can be dealt with through informal discussions and phone calls, sometimes parents may feel that their concern is of a more serious nature and needs to be dealt through a formal complaints procedure.

Procedures for dealing with complaints:

Stage 1: Initially the complaint has to be addressed through LMS. At this stage the teachers are responsible for resolving any issues within 1 working day.

Stage 2: If the complaint is not resolved by the teacher, the parents may raise the matter to the social workers to help in resolving the matter. At this stage the social workers are responsible for resolving the matter within 2 working days and for recording the same through internal filing procedures.

If necessary, a meeting can be arranged between parents, the teacher and the social worker. In case of involvement of more than one student in any case, all parents will be given separate appointments for meetings.

All meetings are recorded and filed through internal filing procedures. At this stage, the social worker can determine if the complaint is resolved and record the same through internal filing procedures or he/she may escalate the matter to the management.

Stage 3: In cases where the social worker escalates the matter to the management, the management will arrange a meeting with the parents as far as possible at a mutually convenient time. At the meeting and through discussion, the management will seek an acceptable outcome to the satisfaction of all parties.



involved. In all cases, once the matter has been raised to stage 3, the principal has further two days to resolve the matter.

Stage 4: If the matter is not resolved at stage 3, the principal will involve the relevant members of the “Complaint Committee” in the case. The principal will start official investigation by appointing an investigating officer to gather evidence and conduct preliminary interviews. The staff involved will be officially informed that they are under investigation.

Note : Cases of extreme/ serious nature can be automatically escalated to stage 4 by the principal.

Roles and responsibilities

1. The investigating officer will prepare and present confidential investigation report to the complaints committee. The “Complaints Committee” will consider any written material, and may also give the person making the complaint and the social worker and staff an opportunity to state their case and to question the other side as deemed appropriate by the principal.
2. The “Complaints Committee” will ensure that all parties are treated fairly. The committee will reach a decision within three working days of receiving the case and will confirm it in writing, along with the reasons for their decision and inform the parents. At any stage during the complaints procedure, either party reserves the right to refer the matter to MOE.
3. The School Management Regularly reviews the committee's effectiveness in addressing and resolving complaints in a timely and satisfactory manner.
4. Collect feedback from complainants and other stakeholders to identify areas for improvement.
5. Analyse complaint data to identify trends and patterns that may inform policy or procedural changes.

Complaint Intake and Tracking System:

The school follows the following procedure to maintain the record of the complaints and related documents;

1. Receiving the Complaint:

When a staff member receives a complaint, they should immediately inform the school's designated social worker. Parents should receive an acknowledgment to confirm that the school administration received and are working on the complaint raised.

Communication and Complaint Channels:

Email: parentsvoiceboys@iqraenglishschool.com

Text messages through the Edunation app (the school's official platform)

Telephone contact on the school numbers: 44694403 - 44506734

2. Informing the School Principal:

The social worker should promptly inform the school principal about the complaint received, allowing the principal to authorise the opening of an investigation.

3. Initiating the Investigation:



The social worker, in collaboration with the school administration, should take the lead in collecting relevant data and facts about the complaint.

4. Investigative Process:

- The social worker and committee member involved should gather information from the complainant, the staff member involved, and any other relevant witnesses or sources.
- They should document the details of the complaint, the investigation process, and any findings or evidence collected.

5. Maintaining Confidentiality:

Throughout the investigation, the social worker and school administration should ensure the confidentiality of the process and the information gathered.

6. Reporting to the Principal:

The social worker should provide regular updates to the school principal on the progress and findings of the investigation.

7. Decision-Making and Resolution:

Based on the investigation findings, the school principal, in consultation with the social worker and any other relevant stakeholders, should make a decision on the appropriate course of action.

8. Communication and Follow-up:

- The Social worker or the assigned staff by the principal should communicate the outcome of the investigation and any actions taken to the complainant and the staff member involved.
- The social worker should monitor the situation and provide any necessary support or follow-up.

9. Documentation and Record-Keeping:

The school should maintain detailed records of the complaint, the investigation process, and the final resolution, in accordance with the school's data protection and record-keeping policies.

Complaints Committee: The complaints committee may comprise of any/all of the following members as required:

1. CEO & EM
2. HR
3. Principal
4. Vice principal
6. Social worker
7. Coordinator and Phase leaders
9. Finance manager
10. BSM



Complaints Committee

Forming a special committee for school complaints and determining the team members according to the following requirements:

Committee Memebr	Role
School Principal	Head of the Committee
Academic Deputy	Vice-Chairman
Student Affairs Coordinator	member
Experienced teachers	member
Islamic education teacher	member
Administrative supervisor	member

The school takes the following appropriate actions whenever needed :

1. The school takes appropriate measures to rectify its situation if necessary and apply the appropriate penalty in case there is a deficiency from one of the employees and according to the internal disciplinary policy for the school's employees, provided that it is written and kept in a dedicated file.
2. The school submits a full report of the complaint that has not been closed in Arabic to the special email for complaints at the Private Schools and Kindergartens Administration, including all the procedures followed and attaching the evidence that supports or denies the claim, within a maximum of 2 working days.
3. The school has the right to take the necessary measures for malicious complaints submitted by the parent if it is actually verified and confirmed by the Ministry of Education and Higher Education.
4. The Private Schools and Kindergartens Administration will take the appropriate measures after verifying and studying the subject of the complaint. Either by closing the complaint, issuing a warning, or applying the appropriate penalties according to the sanctions guide if it is found that there is a deficiency in the procedures and the school has not taken the appropriate solutions.
5. The school administration forms a committee to study the most prevalent problems and present the proposed solutions to avoid their recurrence.
6. Preparing an action plan to reduce the spread of bullying among students by the social worker.
7. Submitting an annual report on the performance of the committee, including a census of the complaints that have been resolved and closed, and those that have not been closed by the social worker.
8. Preparing an annual survey to measure the extent of parents' satisfaction with the work of the committee by the school administration.



Health and Safety Policy

➤ **The Concerned Persons in Formulating the Policy:**

- Senior Management
- Middle Management
- Related Employees

➤ **The Accreditation Authority:**

- Vice principal
- principal
- PTA

➤ **Policy Review Cycle:**

- Whenever the need arises

Purpose

Iqra schools will take all practicable steps to ensure the safety of staff, students, visitors, and contractors by complying with prescribed health and safety legislations, standards, and codes of practice issue by MOEHE and MOPH.

This will be achieved by

1. All staff having individual responsibility for health and safety.
2. All staff being informed of, understanding and accepting responsibility for eliminating or minimising the potential for harm to all people at Iqra schools.
3. Ensuring teachers/staff are consulted and given the opportunity to participate in health and safety management.
4. Ensuring other staff are consulted regarding health and safety management.
5. Ensuring the school has an effective method for identifying and eliminating hazards.
6. Having in place plans and procedures for all foreseeable emergencies that may arise in the workplace.
7. Providing appropriate orientation, training and supervision for all new and existing staff.
8. Accurate recording, reporting and investigating injuries.
9. Ongoing evaluation, review and updating of compliance with the health and safety programme and this policy.

The policy includes the following:

- 1- sub-policies for Health and safety policy
- 2- Mechanism of promoting the environment and healthy practices in the school
- 3- Private Car users procedure
- 4- Cyber security and E- Safety Policy
- 5- Crisis and Emergency management policy



6- Personal Emergency Evacuation Plans (PEEP)

1-There are following sub-policies for Health and safety policy at Iqra schools:

1. Administration of Medication Policy
2. Medical Emergency response Policy
3. Emergency Evacuation Policy
4. Playground Policy
5. Field Trip Policy
6. Bus Transport Policy
7. Food Policy

2-Mechanism of promoting the environment and healthy practices in the school:

- 1- **Establishing an environmental committee at the school:** This committee includes the school principal, teachers, students and parents, this committee undertakes the tasks of planning and implementing environmental and health initiatives in the school, for example, but not limited to:
 - Supervising the proper nutrition of students and the healthy nutritional practices and providing advice and guidance regarding healthy food and how to maintain personal hygiene.
 - Coordinate with the school nurse and the supervisor of the cleaners to make a periodic rotas to clean and sterilise the toilets and ensure that they are clean throughout the day.
 - Designing and implementing awareness posters explaining the preventive measures that the schools employees must follow with regard to proper nutrition, security and safety guidelines in laboratories and workshops, indoor and outdoor playgrounds, gym and swimming pools with the provision of personal protective equipment.
 - Carrying out periodic inspection to ensure that security and safety are achieved and alert of potential risks that may arise due to various factors.
- 2- **Promoting environmental and health awareness:** Holding seminars and workshops for students, teachers and administration to discuss environmental and health issues and propose solutions. These topics are also included in the curriculum.
- 3- **Improving infrastructure:** the need to provide adequate and clean sanitation facilities, and to prepare places for the safe disposal of waste. As well as the installation of systems to rationalise water and energy consumption.
- 4- **Implement healthy practice programs:** such as healthy nutrition, physical activity, safety and disease prevention programs. Encourage students' participation in these programs.
- 5- **Community Engagement:** Iqra schools will collaborate with parents and community organisations to contribute to the school's environmental and health initiatives, such as seashore company, scientific research competitions, beach cleaning campaigns, and projects in partnership with the Ministry of Municipality.



- 6- **Continuous evaluation and improvement:** Follow-up and evaluate the plans and programs and adopt necessary improvements based on results. Achieving a healthy school environment and protecting the environment requires continuous and integrative efforts from all parties to the school community. These steps constitute a general framework for achieving this.

3-Private Car users procedure

The following points are rules and guidelines that should be adhered to by pupils who leave school with their parents/carer in Private Cars and by parents and carers who are collecting their child;

- 1- Student Dismissal Arrangements:
 - Setting specific times for students to leave with their families via private cars.
 - Obliging students and parents to bring Exit cards upon leaving.
 - Ensuring the presence of staff members who are responsible for regulating traffic and departure around the school gates.
- 2- Safety and security measures:
 - Preventing students from leaving with unauthorised persons.
 - Ensure the safety of students when riding in and out of cars.
- 3- Code of Conduct and Discipline:
 - Commitment of students and parents to traffic regulations within the school.
 - Violators are subject to disciplinary action in case of violation of the rules.
- 4- Coordination and communication:
 - Inform parents in advance of students' departure schedules and procedures.
 - Provide effective channels of communication between the school and families.
 - Encourage cooperation between the school and parents to ensure the safety of students.

These guidelines aim to ensure the safety of students and maintain order and security inside the school during the process of leaving with their families via Private Cars.

4-Cyber security and E- Safety Policy

The cyber security policy is essential for maintaining a safe and secure digital environment within the schools. Adherence to guidelines below will protect the school community from cyber threats and ensure the responsible use of technology. This policy framework is aligned with local regulations and cultural considerations in the state of Qatar.

Creating a comprehensive cyber security school policy in Iqra schools involves addressing various aspects of digital safety, data protection, and responsible use of technology.

1. Purpose



This policy aims to ensure the safety and security of students, staff, and school data in the digital environment. It establishes guidelines for the responsible use of technology and outlines procedures to protect against cyber threats.

2. Scope

This policy applies to all students, staff, and visitors using the school's digital resources, including computers, networks, and internet access, both on and off-campus.

3. Roles and Responsibilities

The Principal	• accept overarching responsibility for e-safety in the school; • be the point of contact for staff misconduct related to internet usage. • follow through incidences of pupil misconduct related to internet usage.
IT Department:	• Implementing and maintaining security measures. • Conducting regular security audits. • Providing training and support for staff and students
Staff:	• deliver content about e-safety via Computer Science and GP. • preview any internet content that they intend to share with students. • Adhering to security protocols. • Supervising student use of technology. • Reporting security incidents.
Students:	• Using school technology responsibly. • Adhering to school rules regarding cyber security. • Reporting suspicious activity.
Parents:	• support the school's e-safety policy and guidelines.

4. Teaching and learning

Students at Iqra schools will receive education on the proficient use of the internet for research purposes, including skills in locating, retrieving, and evaluating information. They will be trained to critically assess online materials and learn how to verify information before accepting its accuracy. The schools will ensure that both staff and students use internet-sourced materials in compliance with principles of academic honesty.

Students will be instructed on acceptable and unacceptable internet usage and provided with clear objectives for using the internet. They will be informed that network and internet activity is monitored, and any misuse will be addressed appropriately.

Through assemblies, Computer Science classes, and Global Perspective lessons, students will learn how to conduct themselves and protect themselves in a digital environment. However, the school is not liable for incidents that occur outside of school premises.

New technologies will be evaluated for their educational benefits before being approved for use in the school.

5. Cyberbullying



Cyberbullying Content is incorporated into the curriculum and delivered to students. If the school becomes aware of a cyberbullying incident within its community, the response and consequences will align with those outlined in the schools's Anti-Bullying Policy and related procedures, mirroring the approach taken for non-cyberbullying incidents.

6. Internet Access

Iqra schools's internet access is specifically designed for student use and includes age-appropriate filtering. The school ensures this filtering is regularly reviewed and enhanced. Virus protection is updated routinely, and overall internet security is systematically maintained.

If, despite the filtered digital environment, staff or students encounter an unsuitable site, it must be reported to the IT Network Administrator, who will take appropriate action. The schools will take all reasonable measures to prevent access to inappropriate material. However, due to the global scale and interconnected nature of internet content, it is not possible to guarantee that unsuitable material will never appear on a school computer. The school cannot accept liability for the material accessed or any consequences resulting from internet use.

7. E-safety concerns and complaints

The Complaint Committee Team will address parental or student concerns regarding E-safety in accordance with the schools's complaint procedure, escalating issues to the Principal when necessary. Any complaints about staff misuse of the internet should be directed to the Principal. Complaints of a child protection nature must be handled in accordance with the Child Protection Policy and related procedures.

5-Crisis and Emergency management policy

Iqra English School is committed to ensure that, in the event of an emergency incident affecting the school, the school will provide an effective response to minimise the impact of the emergency.

Objective:

The objective of the crisis and emergency response policy is to identify and respond to emergencies by outlining the responsibilities and duties of the School management and the staff. Developing, maintaining, and exercising the policies allows the staff to act quickly and knowledgeably during an emergency or crisis. This plan provides parents and other members of the community with assurances that Iqra English school has established guidelines and procedures to respond to a crisis/emergency in an effective way.

Preparedness for a crisis/emergency:

The school administration will ensure preparedness for emergencies through the following steps:

1. Appoint a crisis response team that acts as a first responder for school emergencies and assists the administration in developing and implementing emergency plans.
2. Make Contract with a security company for the monitoring and supervision of school gates.
3. Administration staff at the reception should identify and record details of visitors to the school.
4. Monitor and close all doors from inside (Do not lock or chain the doors).

**Emergency telephone numbers**

Police/ civil defense	999
Kahramaa emergency number	991
Emergency team hotline of MOE	44045999

Crisis response team

The members of crisis response team are:

- Principal
- Vice principal
- Assistant vice principal
- Senior admin
- Secretaries
- BSM
- Social workers

Following are the guidelines for emergency/crisis situations:

1- Unidentified person inside the school building

- Staff should identify any visitor or adult in the school who does not have the visitor card.
- Identify the issue of the unknown person and his location.
- Identify the nature of his/ her work.
- Ask him/ her to show his/ her identification card.
- Ask him/her to go to the administration building.
- If she/ he refuses to leave, alert the admin or Social Workers.
- The administration will check the purpose of the visit and if there is no acceptable reason for such person's presence in the building, ask him/ her to leave the premises.
- If she/he refuses to leave:
 - I. Call the Police 999
 - II. Provide a description of the suspect.

2- Short – Circuit Electrical Fault / Water and Gas leak**Electrical Fault or Water leakage:**

- Notify BSM
- In case BSM is unavailable; contact the maintenance company to solve the problem.
- Call the Civil Defence Department 999 or Kahramaa 991, if necessary.
- Call the Crisis and Emergency Management Committee of the Ministry of Education and Higher Education 44045999
- Teachers and students should remain inside their classrooms, and keep calm and continue lesson, unless asked to evacuate.



Gas leakage:

- Notify BSM.
- Follow evacuation procedures.
- Call the civil defence Department 999 if necessary.
- Do NOT turn on any light switch, electrical outlet, or appliances.
- Do NOT re-enter the building without permission from the Civil Defence Department or the crisis response team.
- Call the Crisis and Emergency Management of the Ministry of Education and Higher Education 44045999.

3- Earthquakes / Landslides (Partial or Full)

- Cut the main power supply of electricity.
- Emphasize that students and employees in the building should drop immediately to the floor, take cover under sturdy desks, or stay at the corners and hold to firm objects, and the need to protect their heads and faces.
- Emphasize on staying away from walls, mirrors, closets and windows.
- Emphasize on staying in the beginning of the stairwell in multi-floor buildings and NOT using elevators under any circumstance.
- Emphasize on staying as much away as possible from electrical cables and not touching such cables.
- Call the police, Civil Defence and ambulance and provide them with the available information.
- Call the clinic nurse and individuals with first-aid training.
- Ask for help from neighbouring school if needed.
- Try to calm down students and employees and separate them from injured cases.
- Ensure the school's exits and entrances are clear for ambulance access.

4- Severe Storm (Internal Protection)

- Prevent students from leaving the school building unless requested by the parents.
- Bring all employees and students inside the school building if they were outside.
- Confine activities and Physical Education classes inside the classrooms.
- Make sure that the doors and windows are firmly shut.
- Partially switch off air conditioners and monitor the dispersal of dust and the ventilation filters.
- Communicate with the clinic to check students with respiratory diseases and distribute masks to them.
- Communicate with the staff at the science lab or places where masks are likely to be available to use them when needed.
- Communicate with competent authorities to get information about the storm and its ramifications.
- Shut the school gates and prevent vehicles from moving in case of reduced visibility to prevent accidents of running over pedestrians.
- Remove furniture/ equipment from the roof tops that might be lifted-off by the wind and dropped from the tops.
- Call the nurse and individuals with first-aid training.
- Try to calm down students and employees and separate them from injured cases if any.



- Ensure the school's exits and entrances are clear for ambulance access.

5- Heavy Rain

In case the building is damaged (electrical fault or collapse in the school because of rain), take the following actions:

- Alert BSM
- Call the Civil Defence.
- Activate evacuation plan immediately.
- Transfer students to the nearest safe school or location near the school or building.
- Use of the emergency guidelines.
- Take attendance.
- Call the Crisis and Emergency Management Committee of the Ministry of Education and Higher Education.
- Wait until you receive further instructions.

In case the building is damaged in the external environment surrounding the school:

- Keep students inside the classroom and continue classes and activities.
- Raise alert level.
- Be calm.
- Contact the Crisis and Emergency Management Committee of the Ministry of Education and Higher Education.
- Wait until you receive further instructions.

6- Sudden Epidemic or Disease Breakout

- Call an ambulance providing them with the number of cases and with their information.
- Call the Crisis and Emergency Management Committee of the Ministry of Education and Higher Education.
- Call the clinic nurse and individuals with First-aid training.
- Seek support from neighbouring schools if needed.
- Try to calm down students and employees and separate them from infected cases.
- Ensure the school's exits and entrances are clear for ambulance access.
- Conduct an investigation in cooperation with the concerned authorities and report to the Management of Emergency Team in Ministry of Education and Higher Education.

7- Mass Poisoning

- Call an ambulance providing them with the number of cases and the type of poisoning cases if possible.
- Call the Crisis and Emergency Management Committee of the Ministry of Education and Higher Education.
- Call the clinic nurse and individuals with First-aid training.
- Seek support from neighbouring schools if needed.
- Close and seized the source of poisoning; Make sure the source is NOT used across the school.
- Confiscate and provide samples of poisoned food / water to the competent authorities and request examination report.
- Try to calm down students and employees and separate them from infected cases.



- Ensure the school's exits and entrances are clear for ambulance access.
- Conduct an investigation in cooperation with the concerned authorities and report to the
- Management of Emergency Team in Ministry of Education and Higher Education.

8- Big Brawl Inside the School

- Call police, 999 providing them with the details of the incident.
- Call an ambulance providing them with the number of cases and the type of injury.
- Call the Crisis and Emergency Management Committee of the Ministry of Education and Higher Education.
- Seek help of teachers who can control students if possible.
- Try to calm down students and employees and separate them from injured cases if any.
- Identify and evaluate injured cases.
- Ensure the school's exits and entrances are clear for ambulance and police access.
- Estimate Losses, ascertain damages and report to the Management of Emergency Team in Ministry of Education and Higher Education.

9- Incidents of Violence

Telephone Threats

- Call the police at 999.
- Call the Crisis and Emergency Management Committee of the Ministry of Education and Higher Education.
- Call the security.

Physical Threats

- Call the police at 999.
- Call the security.
- Cooperate with police investigation.
- Call the Crisis and Emergency Management Committee of the Ministry of Education and Higher Education.
- Make necessary arrangements to ensure site security.

10- Acts of Sabotage \ Terrorist

- Call police immediately 999 assessing the situation to determine the method of intervention and action.
- Call the Crisis and Emergency Management Committee of the Ministry of Education and Higher Education.
- Evacuate the building completely or isolate students from places of riots and terrorism.
- Try to calm down students and employees and separate them from injured cases to avoid psychological trauma.
- Seek protection at the opposite side of the school or building.
- The internal security should control the situation as much as possible.
- Evacuate all the individuals in places even though not crossing the scene for safety purposes.
- Ensure the school's exits and entrances are clear for ambulance and police access.



- If threat persists, emphasize on keeping everyone inside the school and NOT evacuating students or employees until the competent authorities arrive at the site and confirm it as secured.

11- Child Missing\ Abducted

- Call the police and be ready to provide a description of the child\ abductor including a description of the child's \ abductor's attire.
- Call the parents of the abducted\ missing child by the authorized person.
- Call the Crisis and Emergency Management Committee of the Ministry of Education and Higher Education.
- Call the security
- Notify teachers and instruct them to take attendance.
- Cooperate with the police investigations.

12- Death of a School Member

Staff Responsibility

- Call the police
- Identify the problem and its location. Secure and isolate the area.
- Notify the school principal.
- Move student quietly away from the area.
- Discourage discussions.
- Identify students in need of immediate support.

Principal Responsibility

- Call the police.
- Identify the problem and its location. Secure and isolate the area.
- Call the Crisis and Emergency Management Committee of the Ministry of Education and Higher Education.
- Assist the police in locating and identifying the possible suspect (if any) and the casualty or the dead person.
- Assess the situation and cause of death.

13- Fire incidents

A) Fire in Multiple rooms

- Call the Civil Defense Department.
- Call the Crisis and Emergency Management Committee of the Ministry of Education and Higher Education.
- Evacuate the floor where the fire is located and the floor above.
- Cut the power supply to air conditioners.
- Direct the fire brigade teams to deal with the incident.
- Provide medical assistance to the injured if needed.
- Reassure students and employees.
- Report to the Crisis and Emergency Management Committee of the Ministry of Education and Higher Education.

B) Limited fire



- Call the Civil Defence Department.
- Evacuate the room and two other rooms on each side on the same floor as well as the room located above.
- Cut the power supply to the entire floor.
- Cut the power supply to the air conditioners
- Direct emergency team to tackle the incident.
- Provide medical assistance to the injured if needed.
- Reassure students and employees at school.
- Follow the Civil Defence instructions and recommendations.
- Call the Crisis and Emergency Management Committee of the Ministry of Education and Higher Education.

C) Large Fire in the Building

- Call the Civil Defense Department.
- Call the Crisis and Emergency Management Committee of the Ministry of Education and Higher Education.
- Cut the main power supply.
- Evacuate the building completely.
- Extinguish fire with the available means.
- Provide medical assistance and care to the injured if possible until the ambulance arrives.
- Try to calm down students and employees and separate them from injured cases to avoid psychological trauma
- Ensure the school's exits and entrances are clear to facilitate rescue operations and prevent gathering at the doors.
- Report to the Crisis and Emergency Management Committee of the Ministry of Education and Higher Education.

D) Fire at an adjacent building posing threat of spreading to the school

- Call the Civil Defence Department.
- Cut the power supply to the building
- Cut the power supply to the air conditioners.
- Reassure students and employees at school.
- Follow the Civil Defence instructions and recommendations.
- Call the Crisis and Emergency Management Committee of the Ministry of Education and Higher Education.

Emergency response procedures:

Following procedures will be followed as response to an emergency or crisis

1. Evacuation
2. Lock out
3. Seek shelter
4. Seek Safe Area
5. Prompts: Drop, Cover and Hold



1. Evacuation

Following guidelines should be followed in case of a fire or in case of any emergency that requires evacuation. All staff should be aware of their nearest exit not only in their classrooms but other areas of the school. Fire Evacuation notices and plans should be in place in all areas of the school. All staff should take time to familiarize themselves with these plans

On hearing the fire alarm, following staff procedures/duties will take place:

2. Lock down

Lock down is used to protect building occupants from potential dangers in or outside the building

When the announcement is made; follow the following procedures as precaution:

- Confine students in the classes immediately.
- All windows and doors should be shut and locked, and none of it should be left open for any reason.
- Display the Emergency Procedures Guide at the door/window to indicate the followings:
 - Red:** injured person/ missing students
 - Yellow:** Help is needed
 - Green:** all students are safe and accounted for.
- Cover all openings in the room including doors and windows if possible.
- Stay away from all doors and windows and move students to the interior walls and sit on floor.
- Switch lights off.
- Be calm.
- Take attendance.
- Wait for further instructions.

3. Seek shelter

Used for protection from gas or chemical emissions

When the announcement is made; follow the following procedures as precaution:

- Shut all windows and doors using tape, and seal the gap between the bottom of the door and floor using coats, blankets or rugs.
- Turn off heating, ventilation, and air conditioning systems.

4. Seek Safe area

Used during severe weather conditions

When it is announced or the alarm is set off:

- Take the nearest, safest route to shelter in designated safe areas.
- Where mobile classrooms are followed, everyone must move to the designated safe area
- Take the Emergency Procedures Guide and take attendance of students.



- Help individuals who need special assistance.
- Do NOT stop to take student/ staff belongings.
- Shut all the doors.
- Remain in a safe place until the situation is announced safe.
- Wait for further instructions.

5. Prompts: Drop, Cover and Hold

(For use in earthquakes or other dangers to the building or immediate surroundings)

When the prompt are given:

- DROP- to the ground take shelter under a nearby desk or table far from the windows
- COVER- your eyes by leaning your face against your arms.
- HOLD- on to the legs of any table or desk and stay where you are.
- Help individuals who need special assistance.
- Wait for further instructions.

6-Personal Emergency Evacuation Plans (PEEP)

As Iqra School takes its obligations to fire safety extremely seriously, a PEEP is in place which is a plan for a staff/students who may need assistance, for instance, a student with impaired mobility, to evacuate a building or reach a place of safety in the event of an emergency.

A PEEP may be needed for someone with an impairment or disability such as:

- ✓ Mobility impairment
- ✓ Sight impairment
- ✓ Hearing impairment
- ✓ Cognitive impairment
- ✓ A medical condition or injury which might cause them to need assistance to evacuate safely.

Sometimes the requirement for a PEEP may be temporary for instance, someone who is using a wheelchair because of a broken leg or someone in the late stages of pregnancy. The School Principals are responsible for ensuring the safety of their staff/students. It is their responsibility to identify individuals who may require a PEEP and to implement the PEEP assessments.

The School Principals and the Safety and security committee will develop a plan which will:

- ✓ Identify specific evacuation routes where appropriate.
- ✓ Identify refuge areas and specific evacuation procedures.
- ✓ Identify specialist equipment such an evac-chair that is needed.
- ✓ Identify staff responsibilities.
- ✓ Identify staff training requirements.
- ✓ Identify any building adaptations that are required.



5.18.1: Administration of Medication Policy

Objective:

In order to ensure a healthy environment for all those at Iqra English School at all times, we have a Health and Safety Policy. As an Appendix to this policy we have the following Administration of Medications Policy.

Policy:

1. Management and the teaching staff of the school do not administer medical treatment to pupils, such actions and procedures are normally carried out by a medical professional such as our nurses.
2. The School Nurse will only administer chronic and emergency medication prescribed by a doctor if a parent/guardian has signed the School Medications Indemnity document.
3. It is important that parents supply a medical certificate of any medical condition suffered by their children. Children who are asthmatic, epileptics or diabetics or who are prone to anaphylactic shock syndrome may have an attack at any time and it is vital, therefore, to identify the symptoms in order that treatment can be given by an appropriate person if necessary.
4. Clear instructions about medicines requiring regular administration must be provided by the parent/guardian and will be strictly followed by the School Nurse.
5. Where possible, the School Nurse will arrange times for medication so that they don't coincide with lesson time.
6. Sick children should not be sent to school as they pose a health risk to the other students and teachers in the school.
7. In the event that a student falls ill during school time, the parent/guardian will be called to fetch the child from school.
8. Should it be necessary for the School Nurse to administer OTC (over the counter) symptomatic medications such as paracetamol, the School Nurse will contact the parent/guardian for verbal approval first.
9. The School nurse must ensure that all medications are stored safely and in the correct environmental conditions and that they are current. Expired medications must be safely disposed off.
10. The School Nurse will keep a written record of all cases dealt with. Clinic visit slip should be attached and recorded in the H.W. diary.
11. In emergencies the School Nurse will do no more than is obviously necessary and appropriate to relieve extreme distress or prevent further and otherwise irreparable harm. Qualified medical treatment will be secured in emergencies at the earliest opportunity.
12. Parents must ensure that the emergency contact numbers and any information concerning their children's health which is with the school is always up to date and valid.



5.18.2: Playground Supervision Policy

Rationale

The playground environment must be a safe and secure place for all children at IQRA.

Purposes

1. To ensure that all staff are aware of the importance of strict supervision in the playground.
2. To implement an ongoing workable supervision roster system throughout all areas of the school.
3. To ensure the children are purposefully occupied during break times.

Guidelines

1. Through staff meetings or notices, all staff will be made aware of the critical nature of a well supervised playground.
2. The Principal/VP will organise a rotas to cover any areas which will require supervision.
3. The duty roster will be reviewed at least once per term and updated accordingly.
4. Each teacher will be given access to a copy of the duty rotas and a copy will be displayed in the staffroom.
5. The teacher teaching the lesson prior to break will escort the students to the playground.
6. Class teachers will be responsible for bringing the students back after play time.
7. Duty Areas will be allocated.
8. No PE equipment should be used during break time.
9. Duty will commence at the beginning of each break to the end of each break.
10. Students will be encouraged to put any rubbish into the bins provided.
11. If a student needs to be removed from the playground for a time, the student should be sent to the Social Worker.
12. If a supervisor is unable to do a duty, he/she must inform the VP or PLs at the beginning of the day. In case of staff absence, a substitute staff should be assigned for break duty.
13. The systems and procedures for playground supervision have been established to ensure, that to the best of our ability, the students remain safe and happy.
14. Students should be supervised at all times; no student should be left alone in classrooms.



5.18.3: Field trip Policy

Preparation

1. All Iqra Schools visits should be educational or fun trips and where possible the venue should be investigated by one of the staff before the visit.
2. All departments should suggest trips related to their lessons.
3. The Field Trip Approval Form must be completed by the person in charge, at least two weeks before the visit.
4. MOE approval should be sought as early as possible before the trip.
5. Letter to the parents should be sent only after attaining MOE approval for the field trip.
6. Transport request should be made at least a week in advance.
7. Details of the proposed visit should be sent to parents at least two to three days beforehand and their consent gained. Field Trip letter should be in English and Arabic.

Staffing

1. Ratio of staff going with the students to a field trip should be at least 10 students per one staff .
A cleaner or a maid should accompany KS1 and early year students.
2. Staffing can always be more generous and admin make the decision based on the duration, nature and location of the visit.
3. If parents or any volunteers accompany any trip, they should not;
 - (a) supervise more than 10 pupils.
 - (b) be in sole charge of pupils for more than half a day.
 - (c) be in a situation remote from the support of teachers or other appropriate members of staff.
4. In deciding the level of supervision required in particular circumstances full account must be taken of any hazardous activities which may be undertaken.
5. Class teachers must check the permission slips for authenticity. A student who does not have a permission slip ,will not be allowed to go on the trip. A phone call from a parent will not be accepted in place of the signed form. Students will not be allowed to go on the field trip if they are not wearing proper school uniform.
6. Qualified first aiders should be among the staff accompanying the trip.

Safety:

1. A complete list of names and addresses of children going on outings should be left at the school.



2. The staff should prepare identification tags for all children that include the name of the school and phone number.
3. The teacher must have children and parents names, phone numbers and emergency numbers with them at all times. An accurate list of children in attendance on the day of the trip must be supplied. A copy should be also left at the School. The teacher should decide how children will be grouped with adults.
4. A designated staff person for each group will have the responsibility of carrying a first aid kit, money and needed supplies. A school nurse in attendance, required medications, allergy concerns, and nutritional needs must all be considered. Safe and healthy foods should be provided that follow the food service guidelines. Staff should be aware of any steps necessary for safe-handling of the food. Whenever possible, adults who are responsible for carrying items should not be directly responsible for a group of children.
5. Count must be taken at all appropriate times and all children accounted for on every occasion.
6. Full information about medical condition that may affect a child's performance during any activity must be sought and necessary parties informed.
7. A first aid box must be taken on all outings.
8. Children must not sit adjacent to emergency exits on buses and coaches. It is strongly recommended that a responsible person sits on seats that are adjacent to emergency exit doors.
9. Teachers and children should fasten the seat belt in the bus.
10. Iqra School reserves the right to prevent a student from going on a field trip if there is a concern about the child's ability to conduct themselves to the high standard expected of Iqra students, or if it is believed that they might endanger themselves or other children by taking part on that trip.

Procedure:

Teachers in charge will remain with the whole group on the field trip for the duration of the event. They will leave together, not make unnecessary shopping or stops in-between time of arriving at the destination and return together with the group to Iqra English School, unless other arrangements are explicitly stated and agreed to by the teacher and the Principal of the school.

All rules that apply at school for adults and children apply during the field trip (e.g. no hitting).

Emergency Procedures In Case Of Accidents:

1. Take appropriate steps to ensure that all adults and pupils are safe from danger and ensure that necessary steps have been taken to ensure medical care and / or hospitalization of anyone injured.
2. Inform the Social Worker as soon as possible.
3. Keep a careful written record of all facts and circumstances and give this to the Social Worker.
4. If the press become involved do not speak to them other than refer them to the school.
5. Be helpful and compassionate with parents of children involved.



5.18.4: Food Policy

At Iqra English School we recognise the importance of food in our lives. We know that healthy eating is vital for good health and we understand that there is a strong link between a healthy diet and effective learning. We also recognise the importance of food related skills in enriching our social development and in celebrating, nurturing and increasing our appreciation of cultural diversity.

Aims:

The general aim of Iqra English School is to provide a stimulating, purposeful, educational environment enabling children to develop academically and socially in a cheerful atmosphere, so preparing each child for the opportunities, responsibilities and experiences of life. More specifically, through our food policy we will endeavour:

1. To maintain or improve the health of the whole school community through education – increasing knowledge and understanding of what constitutes a balanced diet and how to ensure that food is prepared at home healthily and safely.
2. To ensure that children are well nourished at school, given enough time to finish it and every child having access to safe, tasty and nutritious food and water during the school day.
3. To increase children's knowledge of where their food comes from, food production, manufacturing , distribution and marketing and how these will impact upon their own lives and the environment in Healthy Eating.

Objectives:

These aims will be met in lessons through a cross-curricular approach, through shared eating times and through social activities.

Cross curricular link

Within the Social Studies curriculum healthy eating, food safety and an understanding of where our food comes from will be taught. Where possible this will be linked to other curriculum areas.

For example;

- Art – observational drawing of fruit, healthy eating posters
- ECA – recipes, food preparation and cooking
- English – instructions on recipes
- Maths – weights and measures
- PE – healthy eating and exercise
- Science - healthy lifestyles, effects of heat on food, bacteria, how plants grow
- Social Studies- agriculture and fishing, land and its uses



Iqra English School actively encourages healthy eating and for this reason the following food items are not permitted:-

- Chocolate
- Sweets
- Crisps / Chips
- Fizzy drinks
- Nuts and seeds
- Chocolate filled biscuits/ chocolate-chip cookies

The following foods are encouraged :-

- Sandwiches
- Boiled egg
- Fresh fruits
- Yoghurt
- Milk
- Water
- Homemade food

Teachers will send reminders to parents insisting for healthy food .

- First reminder -Teacher will send message on authorised communication platform
- Second reminder -Teacher will call home
- Third reminder –letter to be sent home

After three reminders any child bringing in food that is not permitted will have it confiscated and it will only be returned at the end of the day.

The parents should notify the school in case of any allergies of food.

Teachers and assistants' roles:

1. During the orientation week, students should be briefed on foods allowed for their snack.
2. To check on students snack during break.
3. Encourage students to bring their own water bottle/tumbler and fork/spoon.
4. Teachers should remind students about food sharing especially if a child has any allergy.
5. Teachers should check the allergy list given by the school nurse which is posted on the information board and occasionally remind students of the allergy if any.
6. Teachers are not allowed to distribute chocolates, sweets, chips etc as rewards.
7. If a child forgets his/her food, please inform the school secretary to call parents to send the lunch box. In case other children would like to share food please check of any allergy if any.



School Website Policy

- **In-charge department:**
 - IT Department
- **Approvers:**
 - Executive Manager
- **Review Cycle:**
 - 1 Year

Purpose : It defines the primary objectives of the school's online platform, which include providing information, facilitating communication, and promoting the school's values and achievements.

1. Content Management:

- The policy establishes a content management framework, designating roles and responsibilities for the creation, review, and updates of the website content.
- It ensures that the website content is accurate, up-to-date, and aligned with the school's mission and policies.
- It ensures that the website content is aligned with ministry of Education and Higher Education Policies and Regulations.
- The school website will include school policies, communication and contact data, information about the school, school activities and clubs, QNSA report and others.

2. Design and Branding:

- The website policy sets guidelines for the visual design, layout, and branding of the school's online presence, ensuring a consistent and professional image.
- It outlines the use of the school's logo, color scheme, and other visual elements across the website

3. Privacy and Data Protection:

- The website policy addresses the school's commitment to protecting the privacy and personal data of website visitors, in accordance with relevant data protection regulations.
- It outlines the measures taken to secure the website, handle user information, and comply with privacy laws.
- The school requires written consent from parents or legal guardians before using any student's personal information, such as their name, image, or academic data, on the school website or other online platforms.
- This consent process is standardised and applied uniformly, without any differentiation based on the student's race, ethnicity, or any other personal characteristic.

4. Social Media Integration:

- The policy provides guidelines for the school's use of social media platforms, such as Facebook, Twitter, and Instagram, to complement the school website and engage with the broader community.



- It sets standards for the content, tone, and frequency of social media updates.

5. Maintenance and Updates:

- The website policy establishes a regular review and maintenance schedule to ensure the website remains current, functional, and free from technical issues.
- It outlines the procedures for updating content, implementing new features, and addressing any security or performance concerns.

6. Governance and Compliance:

- The policy defines the governance structure and approval processes for website-related decisions, ensuring alignment with the school's overall policies and regulations.
- It also addresses the school's commitment to comply with any relevant laws, regulations, and industry best practices.

By implementing a comprehensive website policy, Iqra School ensures that its online presence serves as a valuable resource for the school community, while maintaining high standards of quality, accessibility, and data protection.

2. Cyber security and E- Safety Policy:

The cyber security policy is essential for maintaining a safe and secure digital environment within the School. Adherence to guidelines below will protect the school community from cyber threats and ensure the responsible use of technology. This policy framework is aligned with local regulations and cultural considerations in the state of Qatar.

Creating a comprehensive cyber security school policy in Iqra School involves addressing various aspects of digital safety, data protection, and responsible use of technology.

Purpose

This policy aims to ensure the safety and security of students, staff, and school data in the digital environment. It establishes guidelines for the responsible use of technology and outlines procedures to protect against cyber threats.

Scope

This policy applies to all students, staff, and visitors using the school's digital resources, including computers, networks, and internet access, both on and off-campus.

Roles and Responsibilities

The Principal	• accept overarching responsibility for e-safety in the school; • be the point of contact for staff misconduct related to internet usage. • follow through incidences of pupil misconduct related to internet usage.
IT Department:	• Implementing and maintaining security measures. • Conducting regular security audits. • Providing training and support for staff and students



Staff:	• deliver content about e-safety via Computer Science and GP. • preview any internet content that they intend to share with students. • Adhering to security protocols. • Supervising student use of technology. • Reporting security incidents.
Students:	• Using school technology responsibly. • Adhering to school rules regarding cyber security. • Reporting suspicious activity.
Parents:	• support the school's e-safety policy and guidelines.

Teaching and learning

Students at Iqra School will receive education on the proficient use of the internet for research purposes, including skills in locating, retrieving, and evaluating information. They will be trained to critically assess online materials and learn how to verify information before accepting its accuracy. The School will ensure that both staff and students use internet-sourced materials in compliance with principles of academic honesty.

Students will be instructed on acceptable and unacceptable internet usage and provided with clear objectives for using the internet. They will be informed that network and internet activity is monitored, and any misuse will be addressed appropriately.

Through assemblies, Computer Science classes, and Global Perspective lessons, students will learn how to conduct themselves and protect themselves in a digital environment. However, the school is not liable for incidents that occur outside of school premises.

New technologies will be evaluated for their educational benefits before being approved for use in the school.

Cyberbullying

Cyberbullying Content is incorporated into the curriculum and delivered to students. If the school becomes aware of a cyberbullying incident within its community, the response and consequences will align with those outlined in the School's Anti-Bullying Policy and related procedures, mirroring the approach taken for non-cyberbullying incidents.

Internet Access

Iqra School's internet access is specifically designed for student use and includes age-appropriate filtering. The school ensures this filtering is regularly reviewed and enhanced. Virus protection is updated routinely, and overall internet security is systematically maintained.

If, despite the filtered digital environment, staff or students encounter an unsuitable site, it must be reported to the IT Network Administrator, who will take appropriate action. The School will take all reasonable measures to prevent access to inappropriate material. However, due to the global scale and interconnected nature of internet content, it is not possible to guarantee that unsuitable material will never appear on a school computer. The school cannot accept liability for the material accessed or any consequences resulting from internet use.



E-safety concerns and complaints

The Complaint Committee Team will address parental or student concerns regarding E-safety in accordance with the School's complaint procedure, escalating issues to the Principal when necessary. Any complaints about staff misuse of the internet should be directed to the Principal. Complaints of a child protection nature must be handled in accordance with the Child Protection Policy and related procedures.

1. ICT Policy

Purpose :

- a) To use Information and Communications Technology as an effective and efficient teaching, learning, communication and management tool throughout the school. This reflects the school's vision and mission related to teaching and learning.
- b) ICT prepares students to learn new technology and trends that is being incorporated on almost every aspect of the modern life. It is a vital tool where staff and students can explore, learn and present information effectively.

Guidelines for Staff and Students

- a. ICT includes all equipment such as Computers, Projectors, Smart board, Networking Equipment, Printers, Scanners, Software and Internet usage.
- b. School's ICT equipment should only be used for work-related matters.
- c. Incorporate ICT for teaching and learning whenever possible.
- d. To be a responsible user when handling information, documents and media especially confidential ones.
- e. Always backup your files, electronics have tendencies to fail, and keeping a backup is always a good thing to be accustomed of doing.
- f. Do not delete contents without prior approval, this includes website, social media and shared folder contents.
- g. Please consult IT Support before installing and downloading files as it might contain harmful viruses. All software and hardware that needs to be installed should be approved by the Principal and IT Support.
- h. External storage devices such as hard drives, USB drives, memory cards, mobile phones, etc. should always be scanned for viruses before using.
- i. Students should be supervised when using ICT Equipment and the Internet.
- j. Damaging/vandalizing of ICT equipment is forbidden. In case of any damage to the equipment, person responsible for the damage (staff/student) shall be liable to pay.
- k. School's Internet is for authorized activities only.
- l. Keep passwords private, sharing of password/login is prohibited.
- m. Videos/websites used during lessons should be screened before the lesson.



- n. Class Teacher is responsible for proper shutdown of classroom PC and Projector at the end of the day.
- o. ICT teacher is responsible for safeguarding the ICT equipment in the ICT lab. He/she will be responsible for reporting any damage to the ICT equipment by the students.
- p. All PCs in the ICT lab should be password protected and will be accessible to the students on ICT teacher's discretion.
- q. ICT teacher is responsible for safe use of internet by the students in the ICT lab. Any breach to this rule will lead to disciplinary action against staff and/or students.
- r. ICT lab rules should be clearly displayed in the ICT lab.



School Transportation Policy

- **The Concerned Persons in Formulating the Policy:**
 - School Management \ Business Management
- **The Accreditation Authority:**
 - Principal \ Vice Principal \ PTA
- **Policy Review Cycle:**
 - When needed

Purpose

This policy outlines the procedures and regulations for the school transportation system, ensuring the safety and efficiency of bus services for students.

1. Bus Registration Procedure

Registration for school transportation occurs on an annual basis. Parents should submit the Bus Registration Application Form to the school admin between March and May.

Students may be enrolled any time during the school year, but allocation of seats will depend on seat availability and the availability of the route for your location. Please note: submitting an application does not guarantee seat availability/allocation or service to your area.

Once an application is received, it will be processed by the school's transportation department and parents will then be notified as to whether or not the school can provide bus transportation for their child(ren). Upon receiving a completed and signed Bus Registration Application Form, the following steps are taken:

All applications, and applicant information, are forwarded to the facilities department in order to determine the possibility of providing the service and to assign a bus/route number for the residential area of the applicant. Once finalised, the bus supervisor will inform the parents with the following:

- (1) Bus number
- (2) Time of pick-up & drop-off
- (3) Location/Bus Stop

Please note: parents must contact the school administration should they need to make any changes to their child's transport arrangement. This will be subject to availability and the school cannot guarantee the arrangement of such changes. Drivers are not authorised to accept any direct requests from the parents. Parents are not allowed to enter the bus and speak to any students or the bus driver/bus monitor. In case of any concerns, parents should only communicate with the school administration or the school social workers.



2. Transport Fees

Boys School Transportation Fee - 6,304 QAR Annually

1. The students that opt for daily school transport have to pay the 'Transport Fee' as per the approved fee structure prescribed by the Ministry of Education and Higher Education. Please note: Payment should be made no later than 14 days before the start of each term
2. In cases where parents register their child(ren) to use the school's bus services for a duration of less than a month, one-month bus fees will be charged.
3. If the student is admitted in the 1st half or 2nd half of any of the school's three terms, then the full bus fee for that term will be charged.
4. If the Ministry of Education and Higher Education announce any changes or cancellation of the bus services, the school will abide by the guidelines of the MOEHE.
5. The school cannot guarantee the provision of the bus service in cases where the bus driver, assistant or any student has been infected with Covid-19. Please also note that there is no refund in such cases.
6. The school management needs to be informed immediately where a child has symptoms of, or is suspected to have, Covid-19. Please note that your child(ren) may not be permitted to use the bus services until they provide a negative Covid-19 result.
7. Failure to pay the fees as per the fee schedule will result in your child being excluded from the school's bus transport service.

3. Bus Cancellation

If parents wish to cancel their use of the bus transportation service, they must inform the school administration in writing no later than seven working days prior to cancellation. Verbal requests are not permitted.

4. Change in address

If there is any change in home address, a new application form must be submitted. The school reserves the right to accept or reject the application as the new area might not be covered by the transportation service or the bus that serves in the new area may have no availability.

5. Transportation regulations and general guidelines

5.1 Morning Pick-Up from home:

The students must be ready on time and at the designated area for pick-up.

Students must be accompanied by an adult who waits until the bus arrives and picks up the child from the agreed pick up location. Failure to do so, the school will not be held liable in any way.



Bus drivers have been instructed to wait no longer than three (3) minutes during the morning pick-up time. If a student misses the bus, the parents must provide transportation to school.

5.2 After School Drop-Off:

Drivers and bus monitors have been instructed NOT to drop off any student unless there is a designated adult present to meet and collect the student. Should the bus arrive at the stop and no adult is present to meet the bus on arrival, the student will be kept on the bus and brought back to school where parents will be contacted to provide transportation home.

6. Behaviour guidelines for the school bus:

The students must follow the bus monitors' instructions regarding the seat allocation.

Students will be subject to disciplinary action should they:

1. Remove/loosen or refuse to wear seatbelts whilst inside the bus.
2. Change seats, stand or move around the bus.
3. Shout, yell, speak in loud voices or use bad language.
4. Open the window at any time.
5. Fight, tease, bully or harass other students, the monitor or the driver.
6. Behave in any way that is distracting to the driver and/or other students.
7. Shout at pedestrians or passengers.
8. Mark or vandalize the bus on the inside and/or outside.
9. Eat or drink on the bus. Only drinking water is permitted.
10. Carrying any sharp objects is strictly prohibited.
11. If the student is carrying any prescribed medications, it should be sent with the doctor's prescription and the school nurse should be informed in writing by parents.
12. Leave trash/rubbish on the bus seats and floors.
13. Any physical or verbal sexual harassment.

The Bus Monitors have the authority to report violations of the above-mentioned rules to the school management. Students found to be in breach of the bus rules will be subject to referral and/or disciplinary action. Serious incidents and/or repeated misbehavior will result in suspension or termination of their use of bus transportation service.

Student/s who receive two (2) warnings will be suspended from riding on the bus for 1 to 3 days depending on the severity of the case. Any further misconduct by any student after receiving two warnings will lead to the cancellation of their use of the school bus service and the parents will be fully responsible for the transportation of their children to and from school. The school management reserves the right to cancel the use of the school bus for any student without prior warning in case of a serious misconduct that can jeopardize the safety of other bus riders.

7. Safety and security instructions

For the bus drivers:



1. At the start of every school term, the bus drivers participate in orientation meetings and informative sessions. These cover important safety procedures and rules for transporting students, as well as proper protocols for responding to emergency situations.
2. Whenever an emergency occurs, the school administration is immediately notified, and the bus supervisor is contacted to provide the drivers with the necessary guidance and instructions.
3. Every school bus driver must hold a valid driving license issued by Qatar's Traffic Department – Ministry of Interior, and is fully aware of the traffic rules and regulations in the State of Qatar regarding the operation of the school bus.
4. Prior to the start of each school term, the safety and operational readiness of the school buses is thoroughly checked and verified. If any bus experiences a breakdown, it is immediately serviced and repaired on the same day. However, if the repair process is expected to take longer, the bus is promptly replaced with one of the spare/backup buses available at the school facility.
5. Prior to the beginning of the school year, the student rosters are provided to the bus drivers after being reviewed and approved by the supervisor. Each driver then confirms the actual route on the ground and notes any necessary observations. Upon completion of this process, the final counts of buses and students per bus are documented and submitted to the school administration. Following this, the parents are notified of the estimated morning and afternoon bus arrival times at the school building, which serves as the designated pickup and drop-off location for all students.
6. At the start of each academic term, the bus supervisors attend orientation meetings and informative sessions that cover:
 - ✓ Procedures and rules related to the security and safety of students during transportation
 - ✓ Protocols for responding to emergency situations
 - ✓ Additionally, the supervisors receive training on:
 - ✓ Administering first aid
 - ✓ Handling disciplinary issues with students
7. The school's transportation department keeps track of any traffic violations committed by each bus driver. Separately, the school's human resources department maintains records of behavioral and professional misconduct by both bus drivers and supervisors. Additionally, the social worker is responsible for documenting any student violations that take place on the school buses.
8. The school maintains two backup/spare buses that can be utilized in the event of a breakdown or issue with one of the regular operational buses. Importantly, one of these spare buses is kept in a state of full readiness at all times, allowing it to be deployed immediately if needed.
9. The bus driver is not allowed to allow any passenger or unauthorized person to operate the school bus at any time, nor is anyone allowed to sit in the driver's seat.
10. The driver must not leave the driving seat without installing the brakes, turning off the engine, putting the bus in a parking position by means of the gearshift device, removing the ignition key from its place and then keeping the keys with him.
11. The bus monitor has the primary responsibility for the safety of children whilst on and off the bus.
12. The driver should not leave his driving seat at any time whilst ever there are passengers on the bus. In the event of any malfunction in the bus, assistance is requested according to the local policy in the country.
13. The driver should not make/answer any phone call whilst driving.



14. The bus driver is only permitted to pick up and transport children and persons designated by the school.
15. The students should not be dropped off at any drop off station other than the place of residence stated on their Bus Registration Application Form.
16. The driver must make sure that the front and rear windshields are completely clean before starting any trip.
17. Tools and other miscellaneous materials must be carried in appropriate places.
18. The bus driver must ensure that all brakes, lights, stop signs, warning signal lights and other safety devices are operational and working properly before starting any journey.
19. The bus driver must also ensure that the first aid kit and fire extinguisher are available on the bus and fully prepared.
20. The driver must check the door latch and safety lock and ensure that they are operational and working properly before operating the bus.
21. It is forbidden to move or operate any bus if any of the exit doors are fully or partially open.
22. Drivers must immediately report any malfunction or necessary repair they suspect may be required for the bus in their custody to the bus supervisor.
23. Drivers must not exceed the legal speed or the specified and enforced speed. Failure to do so will lead to the penalties permitted by the Qatar Labour Law, the penal and grievances list, and the work regulations list. For offences that affect students' safety, a termination of contract may be applied.
24. When it is necessary to overtake any slow-moving vehicle, the driver must take reasonable measures to ensure that it is safe to do so. They must also ensure that there is no other vehicle approaching and they must maintain a distance and clearance of not less than 800 feet between the school bus and the vehicle ahead that is slow moving.
25. Reversing the bus is prohibited unless requested by a police officer, or an emergency vehicle.
26. Bus drivers must give right of way to emergency vehicles.
27. When there is a need for any change in the direction of the bus, electrical signals must be used as necessary. For example, the left direction signal is used to indicate that the bus will move to the left.
28. Before the bus stops, the hazard light must be used as necessary.
29. The driver shall ensure that no children are left alone in the bus, and he must always check that the bus is empty before locking and leaving.
30. Report any behavior concerns to school administration immediately.
31. Bus attendance procedures as instructed by the school management must be followed by the drivers at all times.
32. The school ensures effective communication channels are in place between the school administration, parents, and students. This includes providing access to bus transportation schedules. (refer to communication policy)
33. The school has established a set of disciplinary policies and procedures to address student misconduct during school transportation. (refer to disciplinary policy)

7.1. Procedures to be followed by the Bus Driver at morning pick up time:

1. The driver will mark the attendance of every child on his own register as soon as the student enters the bus at morning pick up.



2. The driver will park the bus upon reaching the school, stand at the bus door and take the attendance again on his register as the students disembark the school bus. The driver must submit his attendance register to the social worker along with the bus monitors' register and cross check the attendance with actual head count.
3. The driver will enter the bus and check all seats and under the seats after all students have disembarked the bus to ensure that there are no students left unnoticed.
4. The driver will proceed to the admin area and fill the daily pledge form to confirm that he has completed all his responsibilities for the morning pick up and safety check of the bus and he has reported the absentees to the social worker.
5. The driver will park the bus at the designated parking area and carry out a final check of the bus and inform the bus supervisor.

7.2. Procedures to be followed by the Bus Driver at drop off time

1. The driver will mark attendance of all bus riders on his register as soon as the students enter the bus at dismissal time.
2. The driver will wait until the bus inspector has checked the attendance and signed the register.
3. The driver will park the bus at the agreed drop off location for each student and mark his attendance register as soon as the student is dropped off at his home.
4. The driver will ensure that the student has been picked up by the designated adult from the drop off location before moving.
5. The driver will report back to the admin staff on duty upon returning to the school to sign the daily pledge to confirm that all students have been safely dropped off at their locations.

7.2 Safety and security instructions for the bus monitors

The school bus monitors must assist the students during their transportation to and from school and provide a healthy and safe environment for the pupils, as well as supervise, mentor and direct them while they are on the bus.

The School Bus monitor will:

- Assist the driver in maintaining the good conduct and behavior of students on the bus.
- Check the attendance record to ensure the presence of all students and report any absence.
- Assist all students when getting on or off the bus.
- Help students and ensure safety when pupils are boarding, transferring and disembarking from buses, whether in emergency or normal situations.
- Submit observations and incident reports immediately to the social worker in case of concerns such as discipline, accidents, inappropriate social behavior, etc. for the purpose of communicating information to responsible personnel appropriately.
- Assist the driver in maintaining the cleanliness of the bus interior, in order to maintain the appearance, health and safety of the bus.
- Allocate seats to the students in order to ensure the safety and welfare of students.
- Ensures that aisles are kept clear of luggage, bags, lunch boxes, etc., so that other students are not harmed in any way.



- Monitor dangerous areas around the bus, as well as check for dangerous situations. (Example: Students should not go too close to the rear wheels.)
- Inform students about bus safety and requirements to enforce laws and regulations and provide positive discipline and student guidance.
- Collect personal items that some students leave on the bus and deliver them to the school secretary.

7.2.1 Procedures to be followed by the Bus Monitor at morning pick up time:

1. The bus monitor will mark the attendance of every child on his/her own register as soon as the student enters the bus at morning pick up.
2. The bus monitor will take the attendance again on his/her register as the students disembark the school bus and submit his/her attendance register to the social worker and cross check the attendance on the driver's register with actual head count.
3. The bus monitor will enter the bus with the bus driver and check all seats, including under the seats, after all students have disembarked the bus to ensure that there are no students remaining on the bus.
4. The bus monitor will proceed to the admin area and fill the daily pledge form to confirm that he/she has completed all of his/her responsibilities for the morning pick up and safety check of the bus and that he/she has reported the absentees to the social worker.

7.2.2 Procedures to be followed by the Bus Monitor at drop off time:

1. The bus monitor will mark attendance of all bus riders on his/her register as soon as the students enter the bus at dismissal time.
2. The bus monitor will wait until the bus inspector has checked the attendance and signed the register.
3. The bus monitor will assist the students in getting off the bus and mark his/her attendance register as soon as the student is dropped off at his home.
4. The bus monitor will ensure that the student has been picked up by the designated adult from the drop off location.
5. The bus monitor will report back to the admin staff on duty upon returning to the school to sign the daily pledge to confirm that all students have been dropped off safely at their locations.

8. Procedures to be followed by the bus inspectors (referred to as “he” or “she”) at morning bus arrival:

1. He/she will receive all school buses at the designated location in the school building.
2. He/she will take actual head count as the students disembark the bus.
3. He/she will receive the attendance registers from the bus drivers and bus monitors and cross check the pupils with the attendance data/registers.
4. He/she will wait until the bus is checked by the bus monitor and bus driver and ensure that all students have safely disembarked the bus.
5. He/she will submit the attendance registers to the admin staff and report the absentees.

9. Procedures to be followed by the bus inspectors at dismissal time:



1. Bus inspectors will record the attendance of the pupils and cross check this with the registers provided by the bus monitors and the bus driver.
2. Bus inspectors will check that all students are properly seated in their allocated seats with their seat belts fastened.
3. The bus inspector will sign the register and allow the bus to leave the school premises.

10. Procedures to be followed by the bus rider collectors

1. School admin will assign the duty Rota for the bus rider collectors.
2. Bus rider collectors will check the attendance at the time of collecting bus riders from the class to ensure all bus riders are collected at dismissal time.
3. Bus rider collector will ensure that the students are escorted to the bus area in a disciplined manner and safely board the buses.
4. Bus rider collectors will stay in the bus area until all buses are checked for attendance and the buses are allowed to leave by bus inspectors once all necessary checks are made.

11. Procedures to be followed by school secretaries

1. School secretaries will receive the bus registers and will immediately contact the parents of any absent bus riders.
2. School secretaries will ensure that the parents are contacted no later than 7:45 a.m. in case of absentee bus riders, the phone calls record must be maintained date wise and should be submitted to the Principal no later than 8:00 a.m.
3. In case there is no response to the admin phone calls, secretaries will send a formal text message as a notification to the parent of the absent bus riders.
4. School secretaries will alert the bus rider collectors and bus inspectors if a bus rider takes an early exit and will not use the bus at drop off time.
5. School secretaries will ensure that daily undertaking forms are duly signed by all bus drivers and bus monitors and are sent to HR.
6. School secretaries will inform the school management through an email when all buses have returned at dismissal time and all daily undertaking forms have been signed.



Financial Affairs Policy

➤ **The Concerned Persons in Formulating the Policy:**

- Finance Department

➤ **The Accreditation Authority:**

- Higher Management
- Senior Management
- Finance Manager

➤ **Policy review cycle:**

- Every 1 year or according to changes

Purpose

A Financial Affairs Policy in a school ensures responsible management of finances by establishing clear guidelines for budgeting, spending, and financial reporting. It promotes transparency, accountability, and compliance with legal regulations, while also safeguarding the school's financial resources and supporting long-term financial planning. This policy helps ensure that funds are used effectively to enhance the educational experience and maintain the school's financial health.

The policy includes the following:

1. Procedures for cash disbursement.
2. Conditions related to disbursement documents.
3. Cash Custody Regulations.
4. Bank transaction reconciliation Procedures.
5. Bank account management procedures.
6. Bank account closure procedures.
7. Identifying authorized signatories.
8. Procedures for issuing, canceling and replacing payments.
9. Procedures for issuing letters of guarantee and insurances.
10. Regulations for recording and writing off revenues.
11. Procedures for collecting funds.
12. Procedures and regulations for expense recognition.
13. Salaries and wages regulations.
14. Procedures for accounting and managing fixed assets.
15. Procedures and regulations for the external auditing.
16. Procedures for archiving financial operations.

1. **Procedures for cash disbursement**



- Maintains a designated fund for petty cash transactions.
- Any purchases made from petty cash for the school had to be signed by the Principal and Finance Manager and be supported with proper documentation.
- For purchases or payments amounting to QAR 10,000 and above, approval had to be obtained from the CEO and EM. For amounts between QAR 1,000 and QAR 10,000, approval had to be obtained from the EM and FM. For amounts less than QAR 1,000, approval could be given directly by the principal.
- Purchases or payments for resources amounting to QAR 1,000 and above had to be accompanied by a Local Purchase Order (LPO) and forwarded to the accountant. The accountant then submitted it to the Finance Manager for approval.
- If approved, the request will be returned to the accountant, and payment will be processed.
- The Resource Coordinator prepares the LPO, which must be signed by the principal before submission to the Finance Department for approval, along with all supporting documents (such as quotations).
- Payments of QAR 1,000 and above should be made by cheque. Exceptions may be made for companies that do not accept cheque payments and for urgent transactions approved by the EM and CEO.

2. Conditions related to disbursement documents

- Confirmed that all required approvals and authorizations were obtained before processing documents.
- Handled documents containing sensitive financial information with confidentiality.
- One person will be responsible for exchanging/carrying the confidential documents.
- Maintain a record of document exchanges.
- When exchanging documents electronically, ensured the use of digital signatures for authenticity.
- Ensured that documents were readily accessible to authorized personnel when needed.

3. Cash Custody Regulations

- Maintained a daily cash report and submitted it to the Finance Manager, along with a physical count of the available cash on hand.
- In addition, maintained a weekly cash reconciliation and submit the report to the Finance Manager.
- All cash and cheques were left in the safe provided for the safekeeping of valuables.



- All cash collected by the cashier was deposited without delay.
- All money collected was issued with a pre-printed receipt voucher.
- Regularly provided financial statements to the Finance Manager.
- Maintained clear records of all financial reports and communications.

4. Bank transaction reconciliation Procedures

- Recorded the transactions into the accounting system as they occurred, including payments, receipts, and transfers.
- Ensured that there was supporting documentation (e.g., invoices, receipts) for each transaction.
- Regularly obtained bank statements or transaction records from the bank.
- Prepared the monthly bank reconciliation within 7 days before the start of the following month.
- Monitored bounced cheques promptly and coordinated with both the parents and the bank to resolve the issue.
- Made necessary adjustments in the accounting records for discrepancies identified during reconciliation.
- Maintained detailed records of all transactions for future reference and auditing purposes.

5. Bank account management procedures

- Any bank transfer had to be made only after the approval of the CEO and had to be accompanied by the bank remittance advice.
- All cheque payments had to be signed by the CEO after checking from the relevant department manager or authority and the Finance Manager.
- Consistently maintained the minimum balance in the bank account to avoid any penalties or fines.
- Every year, submitted all legal documents (such as the Commercial Registration, Establishment Card, Trade License, etc.) to the bank to ensure timely updating of the KYC information.
- Obtained the IBAN certificate from the bank at the beginning of each school year.

6. Bank account closure procedures

- Account closures must be approved and signed by partners. A bank account will be closed under the following circumstances:
 - If the company is winding up.
 - If the entity passes a resolution to close the bank account.
 - If the account is inactive, etc.

7. Identifying authorized signatories



- Partners have the signing authority for the school's bank account, including for cheques, bank transfers, and telebanking.
- Those authorized on the establishment card can sign other documents.

8. Procedures for issuing, canceling and replacing payments

- The Finance Manager has the right to issue, cancel, and replace payments, subject to the approval of the EM and CEO.

9. Procedures for issuing letters of guarantee and insurances

- Obtain approval from the CEO/EM before issuing the bank guarantee against the client
- Ensure all conditions of the bank guarantee are clear and met.
- Submit an official request letter to the bank with the authorized signatory.
- Issue the bank guarantee to the client and obtain a receipt copy.

10. Regulations for recording and writing off revenues

- Revenue amounts were received and posted appropriately and in a timely manner.
- All collections were issued with pre-printed receipt vouchers.
- All direct deposits and bank transfers should be issued with pre printed receipt vouchers.
- Revenues should be reconciled every term to ensure proper recording according to standards.
- Discounts or write-offs of revenue require the approval of the CEO and EM.

11. Procedures for collecting funds

• Collection from the parents – School Fee

Collections from parents for school fees are made according to the approved fees from the MOEHE and will collect yearly or on a term-wise basis. All funds collected are supported with pre-printed receipt vouchers and are recorded in the system in a timely manner. We accept cash, cheques, and bank transfers for these collections.

• Collections for activities

such as parties and school trips, should be made only after obtaining approval from the MOEHE. The collected amounts must be submitted to the accountant with all supporting documents, including the event name, names of those who paid, the amount received, and the date. Each collection should be issued with a pre-printed receipt voucher and recorded in the system in a timely manner.

• Prize money

In terms of prizes, TRANSPARENCY should be practiced.



If school team won any monetary prizes, this belongs to the school to cover the expenses incurred like transportation, sports accessories and arranging the sports activity.

All monetary and non-monetary prizes should be declared properly.

- **Soliciting Policy**

This is strictly prohibited.

- **Bribes, Tutoring and Dishonest Practice**

Bribes are strictly prohibited in any terms (money, services or any other benefits inside and outside the organization) and considered as dismissible offense.

Receiving any kind of gift except non-monetary and lower cost which will not make any influence on decision making is not allowed from the students/parents.

Tutoring students from Iqra English Schools (Boys, Girls ,Preschool and Academy), is prohibited.

Sharing any internal information, examination paper or any other school documents which are considered as legal property of the school; exchanging these properties for monetary or other benefits are strictly prohibited.

Requesting any resources from the school for personal use of staff is not allowed.

Buying or ordering food through the drivers or secretaries is not allowed to the staff.

12. Procedures and regulations for expense recognition

- **Consistent Application of Accounting Method:** Choose between cash and accrual-based accounting as the first step.
- **Documenting and Justifying Expense Recognition:** Ensure every expense recorded has clear documentation, such as invoices or contracts, to justify the timing of its recognition.
- **Identifying Expense Nature:** Determine whether expenses are capital expenditures or revenue expenditures.
- **Categorizing Expenses Correctly:** Identify the correct category of expenses for accurate recording.
- **Timely Expense Recording:** Record expenses in a timely manner using the accrual basis.
- **Regular Reviews and Updates:** Conduct regular reviews and updates of expense records to ensure accuracy.
- **Aligning Expenses with Revenue:** Align expenses with corresponding revenue to maintain accurate financial records.

13. Salaries and wages regulations

13.1 Payroll periods

The payroll begins on the first working day of the month and ends on the last working day of the same month. Payment for each month will be made on or before end of the month. To be included into the payroll, the cut off date is 25 of same month. Any adjustment to the payroll received after that date will be included in the following month's payroll.



13.2 Attendance

Summary of attendance will be gathered to check the actual number of day's work of an employee. The factor day of computation is thirty days per month. The actual number of days that employee worked will be paid.

13.3 Absence/Leave

Sick Leave – employee is entitled for sick leave after completion of three continuous month of service provided with supporting valid medical certificate from the accredited health service provider in Doha, Qatar in accordance with Qatar Labour Law.

Unauthorized Leave – salary deduction will be imposed in accordance with Qatar Labour Law.

Public Holidays– Any official or public holiday declared by the government will be paid in accordance with Qatar Labour Law.

13.4 Tardiness and Early Exit

In general tardiness is to be deducted in the employee's salary computation. Such tardiness is subject to the recommendation of the immediate superior with the support of the "Staff Late/Exit Form". Availing of the staff late/exit is limited to the extent of the evaluation and review. The human resource is available to inform the superior regarding the circumstance of the employee's repetition or habitual staff late/exit performance of an employee.

13.5 Salary Adjustment

Any addition or deduction adjustment of salary to employee should be advise to human resource department before preparation of salary to take effect.

The staff can query about the salary deduction incase if they have any concern to the HR department.

13.6 Additional Allowance

Any additional allowance excluding to the existing salary package of an employee is subject to approval including supporting document from the management.

13.7 Overtime Payment

Payment of overtime will be calculated in accordance with Qatar Labour Law, then it will be signed by the HR head, verified by the finance manager and final approval from the Executive Manager.

13.8 Advances or Loan Deduction



Employee's advances/loan is to be deducted to their salary depends to the approved number of installments to be applied.

HR will prepare the salary, check by the finance manager, verify by the EM and approved by the CEO.

14. Procedures for accounting and managing fixed assets.

- The school shall capitalize all fixed assets with a useful life of more than one year. Depreciation shall be computed annually using the straight-line method. The fixed asset schedule, prepared by the Finance Manager, shall be posted accordingly. Physical inventory counts should be conducted annually to ensure accuracy between the actual assets and the register.
- In the case of disposal, assets will be removed from both the system and the fixed asset register accordingly.
- Fully depreciated assets will be maintained in the register with a residual value of 1 to reflect their existence.

15. Procedures and regulations for the external auditing.

- At the end of the school year, engage external auditors to conduct the audit.
- Select a reputable, independent firm for the annual audit.
- Prepare all necessary documentation and requirements as requested by the auditors to facilitate the audit process.
- Change auditors every 5 years.

16. Procedures for archiving financial operation.

- Financial records, including accounting books, ledgers, invoices, and other related documents, must be retained for a minimum of 10 years, in accordance with Qatar's Commercial Companies Law.
- All financial operations and data will be backed up and stored on a digital platform and printed when needed.



Uniform Policy

- **The Concerned Persons in Formulating the Policy:**
 - Senior Management
 - Middle Management
 - Teachers
 - Social workers
- **The Accreditation Authority:**
 - Heads of Departments
 - Principal
 - Vice Principal
 - PTA
- **Policy Review Cycle:**
 - As needed, to ensure the effectiveness of the implemented procedures

Purpose:

Pupils and staff should have high, whilst realistic, expectations both of themselves and others within the school community

Aims and objectives:

Our school uniform policy is based on the notion that school uniform:

- ✓ Promotes a sense of pride in the school
- ✓ Engenders a sense of community and belonging towards the school
- ✓ Is practical and smart
- ✓ Creates a feeling of equality amongst peers
- ✓ Is designed with health and safety in mind

Uniform:

The following uniform must be worn to school and when representing the school at any event outside the school:

Girls Uniform:

- ✓ Checked blouse with logo
- ✓ Navy pinafore with logo
- ✓ Black school shoes/trainers
- ✓ Plain white socks or tights
- ✓ Navy blue or red hair accessories
- ✓ Navy blue, black or white sheila (head scarf)



- ✓ Jacket/Jumper

Boys Uniform:

- ✓ Checked shirt with logo
- ✓ Navy trousers
- ✓ Black school shoes/trainers
- ✓ Plain white socks
- ✓ Plain Navy blue Jacket/Jumper

P.E. Uniform for Boys and Girls

- ✓ Red polo shirt with logo
- ✓ Navy blue sport trouser
- ✓ Black Trainers
- ✓ Plain white socks

Role of teachers:

It is the teachers' responsibility to ensure that children in their classes comply with uniform policies as uniform is one of the aspects evaluated in the End of Term Report. Uniforms are checked daily, transgressions noted and parents are informed through Homework Diary. The management of the school will consider **written** requests for individuals to have special dispensation for either religious or medical reasons.

Accurate uniform guidelines will be given to the parents in the beginning of the year.

Merit points will be given for correct uniform.

Jewellery:

Jewellery can become a health and safety hazard in the school situation and is therefore not allowed with the exception of the following:

- ✓ A wrist watch
- ✓ A pair of stud-type earrings for girls (one in each ear lobe)

The school will not be accountable for any loss or damage to any item including jewellery.

Guidelines for follow-up on Uniform Policy:

1. Students will not be allowed to attend any lessons if they come to school in any other clothes other than regular school uniform.
2. Class teachers should check the uniform daily.
3. Verbal warning is given and recorded in the incident record book if any transgression from the uniform policy noted.
4. Class teacher will send a note on **Edunation** in case of continued uniform default.



5. Class teacher will inform the Social Worker and the Social Worker will issue a uniform violation referral letter to the student.
6. Involve Student Councils and House Captains for uniform checking.
7. In case students need to wear any other dress for event participation they should come to school in uniform and change at school, unless they're required to wear from home for some events such as during Qatar International Day, International Day etc.
8. Steps to be taken in the event of non-compliant.

Non-compliant	Verbal warning by the teacher	Additional action to be taken
1 st time	✓	Write in the incident record
2 nd time	✓	A notification on Edunation will be sent by class teacher
3 rd time	✓	Social Worker to call the parent & issue Uniform Violation Referral form



Homework Policy

➤ **The Concerned Persons in Formulating the Policy:**

- Senior Management
- Middle Management
- Teachers

➤ **The Accreditation Authority:**

- Principal
- Vice Principal
- PTA

➤ **Policy Review Cycle:**

- Every year

Purpose:

Assessment in our school is about building a picture over time of a child's learning progress across the curriculum.

At Iqra English school, we believe that the students learn best when there is a partnership with parents/carers and teachers. We know that homework is important in providing a successful bridge between home and school. We recognise that parents have a valuable role in supporting their progress and achievement. It is therefore important to have clear aims and arrangements to ensure that all members of the school community understand the range, type and quantity of homework that is appropriate.

Aims of the policy:

- To ensure consistency of approach throughout the school.
- To involve parents in the work being undertaken in the classroom, thereby strengthening the links between parents/carers and teachers.
- To enable the students to make valuable oral and written contributions to the curriculum from experiences of learning at home.
- To consolidate and reinforce skills and understanding, particularly in literacy, (English and Arabic), numeracy and Science.
- To extend the students 'knowledge and learning and to allow them to follow individual interest by carrying out research related to a topic e.g. Ask questions at home, make observations, find information in books and magazines, additional reading and other classwork.
- To encourage self-discipline and self-confidence to enable the students become more responsible for their own learning and to prepare older students for the requirements of secondary school.

Arrangements and homework time allocations for each year group:



Arrangements

- **Homework will be a continuation of, or a part of, work covered in class.** At no time will a student be assigned homework of a nature that has not at some point been a taught component at school and homework will usually be directly related to what the student is currently studying at school.

All students from Year 1 to Year 6 will be giving weekly tests related to the following subjects;

- Spelling
- Mental Maths
- Arabic Spelling tests
- Reading test
- Quran
- Islam

- **Reading:**

All students from **Year 1 to Year 6** are expected to be involved in English and Arabic reading activities daily. This will range from parents, carers and students looking at books together in the earlier years extending to fluent readers reading independently to adults and older fluent readers reading silently alone or to younger students. All students have a reading record that should be filled in by the adult (i.e., both teachers and parents/carers fill in the reading Record).

A reading fluency test is conducted from the assigned English story for the students of Year 1,2, and 3 fortnightly. A homework is assigned from the story book to the students of year 4,5 and 6 each week. Accelerated Reader quizzes are conducted from Year 1 to Year 6 to check the reading age of our students during the library lesson.

For Arabic reading, Little Thinkers platform is used for digital resources. A story book is issued through the library fortnightly and teachers conduct one to one reading tests for all students during the library lessons.

- **Timetables:**

Learning timetables makes it quicker and easier for children to work out maths problems in their heads. Moving beyond using their fingers to work out answers, they'll be able to use their knowledge to quickly solve any multiplication questions. As children move into KS2 by memorising their times tables, they become more accustomed to using their head to visualise answers for questions. This helps them to solve questions involving multiplication, addition, subtraction and division in their head, making maths easier and quicker. Students need to practice their timetables at a quick pace which helps with rapid recall when solving problems and is essential for the year 4 national multiplication test.

- **Wow word of the week**

A new word linked to current learning will be chosen by teachers each week and shared on the school newsletter. Students will learn to say the new word and understand its meaning and use it out it into sentences. In school children will receive the (WOW stamp/ house point) if they say the word out loud in and sentence or put it into their writing.

Homework allocation guidelines:

- Teachers regularly assign homework based on the requirements of each year group.



- Homework can be given as a written assignment, project assignment or research work based on classwork.
- Practice for spelling test in English and Arabic should be given in addition to other homework as a weekly routine.
- No homework will be assigned during the assessments.
- Children on support will be given additional HW assignments on weekly basis.

Quantity: Teachers should follow the guidelines given above. Occasionally teachers may wish to set additional homework but they will never set less than the stated minimum. During revision and assessment periods homework is replaced by revision of the relevant sections in the textbooks to be tested.

Supervision: Homework needs to be supported and supervised by a parent, carer or other adult family member. Students should be encouraged to do the homework independently with minimal support. It needs to be done in a quiet place away from distractions.

Marking:

All homework is marked and monitored by the teacher who keeps a record of homework assignment and completion. Additionally, comments in the reading records are written in when a student has read to the teacher and when books are changed at school. Teachers also use homework, to give verbal feedback to students in the class and/or at times personalised feedback.

Time allocations:

The following is the minimum amount of time; students are expected to be involved in homework activities.

Year 1 and 2: In addition to reading and spelling activities, homework includes at least two each of English work, Arabic work and Maths work per week. Each piece of homework should be designed to take approximately 15 minutes. Reading books are changed once a week after reading test is conducted.

Year 3 and 4: In addition to reading and spelling activities, homework includes at least two each of English, Arabic and Maths work per week. Project based activities will be assigned to students in relation with various subjects. Reading books are changed once a week after reading test is conducted. 45 minutes to an hour daily homework will be assigned in English, Maths and Arabic.

Year 5 and 6: Students of year 5 and 6 will be reading at least 20 minutes per night even on days when reading is not a part of the set homework. 45 minutes to an hour daily homework will be assigned in English, Maths and Arabic. Project based activities will be assigned to students in relation with various subjects.



Reading books are changed once a week after reading test is conducted. Additional homework will be given to some students depending on their individual needs as assessed and decided by the teacher.

Homework Deadlines: All work will have a deadline, set work will not be accepted after the deadline. This teaches our students responsibility and sets the high expectations we expect at Iqra English School.

Homework carries marks in the end of term scores for all subjects. The school admin sends weekly homework defaulter messages to the parents for homework default.

Consistent failure to complete homework will result in an “Academic Alert” letter being sent home and filed in the student’s file. Enquiries of any nature about any homework should firstly be addressed to the class / subject teacher and if the enquiry remains unresolved it should then be notified to the school administration.

Homework Policy for Kindergarten

Arrangements and homework time allocations:

- **Reading:**

Children are encouraged to do some Literacy work every day. This may take the form of looking at and discussing picture books, learning phonic sounds and high frequency words or reading a reading book.

- **Home/School Correspondence:**

All children are issued with a homework diary. Homework assigned to children will be recorded in the diary by the teacher. It is the responsibility of the parents to check the homework diary daily to keep up to date with any notes and comments from the teachers. It is the responsibility of the class teacher to sign the homework diary every day to note any correspondence from the parents. Enquiries of any nature about any homework should firstly be addressed to the class teacher and if the enquiry remains unresolved it should then be notified to the school administration.

Homework allocation guidelines:

- Children in Foundation Years are sent weekly learning letters outlining their learning for the following week. It also includes a “Home learning” section which includes some ideas for fun activities for parents to do with their children. The activities are optional, but they do support children in working towards achieving expectations outlined in the Early Years guidance.
- Any child struggling to perform at his grade level might be supported by some home assignments as deemed necessary by the teacher.
- Homework can be given as a written assignment based on classwork.

Supervision:

Homework needs to be supported and supervised by a parent, carer or other adult family member. Students should be encouraged to do the homework independently with minimal support. It needs to be done in a quiet place away from distractions. No longer than ten minutes should be spent on daily homework tasks.



Plagiarism and Cheating policy

➤ **The Concerned Persons in Formulating the Policy:**

- Senior Management
- Middle Management
- Teachers

➤ **The Accreditation Authority:**

- Principal
- Vice Principal
- PTA

➤ **Policy Review Cycle:**

- Every year

Purpose:

Assessment in our school is about building a picture over time of a child's learning progress across the curriculum.

Rationale:

Iqra English School strives for an environment of academic uprightness. This policy is designed to enhance and enrich the academic and ethical education of all students and inculcate the concept of academic honesty.

Teachers should encourage academic honesty by establishing clear and engaging learning objectives and setting up classroom code of conduct which helps the students realize that they are personally responsible for academic honesty and they should be able to recognize academic misconduct (for example, plagiarism, copying another's work, collaboration etc.).

Plagiarism and cheating policy will be explained to the students in the beginning of the academic year and reminded from time to time.

Iqra English School prohibits all forms of cheating and plagiarism. It is against the code of conduct of the school and any violation will result in disciplinary action.

Guidelines:

Examples of Academic Dishonesty include, but are not limited to:

Cheating:

1. Looking at another's assessment or allowing another student to look at one's assessment.
2. Sending, receiving, or using information or any electronic device during an assessment.
3. Possession or use of unauthorized materials obtained from any source during an assessment.



4. Talking, signaling, and/or passing information during an assessment.
6. Obtaining or seeing an assessment, or answer key before the test without the teacher's permission.
7. Providing information about an assessment to the students who have not yet completed the assessment.
8. Changing an answer after the assessment has been graded, then presenting it as improperly graded.
9. Changing grades in a grade book or altering a computer-grading program.

Plagiarism:

1. Copying assignments from others or allowing another student to copy one's assignment.
2. Submitting text or another's ideas from an encyclopedia, book, textbook, website, database, or any other source as one's own without proper citation.
3. Allowing another person to do the homework/project.
4. Changing an answer after work has been graded, then presenting it as improperly graded
5. Changing grades in a grade book or altering a computer-grading program.
6. Allowing a partner or other group members to do all the work, and then putting one's name on the final report or putting the name of a group member on a final report when that person did not contribute to the assignment/project.

Procedures:

1. Each case of cheating/plagiarism will be documented with the standard "Cheating report" form. The case will be described on the form by the staff member reporting the case. The form will be given to the social worker who will then investigate the case.
2. The social worker will report the investigation to the management who will decide the disciplinary action based on the severity of the case.

Below is a list of disciplinary actions that can be used at the discretion of the management

- a. A zero on the assignment or the assessment in all cases where strong evidence of cheating is presented by the teacher reporting the case. Re-test will not be offered.
 - b. Repeat the test with a different assessment paper / rewrite the assignment or project in cases where the teacher has a strong doubt of cheating but doesn't have enough evidence against the student.
 - c. Zero or negative marking on a particular question in case of talking or disruption during the test (to be applied after a verbal warning has been given)
3. Parents will be notified in writing of the decision.



Retention and Promotion Policy

➤ **The Concerned Persons in Formulating the Policy:**

- Senior Management
- Middle Management
- Teachers

➤ **The Accreditation Authority:**

- Principal
- Vice Principal

➤ **Policy Review Cycle:**

- Every year

Purpose:

Assessment in our school is about building a picture over time of a child's learning progress across the curriculum.

Other Policies to which this relates:

- Assessment Policy
- Admissions Policy
- Discipline Policy
- Attendance Policy
- Monitoring and Evaluation Policy
- Class Allocation Policy/ Student Distribution

Definitions:

Retention: The term "retention" in regards to school means repeating an academic year of school. Retention in school is also called grade retention, being held back, or repeating a grade. Grade retention is the opposite of promotion.

Promotion: Promotion in regards to school means that at the end of an academic school year a student moves up to the next year/ grade sequentially with their age peers. It **does not** mean skipping a year (for example promoted from Year 3 to Year 5).

Core Subjects: The four core subjects in our school are English, Maths, Science and Arabic.

Foreword

Evaluation and assessment is a central part of the teaching and learning process. It is a fundamental principle since it provides the critical information necessary to inform sound planning. Evaluation and assessment



encourage a willingness to understand and learn. They help the school to develop and improve school performance via reviewing and analysing teaching methods and learning programmes and to ensure that plans and programmes are in place to support the learners who require support. In addition, evaluation and assessment provides parents and guardians with a valuable source of information on the extent of the learning and progress of their children and their achievements.

Iqra English Schools have effective procedures in place which aim at limiting the problem of failure in our schools. These include:

- a. Benchmarking all students levels and analysing how much they have learnt in terms of essential knowledge and skills from the curriculum subjects they study both at the start of the year and throughout the academic year.
- b. Identifying the cases of those students who have not been able to obtain the minimum required standard in School Tests in the previous year in each core subject area and trying to find out the underlying cause.
- c. The school has IEPs (Individual Education Plans) in place to close the gap between existing knowledge and levels and the level required via specific programmes and measures put in a clear time frame for those students who are on Academic Probation who are considered to be significantly below their peers in terms of attainment.
- d. Preparing programmes to raise the academic level (remedial programs) for both individuals and groups who are weak either in their basic knowledge or skills.
- e. Preparing written reports to parents clarifying the student's achievements in all aspects and not hiding those areas that require support.
- f. Activating guidance programmes for parents in order to help them to provide the necessary support to their children including encouraging them to access support programmes that are aimed at raising achievement and that are provided by the school.
- g. Getting the parents involved in implementing the Individual Support programmes which identify the roles and responsibilities of parents in cooperation with the AVP, Vice Principal and the Social Workers.
- h. Directing phase leaders, Arabic team leaders and teachers in the school towards a skilled reading of the learners results and taking the necessary steps at the necessary time to address any issues.
- i. Benefitting from monitoring and evaluation files on the learners and their performance reports with the aim of recording progress.

Position Statement on Retention:

Retention of students is not desirable. The school will not take a decision on retaining any student lightly and will ensure that each potential retention case is properly and carefully studied before a final decision to retain is made. The Principal is the only person who can sanction a decision to retain a student. She can only take this decision after extracting and presenting the facts and evidences that have been collected by the school on the level and circumstances of the learner who has not achieved the minimum standard required in one or more or all of the four core subjects and who has not benefitted from the previous intervention and support strategies. The Principal will ensure that she considers **rate of improvement** throughout the academic school year and not base her decision solely on the actual results in Term 2.



Academic Monitoring Procedures:

The school has regular scheduled assessments in all three terms. Please refer to the separate assessment policy for details on assessments. Broadly speaking, assessment in Iqra Schools is an on-going process and cycle. Following academic monitoring procedures are followed throughout the year:

1. At the end of first assessment of core subjects in term 1, a review is undertaken by the school management and the Phase Leaders to review the general performance of the students in the assessments at an individual, class and year/grade level. Students who have not achieved a minimum of 50% in the first assessment of Term 1 are red-flagged and raise an internal academic alert. The teachers alert the parents through **phone call or meeting** to express their concern.
2. All students are categorized under traffic light system in three categories ; red , amber and green; where
 - Green represents: making progress
 - Amber represents: concern but making progress
 - Red represents: serious concern
3. After assessment 2 of core subjects, class/subject teachers undertake a subjectwise comparison of Assessment 1 with Assessment 2. Following legend is used for comparison
 - √ Improvement in marks from Assessment 1 to Assessment 2
 - Regression in marks from Assessment 1 to Assessment 2
 - maintaining same level of achievement from Assessment 1 to Assessment 2
4. Phase leaders in collaboration with their teams develop action plan based on assessment comparison and follow it up in Term 2. Particular focus is on
 - Reducing the no. of failing students
 - Improving class averages
5. At the end of Term 1, a full review of the term's assessments is undertaken by the Phase Leaders (PL), Arabic coordinator/Team leaders and by the school management (separately). A written report is raised by the PL and given to the school management. The PL report must clearly identify students who have not achieved at least 50% in the four core subjects. The school management will review the PL report and compare it to their findings. From this, the names of individuals who are considered at-risk of failing in one, more or all of the four core subjects is extracted.

Academic Alerts and Tracking:

The school management completes the following process of preparing academic alerts and tracking lists:

1. The performance of students on probation is reviewed; the analysis of academic support team is reviewed and compared with PL report. The principal decides one of the following actions for the students on academic support:
 - If the student has failed any of the core subjects and continues to perform below his/her ability, he/she will be placed on **academic alert list**, parents will be informed through academic alert letter and he/she will continue to remain on academic support for English and/or Maths;
 - If the student is making progress but still fails or requires support, he/she will be placed on **tracking list**. Parents will be informed through a meeting with VP and Social Worker and he/she will continue to remain on academic support for English and/or Maths;



- If any student on probation has made very good progress and has passed all subjects; he/she will be off alert and tracking lists and will be encouraged through “excellent improvement” “certificate.”
2. Phase leaders report and VP analysis is reviewed to spot any other students who have not performed up to their ability in Term1. The Principal and VP will decide one of the following actions for such cases:
 - Any Year 6 students who have failed in **any** subject in Term1 will be placed on academic alert list and the parents will be informed through an academic alert letter that the student is not performing up to his/her ability and risks failing in Year 6 at the end of the following academic year and that this will severely impact on the students chances of admission to schools in Qatar for Year 7.
 - Any year 4 and 5 student who has failed in two or more core subjects will be placed on academic alert list and the parents will be informed through an academic alert letter. The student will be placed on academic support for English and/or Maths and Arabic if required.
 - Any students from Year 2 to Year 5 who have failed in one subject or are a cause of concern for any other reason, are placed on academic tracking list. For Year 2, the Social Worker will set up parents’ appointments with Class teacher to alert the parents of the concern. From Year 3 to Year 6, the parents will be alerted about the concern through a meeting with VP and the Social Worker. The students on tracking may be offered support for English or Maths or Arabic in case of availability of a seat in the support class, though the priority is given to the students on probation and academic alert.
 3. For the students placed on academic alert list, the parents are informed formally that their child is not performing at the minimum level required in one, more or all of the core subjects via the end of Term 1 report and via a separate Academic Alert letter which is given with the report but which must be received and signed for by the parents in the presence of the school’s Social Worker.
 4. For the students placed on academic tracking list, the parents are informed through a meeting with VP and the social worker.
 5. The school must ensure that the student receives the necessary support required to address the areas of concern.
 6. The support can vary from guidance sessions with the social worker, changing seating arrangements in the class, extra homework or in the more serious cases (where the grade achieved is below 40%) the student may be placed in academic support classes.
 7. The school management has the final decision on what intervention is required to support the student but will consult and listen to parents’ requests when these are raised.
 8. At the end of Term 2 the school will have a clear idea which students are at risk of not being promoted in the following academic year. The cycle of identification, information sharing, alerting and addressing weaknesses continues, any Year 1 students who have failed to make significant progress in Term 1 and Term 2 are also included in academic tracking list. The seriousness and urgency is made clear to all stakeholders and especially the parents via a separate Academic Alert Letter being sent with the End of Term 2 Report which must be collected and signed for via the school’s Social Worker. For the students placed on academic tracking list, the parents are informed through a meeting with VP and the Social Worker.
 9. The end of Term 2 results are reviewed and all those students who have not achieved at least 50% in core subjects are identified and place on the Retention Alert List.
 10. All cases of students on the Term 2 Retention Alert List are reviewed on a case-by-case basis.



Retention Alert List Review Guidelines

Students on the Retention Alert list are subject to the following age related/ year group guidelines:

Years 1 and 2

- Students in Years 1 and 2 are never retained.
- Students in Years 1 and 2 who have not met the minimum required level in the core subjects are placed on the Academic tracking List and tracked carefully until they reach Year 3.
- Parents are informed that their child is performing below the minimum expectations via an Academic Alert letter that is sent with the Term 2 report.

Year 3

It is not desirable to retain students in Year 3. Students in Year 3 can be retained:

- ✓ when the student has been on the Academic Monitoring List in either Year 1 or Year 2 or both and is being tracked in Year 3
- ✓ shows limited progress
- ✓ has received support and intervention methods by the school but has not responded significantly
- ✓ is performing below 40% in one or more or all of the core subjects

All students in Year 3 that have not achieved 50% in Term 2 in one or more or all of the core subjects who are not retained in Year 3 but are promoted to Year 4 are placed on Academic Probation for Year 4 and the parents receive a formal letter that their child is placed on Academic Probation with the Term 2 report. This counts as formal notification that the student risks being retained in Year 4 at the end of the following academic year if the student does not achieve 50% in one or more or all of the core subjects at the end of Year 4.

Year 4

All students in Year 4 that have not achieved 50% in Term 2 in one or more or all of the core subjects are placed on the Retention Alert List. All students on the Retention Alert List are reviewed on a case-by-case basis. The Principal will decide if a student is to be retained in Year 4 and will inform parents formally in writing of the school's decision. If the Principal decides not to retain a child in Year 4 but rather to promote the child to Year 5 then the parent will receive a letter that their child is placed on Academic Probation for Year 5 with the Term 2 report. This counts as formal notification that the student risks being retained in Year 5 at the end of the following academic year if the student does not achieve 50% in one or more or all of the core subjects at the end of Year 5.

Year 5

All students in Year 5 that have not achieved 50% in the Term 2 assessments in one or more or all of the core subjects in the Term 2 assessments are placed on the Retention Alert List. All students on the Retention Alert List are reviewed on a case-by-case basis. The Principal will decide if a student is to be retained in Year 5 and will inform parents formally in writing of the school's decision. If the Principal decides not to retain a



child in Year 5 but rather to promote the child to Year 6 then the parent will receive a letter that their child is placed on Academic Probation for Year 6 with the Term 2 report.

This counts as formal notification that the student risks failing in Year 6 at the end of the following academic year if the student does not achieve 50% in one or more or all of the core subjects at the end of Year 6 and that this will severely impact on the students chances of admission to schools in Qatar for Year 7.

Year 6

No student is retained in Year 6

Re-test Policy:

1. Summer re-tests are conducted in August each year.
2. All parents will be notified about the summer re-test dates in Term 2; the date to be agreed by all schools management.
3. The students who will be identified as retained for the academic year or have failed in any subject in Year 6 in Term 2 will be given the re-tests dates with the Term 2 reports.
4. No re-tests will be conducted once the new academic year is underway.
5. Re-tests will be conducted on the last assessment topics for Term 2.
6. A separate assessment paper (of the same level of difficulty as the original assessment) will be prepared by the subject teachers.
7. Re-test result will be issued separately and the original report will not be changed.



Class Allocation/ Distribution of Students Policy

➤ **The Concerned Persons in Formulating the Policy:**

- Senior Management
- Middle Management
- Teachers

➤ **The Accreditation Authority:**

- Principal
- Vice Principal

➤ **Policy Review Cycle:**

- As needed

Purpose:

Iqra English Schools student body is made up of individuals from a rich and diverse number of backgrounds and abilities. The school operates on the basis of mixed-ability classrooms. The following points and procedures are followed when drawing up class lists:

1. The number of students in the year group and the number of classrooms: Usually the number of students in a year group will be fairly distributed amongst the number of classrooms available. For example, if there are 75 students in a year group and three classrooms operating then the number of students per class will be 25, give or take a few. There may be times when exceptions to this will occur. An example of this is when classroom size would prevent an even number allocation.
2. Nationalities are considered so that each classroom is made up of a broad mix of nationalities in line with the overall school nationality composition. This is with the aim of achieving cultural and global awareness and internationalism.
3. Class lists are drawn up on the basis of achieving a mixed-ability class with a fair distribution of Higher, Middle and Low achievers in each class in the year group.
4. Class teachers and social workers give input on suggestions of any students that should not preferably be placed in the same class.
5. Students can name three friends with whom they would like to be placed for the following academic year and the school must ensure that at least one named friend is placed in the same class.
6. Parents' wishes are considered but not always guaranteed for the following requests:
 - Desire to have/ not to have siblings or relatives in the same class.
 - Desire for student to remain with a particular friend or group of friends
7. Parents may request a particular teacher PRIOR to the start of the school year but the school maintains the full right to decline such a request.
8. Parents/ students cannot "try out" a class/ teacher for a period of time.



9. Once allocated to a class the student must remain in that class for the full duration of the academic year except in exceptional circumstances as determined by the school.
10. Teachers should not request particular students.
11. Teachers should not decline to teach particular students.
12. Admission Tests, previous school reports, and all assessment, behaviour and social data is reviewed prior to the start of the academic year to determine class lists taking all of the above factors into consideration.



Distance learning Policy

➤ **The Concerned Persons in Formulating the Policy:**

- Senior Management
- Middle Management
- Teachers

➤ **The Accreditation Authority:**

- Principal
- Vice Principal
- PTA

➤ **Policy Review Cycle:**

- As needed

Purpose:

This Distance Teaching and Learning Policy at Iqra English Schools aims to ensure the continuity of education and provide an optimal learning environment for students, especially during exceptional circumstances such as pandemics, severe weather conditions, or any situations that prevent physical attendance at school.

Objectives:

1. To provide a comprehensive and distinguished educational experience for all students regardless of uncontrollable circumstances.
2. To develop students' distance learning skills and enhance their ability for independent and interactive learning.
3. To provide effective technical and IT support to faculty members and students to ensure the continuity of the educational process.
4. To promote effective communication and transparency among teachers, students, and parents.

Implementation:

- A weekly overview is sent every Saturday explaining what will be covered during the week, including assignments and their submission deadlines.
- A daily class schedule is available to enable parents and students to follow live remote lessons. Students and parents can join the live classes directly through the **Edunation** platform.
- The school uses **Edunation**, one of the most popular learning management systems worldwide. Through this application, students' performance can be monitored, assignments uploaded, messages exchanged between students and teachers, and interactive lessons conducted.



- There is a clear mechanism for uploading lessons and assignments on Edunation, with detailed instructions on how to access, complete, and resubmit them.
- Each teacher prepares an interactive PowerPoint lesson for each class. Assignments are prepared according to the timetable and vary in type; they are not limited to worksheets. Teachers aim to minimise paper-based tasks and rely more on digital assignments through **Google Forms** or **Edunation apps**, allowing students to complete tasks directly on a computer or tablet.
- Physical education activities are shared as recorded videos prepared by the PE teacher, covering the PE curriculum. Most activities are home-friendly and designed attractively with careful selection of locations and types of exercises.
- Technical support is provided through Edunation, where parents have their own accounts to raise issues and inquiries. Technical support representatives respond directly to queries and resolve them. In addition, a hotline is available during official working hours for immediate support.
- The school provides **synchronous distance learning** through Edunation, with full student participation. A sample of interactive lessons is attached for reference.

For Kindergarten, the following subjects are taught:

Stage	Subjects	Lessons
Kindergarten	Arabic	3
	English	3
	Maths	3
	The world around me	1
	Islam/Quran	1

For Primary stage, the following subjects are taught:

Stage	Subjects	Lessons
Primary	Arabic	4
	English	4
	Islam	2
	Maths	4
	Science	3
	ICT	1
	QH	1
	Global Perspective	1

- All students can easily follow instructional guidelines through the **Edunation** platform during synchronous learning sessions, as teachers use a variety of engaging interactive teaching tools, selected



presentations, educational videos related to the subject, as well as multiple competitions and practice activities.

Parents fully understand that both **formative and summative assessments** are part of an integrated system for evaluating curriculum and instruction. Both types of assessments involve core components of the learning process and are recognised as interconnected and complementary. We conduct formative assessments through interactive remote lessons using a variety of tools and methods to gather information on what has been learned — such as class discussions, inquiries, presentations, journals, homework, participation, etc.

- Our formative assessments are more formal in nature, yet they also serve as valid indicators for evaluating student performance.
- Summative assessments are conducted as comprehensive remote evaluations at the end of the term.
- The curriculum is fully integrated into remote lessons, carefully monitored, and followed according to the annual academic plans.
- Parents will be kept in constant communication. We provide an official report to parents before and after the final assessment, along with a report that includes both formative and summative evaluations and the grade boundaries for each subject. These appear in the students' report card to ensure parents are fully informed of their children's achievements and areas of strength and improvement.
- The report also includes an evaluation of the development of "long-term learning skills" to ensure the school is fostering both the students' academic abilities and their social development.
- Assessments are sent at the beginning of each month, except for the final report, which will be sent after the final exams at a date to be determined later.
- We ensure that all student projects, homework, and submitted assignments receive meaningful feedback, as this fosters critical thinking, reflective practice, and strengthens the student-teacher relationship — which is essential in a remote learning environment.
- All student work is assessed and returned after being corrected and reviewed, accompanied by guidance and creative ideas on how to improve the effectiveness of future assignments.
- We believe that this regular feedback also enhances student motivation.
- It is also the teacher's responsibility to maintain records of each student's performance throughout the term. These records serve as evidence to justify the grades assigned to students.

Distance learning requires thoughtful planning and effective strategies to ensure the continuity and quality of education. We are committed to providing an optimal educational experience for our students, whether they are in school or learning remotely, to help them reach their full potential and develop their skills in a holistic and sustainable way.