



Learners Today.. Leaders Tomorrow

BIN OMRAN HANDBOOK

General Information

School Hours: 7:00 a.m. – 3:00 p.m.

School Phone: 44293555

School Fax: 44861256

Library Hours: All Day

Responsible, Respectful, Resilient

The Gulf English School

GES Vision

‘We aim to develop a responsible, respectful, resilient school community, supporting the highest level of personal achievement in a changing modern intercultural world.’

GES Mission

- We provide a high quality education, focusing on skills, knowledge and application, enabling our community to strive and achieve excellence.
- We aim to develop a culture of life-long learning, independence, ambition, which is continuously demonstrated by our community.
- Our community promotes diversity and global citizenship where individual difference are understood and celebrated.
- To drive the development of creative skills and critical awareness in our students.
- Our school community provides a safe, supportive and stimulating learning environment that focusses on the well-being of all.
- We aim to integrate the use of technology on a day to day basis to enhance our teaching and learning.

GES Core Principal Values

The core values, the 3 R's, are a central belief, clearly recognised and shared by every member of the school community.

Our school ethos is underpinned by these core values:

- **Responsible** - we want our community to be driven, ambitious and high achievers.
- **Respectful** - we want our community to be empathic, supportive, caring and diverse.
- **Resilient** - we want our community to be risk takers, empowered and committed.

GES Definition of Internationalism

- Internationalism at the GES encompasses global citizenship, conflict resolution, social justice, values & perception, sustainable development, human rights, interdependence and diversity.
- GES believes in reflecting and celebrating the diverse backgrounds of its community (students, staff and local community) within a safe and secure environment. All members should be enriched and affirmed by this experience and be appropriate role models for others.

A member of the GES community:

- Is knowledgeable of and curious about the wider world and seeks to broaden and deepen understanding.

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- Reflects upon his/her role and responsibility as a global citizen.
- Is willing and able to communicate about culture, language and beliefs.
- Is prepared to take action and to be an effective contributor.
- Respects and celebrates diversity, language, culture and beliefs.

This is shown by:

- Partnership links with other organisations.
- A service learning programme that shows respect for and commitment to our host country and the wider global community.
- International awareness throughout the curriculum, allowing students to share and value each other's international experiences and mother tongue languages.
- International extension opportunities which include visits & exhibitions, learning opportunities & competitions, personal development & challenge, higher education offers from a range of international universities.
- Community events which reflect and celebrate a variety of cultures i.e. The Carnival, International Week, a celebration of National days of school nationalities, WWW, etc.

Global Citizenship Definition:

At The Gulf English School, we adhere to the UNESCO Global Citizenship aims which are to empower learners to assume active roles to face and resolve global challenges, and to become proactive contributors, to a more peaceful, tolerant, inclusive and secure world.

International Week

GES believes in reflecting and celebrating the diverse backgrounds of its community (students, staff and local community) within a safe and secure environment. All members of the GES community should be enriched and affirmed by this experience and be appropriate role models for others. International Week is a real highlight on our school calendar as students learn about various countries from all over the world. They share food and dress up in the traditional clothes of the country they are studying. We celebrate at the end with a parade and photo session which is well supported by our parents.

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About us

GES is a privately owned international school, as such, it is governed by an independent governing body with a representative from the holding company, the General Manager and the school leadership. The function of the governing body is one of oversight and strategic planning.

The school is run by the Leadership Team. They are supported by an Extended Leadership Team that represent the different areas of the school. Each school, in turn, has a Head of School and a senior leadership team that is made up of either a Deputy Head, Assistant Head's and or Year Group Leaders/Learning Co-ordinators and Subject Leaders. The Head and Deputies in each of the schools look after the day to day running of the school and are available to discuss or address any concerns you might have. Parents are encouraged to always speak to the class teachers in the first instance. If an issue is not resolved or more clarity is required, the Deputy Heads are available. In all instances, the Heads of School are updated on meetings or issues raised and assist when any decisions are to be made or direction is required. However, you are also welcome to request a meeting with them at any point if you feel an issue needs their attention.

To assist parents in as many ways as possible, GES also has a Parent Liaison Officer who is based in the Administration Office. The role is to assist parents with any queries they might have and works very closely with all departments throughout the school.

Leadership Team members:

Executive Director
Head of School – Bin Omran
Head of Secondary
Head of School – Juniors
Head of School- Infants
Director of Studies – Whole School

Extended Leadership Team members:

Deputy Head of Secondary
Deputy Head of Bin Omran
Head of Arabic
Assistant Head's- Infants
Assistant Head's- Juniors

GES has a clearly defined leadership structure. More details of this can be found on the GES website.

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Welcome from the Head of School

Mr. Mohammed Sidat

Dear Children and Parents,

It is with great excitement that I welcome returning staff, students and parents back to school. As a school, we would all like to welcome our new teachers, students and parents and we trust that this will be the beginning of a long and happy learning journey.

We teach and follow the National Curriculum of England and Wales, which offers a diverse and creative approach to teaching and learning, one which motivates our students to take ownership of their education and be responsible, globally minded citizens. We encourage all children in our care towards independent learning and making them knowledgeable about their abilities and personal development.

Our school promotes the core values: Responsible, Respectful and Resilience. At GES, we expect our students to work hard to adopt these values, both in class and around the school. We encourage our students to display these values in their communication, relationships, behaviour and attitudes. These values will enable children to become adults who can effectively contribute to their own community as well as becoming responsible global citizens.

At GES we celebrate the diversity of our students, through a range of activities in and out of the classroom. We endeavour to engage our learners, and teach them lifelong skills, that equip them to understand the world around them and their role within.

Our school has so much to offer. The more involvement both parents and students have then the more we will be able to ensure the school is hard working while fun at the same time.

The purpose of this handbook is to inform students and parents about our School. Read the information carefully and if you have any questions please feel free to talk with any of the teachers or with me and we will be happy to help you.

I expect all students to try hard, be at school on time every day, wear the correct uniform and behave in a responsible and respectful manner.

Have a great year!

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Welcome to our School

We take great pride in our school and are committed to maintaining a vibrant, welcoming, and safe environment where all children can thrive. Our top priority is to help every child settle in smoothly and develop a readiness to learn, setting them up for success throughout their journey in the school.

We believe that strong partnerships with parents and carers are key to every child's success. By fostering open communication, mutual respect, and a shared commitment to the wellbeing of your child, we can work together to support their growth. We encourage you to get to know the staff working closely with your child, they are here to help.

At Bin Omran, our team is made up of passionate, skilled, and experienced professionals who work tirelessly to provide an education that is both challenging and enjoyable. We set high expectations for academic performance and behaviour, while ensuring that learning remains engaging and fun. It's this balance that makes The Gulf English School a special place to learn and grow.

From our experience, the most successful students tend to have parents who follow three simple but powerful habits:

- Ensure their child gets enough sleep to stay focused and alert during the school day.
- Bring their child to school on time so they don't miss valuable learning at the start of the day.
- Talk to their child about what they've learned at school and encourage them to practise their English.

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Definition of Teaching and Learning at GES

GES believes that high-quality teaching and learning should enable students of all ages to develop socially, emotionally, and academically. This is done through an environment where learners are empowered, nurtured, respected, and prepared for the world beyond the classroom.

Mission Statement	What this looks like in our school
An adaptive curriculum that is progressive, differentiated, well-resourced and engaging.	Teachers plan lessons effectively using different methods
	Teachers assign students responsibility and guide their learning
	Teachers use their student's knowledge to scaffold and challenge
	Teachers use technology to support teaching and learning.
	Teachers model appropriately
	Teachers plan carefully to build on students' prior knowledge
	Students can access a curriculum that enhances their learning experiences
	Students are presented with opportunities to link learning to real-life experiences

Mission Statement	What this looks like in our school
A safe environment built on mutual respect where students are confident to apply their skills and take risks.	High expectations of behaviour modelled by teachers and students
	Teachers know their students in a holistic sense and can tailor learning outcomes
	Teachers plan for an inclusive environment
	Teachers model our core values
	Students have access to a range of Extra Curricular Activities (ECA) activities
	Students take an active role in service learning and value the importance of being a global citizen
	All staff and students adhere to the behavior policy

Mission Statement	What this looks like in our school
Students are actively involved, motivated, have a positive attitude and take responsibility for their learning.	Teachers provide opportunities for students to reflect on their learning and take accountability for their work
	Students can work both individually and in cooperation with peers and teachers
	Students can determine their goals and make plans for those goals
	Students understand their learning journey
	Students demonstrate transdisciplinary skills
	Students model our core values
	Students' achievements are acknowledged and celebrated

Mission Statement	What this looks like in our school
Assessment informs teaching and learning to drive student progress and attainment	Teachers use data to inform curriculum planning.
	Teachers assess the learning of students systematically.
	Teachers are aware of progress and attainment and take an active part in pupil progress meetings reflecting on impact, and

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	interventions, planning next steps and sharing with TAs to target support where needed.
	Teachers provide effective feedback using a range of AfL strategies.
	Students are aware of their targets and levels
	Students can self and peer assess

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Admission Information and Requirements

Admission Policies and Procedures

The Gulf English School provides the National Curriculum of England and Wales, taught in the English language, for eligible and qualified students of all nationalities. Criteria for enrolment include age, English language proficiency, previous school records, learning achievement, special learning needs considerations, and space availability.

New applicants should submit their previous school records and a completed reference form filled by the previous school prior to entrance testing.

Admissions testing will be done on all students who apply to the school except International Baccalaureate and AS-level students provided that they have 5 or more A-C IGCSEs or GCSEs. The admissions test includes a reading and math assessment as well as a writing sample. Testing will take place before any admissions decision is made.

Acceptance decisions could include full acceptance, conditional acceptance, or denial. Parents will be notified of the decision. Once a year group closes, a waiting pool will be established. Parents and students will be notified should an opening become available. GES does not accept any applications or testing if places are unavailable.

GES does not accept students with physical, emotional, or learning needs that cannot be appropriately supported in the school's program. After initial acceptance of a student, the school reserves the right to deny re-enrolment if the student's needs go beyond the scope of available services.

Students may be denied admission or asked to withdraw for any of the following reasons:

- Lack of academic preparation for an age appropriate year group;
- Insufficient knowledge of English;
- Disciplinary problems
- Academic Probation: lack of significant progress
- Other reasons, which, in the opinion of the administration, may be in the best interest of the students and/or the school.

Age Requirements

The minimum age for admission to the GES Preschool is three years old prior to 1st September. 1st September is the cut-off date for placement in all year groups at GES.

No exceptions will be considered.

Enrollment may be denied if the student's age significantly exceeds the normal average age for his/her Year Group placement. The Gulf English School is open to qualified students of all

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nationalities. Students will not be denied admission based upon race, colour, religion, or ethnic background.

Registration Fee

There is a registration fee charged for the first time registration of each child. Please contact the Registrar if you have questions about registration fees.

Parents are asked to re-register their children in March of each year. This is to ensure that their places at GES are reserved for the following academic year. This enables us to determine the available places and offers places to students on our waiting lists.

Re-registration fees are deducted from the first term's fees. Re-registration fees are also refundable by or before the end of May. Re-registration is electronic; hence it is highly important that the e-mail address registered on our database is the correct e-mail address. If students are not re-registered by the re-registration deadline, the school may charge them new registration fees.

Enrolling new siblings

GES gives priority to siblings enrolling. Parents should submit new applications using our online application in order to enrol children at GES. Entrance assessments are usually held in February each year.

Special Needs

GES does not provide a specialised education program for students with additional educational or learning needs. The school may not be able to accommodate students with physical, emotional, or learning requirements that exceed the support available within its program. While students are accepted based on the school's ability to meet their needs, GES reserves the right to review re-enrollment if it becomes evident that a student's needs surpass the resources the school can provide.

Withdrawal from School

Parents are requested to inform the school during the re-registration process for the next year of their intent to withdraw their son or daughter. If a withdrawal is to occur during the school year, written notification of intent to withdraw a student from GES should be given to the Registrar two weeks prior to the date of withdrawal.

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The School Year

The academic year is divided into three terms, with the school calendar planned by the Leadership Team and approved by the Ministry of Education. The calendar is prepared well over a year in advance and includes term dates as well as a schedule of special events. We kindly request that parents give careful consideration to the school calendar and refrain from taking their children out of school during term time, as any absence can significantly impact their education. Beyond classroom learning, the school also organises a range of events designed to enhance learning outside the classroom.

Assemblies

Weekly Key Stage assemblies are held with a thematic focus and are carefully planned to align with the Ministry initiative '*My Values Shape My Identity*.' These assemblies are led by the School Leadership Team and teaching staff and provide an opportunity to address topics relevant to each year group and Key Stage.

The assemblies also serve as a platform to celebrate achievements, including awards such as 'Star of the Week,' highest Class Dojo points, sporting event winners, and Core Values certificates, which recognise students who have made an exceptional effort throughout the week. These gatherings not only reinforce important values but also create a sense of community and shared purpose among students and staff.

Awareness Events

A variety of awareness events are organised throughout the school in collaboration with the Student Council. These activities engage all students and aim to raise awareness of school-based, local, and international causes.

As part of these efforts, the school works closely with the Eco-Warriors, actively pursuing the Green Flag Award and supporting Qatar's 2030 Vision. These initiatives not only promote environmental responsibility but also encourage students to contribute meaningfully to their community and the wider world.

World Book Day

Each year, the school proudly participates in World Book Day, providing an opportunity for all students to engage in the celebration of reading. A range of events is organised to ensure that every student can take part in this global initiative.

Additionally, the school hosts an annual Book Week dedicated to celebrating books and authors. Throughout this week, we offer a variety of activities, including a themed dress-up day where students are encouraged to choose a character from a book and come to school dressed as that character.

Book Fairs

Each year, we host a book fair aimed at nurturing a love for reading and learning, while encouraging students to explore and purchase books suited to their individual reading abilities.

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Spring Carnival

The Spring Carnival is the highlight of the school year, bringing together teachers, volunteer parents, and students to organise a variety of activities and games. Held annually on a Friday in February, the event provides students with the exciting opportunity to run their own stalls, developing creativity and responsibility, while families come together to enjoy a vibrant and fun-filled day.

Sports Day

Sports Day is a whole-school event providing students with the opportunity to showcase their athletic abilities and development through sports participation and competition across different Key Stages. Students take part in a wide range of track and field events, including novelty events and physical challenges, which add excitement and variety to the day. For some, the experience is an important part of their competitive growth, allowing them to reach and set new personal goals. For others, the camaraderie and atmosphere create lasting memories of enjoyment.

Participation in Sports Day is a compulsory aspect of the Physical Education curriculum. The event offers valuable experiences in competition, teamwork, and overcoming personal challenges, all of which are essential for young people's development. Students gain from these experiences as they measure their performance against past achievements and peers, helping them assess their current skill and fitness levels, which enhances their engagement during Physical Education lessons.

The reward system used on Sports Day allows students to earn points for themselves, their class, or their house team. Annual prizes are often determined by the points earned during the event, ensuring that all children, regardless of ability, can benefit from participating.

The events include track activities such as the 100m sprint, 200m and 400m runs, 100m relay, and hurdles, along with field events like the long jump, discuss, javelin, and shot put.

Children typically arrive at school at the usual time and are then escorted to the venue for the event. At the end of the day, they are returned to school for collection. The event is organised by the PE Department, with all members of staff involved in facilitating the day. Class teachers are responsible for chaperoning their students to each event and recording participation. Other staff members will take on roles such as starters, timers, or umpires.

International Week

International Week is a much-anticipated highlight in our school calendar, providing students with the exciting opportunity to learn about different cultures from around the world. Through a variety of activities, students explore the rich traditions and customs of the countries they are studying, sharing traditional foods and dressing in cultural attire. This event not only deepens students' understanding but also promotes greater awareness and tolerance of cultural diversity.

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The week concludes with a lively parade and photo session, where students proudly display their cultural knowledge and appreciation. This celebration is warmly supported by our parents, creating a sense of unity and community as we come together to honour global diversity.

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Curriculum

Overview

The Gulf English School follows the English National Curriculum with the addition of Arabic and Islamic studies for Arabic students as well as Arabic as a second language for our non-Arab students.

EYFS (Early Years Foundation Stage)

The first two years of a child's school life, known as the Early Years Foundation Stage (EYFS), provide a crucial foundation for their future education. These early years are not only vital for academic development but also for the social, emotional, and physical growth of children.

At The Gulf English School, we are proud to have a dedicated, experienced, and highly qualified team of professionals who understand the unique needs of young children and the importance of working in partnership with parents. Our curriculum is designed to engage children through play, which is at the heart of their learning. By exploring, experimenting, and interacting with others, students develop a deeper understanding of the world around them. This approach allows children to practice new ideas, build skills, and learn about self-regulation and the importance of rules.

We place a strong emphasis on creative thinking, both independently and in collaboration with others. Our students are encouraged to communicate with their peers and teachers, and those learning English as an additional language receive focused support to develop their vocabulary and language skills.

The EYFS at GES is comprised of both Preschool and Reception classes, and we follow the EYFS curriculum, which serves as the foundation for the National Curriculum followed by the rest of the school. The curriculum is structured around seven key learning areas:

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

Personal, Social, and Emotional Development

- Forming positive relationships with others
- Developing self-confidence and self-awareness
- Becoming independent and managing emotions
- Learning to cooperate, take turns, and share with others

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Communication and Language

- Learning to speak and understand English
- Listening attentively to others
- Communicating confidently with both adults and peers

Literacy

- Beginning to read and write, developing early literacy skills

Mathematics

- Recognising numbers and counting
- Identifying and naming shapes
- Sorting, matching, and making patterns

Physical Development

- Developing fine motor skills such as controlling pencils and scissors
- Enhancing coordination through running, hopping, skipping, and jumping
- Gaining confidence to try new activities and equipment
- Developing water confidence through swimming and water discovery units
- Understanding the importance of health and self-care
- Specialist PE lessons once per week

Expressive Arts and Design

- Engaging in a variety of creative activities such as painting, modelling, and playdough
- Participating in imaginative role play
- Exploring music and dance
- Specialist music lessons twice per week

Understanding the World

- Learning about the world and people around them
- Developing an understanding of global communities
- Using technology confidently and effectively

Arabic

Reception and Preschool students have Arabic lessons each week. Preschool students receive two half-hour sessions, focusing on spoken Arabic. Reception students receive three hours of Arabic per week, as well as one hour of Islamic Studies, which include both spoken and written Arabic lessons. The amount of Arabic lessons increases as students progress through the school.

Library

Early Years students attend weekly library lessons, where they are introduced to various genres and encouraged to develop a love for reading. All children are allowed to borrow one book each week to take home and share with an adult. A fine of **300QR** is charged for lost or damaged library books.

ICT and Computing

Early Years students learn basic computer skills, such as operating the mouse and engaging with educational games. All classrooms are equipped with interactive televisions, allowing students to access and interact with lessons independently. Tablets are also available to enhance the learning experience across all EYFS classes.

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Preschool- We recognise that starting Preschool may be the first time many children are separated from their parents or carers, and it can be their first experience in a large group setting. To ensure a smooth transition, we have a structured induction programme for both children and their families. Preschool families are invited to attend an open day to visit the classrooms, meet the teachers, and ask any questions.

The Bin Omran team is highly trained and encourages parental involvement in the learning process. Regular communication with your child's teacher is vital to ensure that each child's individual needs are met. If there are any health-related concerns, the school nurse is available to speak with you in confidence.

Reception- The Reception year is the second stage of the EYFS. Although many of our Reception students have completed the Preschool year with us, we take great care to ensure that new students settle quickly into our school community. Reception is a crucial year for developing maturity, self-confidence, and independence, as well as building the communication skills necessary for future academic success. During this year, students begin to consolidate their ability to communicate effectively in English, which is essential for their future learning.

We encourage parents to remain actively involved in their child's education and communicate regularly with the teacher. This partnership greatly benefits the child's development and contributes to a successful start to their educational journey.

KEY STAGE 1 (Year 1 and Year 2)

Key Stage 1 is a significant stage in your child's education. It is the time when students move from Early Years into a slightly more formal classroom situation. They are expected to become more independent and be able to organise themselves.

By the end of Year 2, students at The Gulf English School are expected to be able to read, write and manipulate numbers. They also begin to develop an understanding of the world around them through studying topics related to Science, History and Geography.

Our teachers believe that learning should be fun yet practical and cater to the individual needs of all our children. We use the International Primary Curriculum (IPC) to support our Topic planning.

Key Stage 1 lessons are based on an integrated curriculum and are taught through a topic where possible, incorporating as much hands-on experience as possible. The Key Stage 1 teaching staff are highly skilled in assisting children with a smooth transition between Reception and Year 1 and then on from Year 2 into the next Key Stage. Although much of the emphasis in Key stage 1 remains on developing the children's English, they are also expected to develop their academic abilities.

A high priority is placed on developing each child's language skills. These skills include listening, speaking, reading and writing, which is taught in each class. At The Gulf English School, we recognise the importance of communication and we provide opportunities for the children to express their feelings, listen to others and explore ideas through discussions. We firmly believe that the more exposure your children have to the English language the better

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prepared they will be for learning and, therefore, we encourage all the children to speak in English as much as possible.

The Gulf English School has an open door policy and we encourage all parents to speak to the class teachers (by appointment) and visit the school. Our teachers maintain regular contact with parents via ClassDojo and welcome their support with homework assignments, regular reading practice and in attending the formal parent teacher interview meetings. School will also e-mail you via the parent portal to keep you updated on events taking place at school. We value the importance of establishing and maintaining open channels of communication. It is interesting to note that the children who are most successful are usually the ones who have consistent support at home. We have a variety of open days in school when parents and families are invited into school to take part in learning opportunities across the curriculum.

The Gulf English School provides a safe and stimulating learning environment where children have the opportunity to engage in an exciting and motivating curriculum. We encourage children to do their best and become independent, confident and motivated learners.

Key Stage 1 (Subjects)

The Key Stage 1 curriculum is arranged through a series of topics that integrate the subject areas. This helps the children to make meaningful links through their learning, as well as creating lively and exciting topics for students to enjoy. Topics are based on the National Curriculum of England and Wales which ensures that we provide a broad and balanced learning experience. We also incorporate the International Primary Curriculum to ensure we are providing the most relevant learning experiences for your child.

Every topic includes rigorous English and Mathematics studies. Topic also includes ICT, Science, and Art, and incorporates elements of Geography and History where appropriate. You will receive a weekly update of your child's learning each week.

Arabic

Key Stage 1 students have four one-hour lessons of Arabic, two one-hour lessons of Islamic Studies and one hour lesson of Qatar History per week. Lessons are taught by our highly skilled Arabic staff and increase in quantity as students' progress through the school.

Not all children take Islamic Studies as a subject. For these students, individualised learning programmes are developed and are geared to extend learners' skills and knowledge in specific areas of the curriculum. These lessons are delivered by a designated English teacher.

Library

Key Stage 1 students attend a weekly library lesson which introduces them to many different literature genres and helps them to gain confidence in their reading. All children are able to borrow one book each week to take home and share with an adult. Please note that there is a **300QR** fine payable for lost or damaged library books.

ICT and Computing

All children will have a weekly ICT/Computing lesson. The Bin Omran ICT suite is equipped

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with 20 computers to ensure that children can work both collectively and individually on tasks. Students learn to use basic word processing, graphic and data handling packages, and how to save and retrieve files. Every classroom has an interactive television which is used as part of daily teaching and that the children can access independently.

PE

Key Stage 1 students have one PE lesson per week with our specialist teacher. The main focus of these lessons is to develop fundamental motor skills through games and movement.

Music

As an intrinsic element of human nature, music forms part of an individual's identity. Positive interaction with music can develop a student's learning ability, increase their self-esteem and bring together intellect and feelings, to enable personal expression and emotional development. As an integral part of culture, music helps students understand themselves, relate to others, and develop their cultural understanding.

Music is a compulsory subject at Key Stage 1 and is taught by our music specialist. Students will cover the areas of performance, listening, and composition.

Art

Art is taught by our specialist art teacher, ensuring high-quality instruction and expertise. It is integrated into other areas of the curriculum as well to provide a more meaningful context for students. Through a variety of techniques—including drawing and painting—students explore colour, tone, and texture in creative and engaging ways.

Key Stage 1 Assessments

Teachers monitor the children's progress continually on an informal basis and may use your ClassDojo or the parent portal to keep you informed of any concerns or achievements. Progress is measured formally throughout the year and is communicated to parents in reports and at parent interview meetings. Parents will receive mid-term reports four times a year as well as one detailed end of term. Parents will be invited to parent meetings twice a year. Children in Year 1 and 2 are assessed on their reading, writing and numerical ability at the end of each term. Assessment is teacher led through formative and summative assessments. We use both as this ensures that we get a true reflection of each child's abilities.

If, at any time, a teacher has any concerns about your child's progress, you will be informed immediately and a plan will be formed to offer as much support to your child as possible. You will also be informed of any achievements and reasons for celebration so that you can share these with your child.

Key Stage 2 (Years 3, 4, 5 and 6)

The Key Stage Two curriculum encompasses the core subjects of English, Mathematics, Arabic, Islamic Studies, Qatar History, Science, History, Geography, ICT, Physical Education, Art and Music. We also offer students Arabic as a Second language.

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All students follow a core programme of English and Maths with their class teacher that is fully aligned to the UK National Curriculum, with the Science, History, Geography and Information Technology (Computing) being further enhanced through the International Primary Curriculum. Class teachers also deliver a fully comprehensive programme of Personal, Social and Health Education (PSHE) within the class teaching timetable. Specialist teachers deliver the curriculum to all classes for Art, Music and Physical Education. Our Arabic and Muslim students receive an approved curriculum for Arabic, Islamic Studies and Qatar History.

A weekly overview of the work your child will be covering is sent home so that you can discuss with your child the subjects and topics they will cover at school.

English

At The Gulf English School, we place a high value on the quality of English that is used and learnt in school. We provide a curriculum that meets the needs of all our students; whether they speak English as their primary language or are learning it as an additional language. Our English teaching programme of study aims to ensure that all the essentials of English language learning are secure for all our students. This includes reading, writing, speaking and listening, phonics, spelling, grammar, punctuation and handwriting. Speaking and listening is integrated into every aspect of school life and is an essential part of ensuring that our students develop a strong command of English while at school. Our children are always encouraged to speak in English and they also have many other opportunities to perform to a wider audience, which also encourages their listening skills.

A very important part of English teaching at GES is reading. Each child has an individual reading book which is at their level of reading ability. The children read these books in school with a teacher or teaching assistant during their regular reading sessions and we expect them to read at home every day in order to practice their reading skills and develop their comprehension skills.

Library

Classes in Key Stage 2 are timetabled to visit the library once per week for a lesson. The library is also open during specified break times for additional borrowing and quiet reading.

Book Borrowing

Students borrow books using an account assigned to their admin number. Lost or damaged books are subject to **300QR** fine per item.

Mathematics

At GES we follow the UK National Curriculum for Mathematics. This covers the essential mathematical skills areas of: number skills, problem solving, shape, measures, time and handling data. Our aim is to raise mathematical standards for all our students and to personalize learning so that all our children can achieve their full potential. It is important that all children develop knowledge of number facts, develop basic skills for shape and measures and be able to solve problems.

We strongly emphasise a need for every student to memorise the multiplication tables up to 12x12. This will allow mental calculations to be answered quickly and also supports the

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understanding of other areas of Mathematics through KS2 and into secondary school.

Science

Science is taught as a discrete subject, as it is a core subject in the UK National Curriculum. While our Science programme is supported by IPC units to provide exciting and engaging contexts, all lessons are fully aligned with the UK National Curriculum Programme of Study. The essential skills, knowledge, and concepts are structured into four main areas of learning: scientific investigations, life and living processes, materials and their properties, and physical processes. Through careful planning and assessment, we ensure that the scientific understanding and skills of our Key Stage 2 students are consistently developed and strengthened.

The children are at the centre of a stimulating environment where practical activities are meaningful and challenging. We use investigations to give children a greater understanding of the concepts of science and to develop their investigative skills. Teachers focus on introducing students to and extending their use of, scientific vocabulary to enable them to become effective communicators of scientific concepts, knowledge and processes.

International Primary Curriculum (IPC)

At GES we deliver the UK National Curriculum programmes of study for History, Geography, Art and music by teaching units from The International Primary Curriculum. This allows us to teach in a thematic way that makes strong links between these curriculum subjects. The IPC is used in schools all over the world. Currently, this includes nearly 1,800 national and international schools in over 90 countries.

Learning with the International Primary Curriculum means that children focus on a combination of academic, personal and international learning that is exciting and challenging. The aim of the IPC is to help every child enjoy the learning of a wide range of subjects and to develop an enquiring mind, the personal attributes that will help throughout teenage and adult years, and to develop a sense of his or her own nationality and culture, at the same time developing a profound respect for the nationalities and cultures of others. Through the IPC approach to learning, children develop the knowledge, skills and understanding necessary to confidently face the world of tomorrow.

For more information about the IPC, please visit www.greatlearning.com/ipc.

ICT and Computing

GES recognises the importance of technology in the modern world. All children will have a weekly ICT/Computing lesson. The Bin Omran ICT suite is equipped with 20 computers to ensure that children can work both collectively and individually on tasks. Students learn to use basic word processing, graphic and data handling packages, and how to save and retrieve files. Every classroom has an interactive television which is used as part of daily teaching and that the children can access independently.

PE

Key Stage 2 students have one PE lesson per week with our specialist teacher. Pupils develop physical skills through a range of activities including games, dance, gymnastics, and athletics. They learn teamwork, coordination, and the importance of staying active for a healthy

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lifestyle.

MUSIC

As an intrinsic element of human nature, music forms part of an individual's identity. Positive interaction with music can develop a student's learning ability, increase their self-esteem and bring together intellect and feelings, to enable personal expression and emotional development. As an integral part of the culture, music helps students understand themselves, relate to others, and develop their cultural understanding. Music is a compulsory subject at Key Stage 2 and is taught by our music specialist. Students will cover the areas of performance, listening, and composition.

ART

In Key Stage 2 Art, pupils explore different materials, techniques, and styles to develop their creativity and artistic skills. They learn about famous artists and art from different cultures, while experimenting with drawing, painting, sculpture, and design. This helps them express ideas and emotions visually.

Learning Support

In line with our vision statement, we support our students in any area of need, helping them to reach their personal best. The school has qualified Learning Support teachers across the school.

Students are supported in the classroom and are also withdrawn on a one-to-one basis or small groups. Some students will also be given support for their particular learning needs whether it be in Maths or English, helping them to focus, concentrate, organise, question, persevere and accept a raised level of challenge in the school.

English Needs - Interventions

The overall aim is to support each student in reaching their personal best. Students are supported in developing a high level of both academic and social English that enables them to communicate effectively in all aspects of their daily lives. EAL at GES is an integral part of everything we teach and how we teach it. English is the language of delivery for every subject with the exception of Arabic, Islamic and Qatar History.

Repeating a Year Group

The decision for a child to repeat their current year group is a recommendation made by the teachers and Leadership Team, in collaboration with the parents and student. This recommendation may be made for various reasons, including academic progress and developmental readiness. Any decision to repeat a year group is made in consultation with the parents. The process includes observations, a review of school records, assessment of daily classroom work and behaviour, and additional assessments if necessary. All these factors are carefully considered during the decision-making process.

Extra-Curricular Activities

The school runs a comprehensive Extra-Curricular Activities (ECA) programme after school, offering students a wide range of activities to choose from. These activities are designed to

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enrich students' learning experiences beyond the classroom and include options such as sports, arts, and other engaging clubs.

The selection of activities rotates each term, ensuring that all students have the chance to access and enjoy a variety of experiences throughout the year. Most of the activities are led by our dedicated school staff, while some are delivered by professional coaches brought in from SFQ, our cluster company, to provide specialist expertise.

Full details about the term's activities will be shared with you at the start of each term. Please note that children must be collected promptly at **2:45 p.m.** following ECA sessions. To ensure the smooth running of the programme, **three late pick-ups will result in the student being suspended from the ECA programme for the rest of the term.**

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Assessment and Reporting

Parent Conferences

Parent conferences are scheduled following the distribution of each termly report. During these meetings, teachers provide a detailed overview of each student's progress across all subjects, highlighting both areas of strength and those requiring further development. These conferences also offer an opportunity to discuss individual goals and achievements. For students identified as requiring additional support, prior communication will have taken place in the weeks leading up to the conference. In certain cases, extended meetings involving Learning Support or the school counsellor may be arranged on alternative days, either before or after the main conference day.

STAR Assessments

STAR Assessments are online summative assessments that have been approved by the Leadership Team. These assessments are designed to evaluate the content and skills that have been taught in the classroom, ensuring they align with the objectives of the National Curriculum in Reading and Mathematics. The results of these assessments provide valuable insights into student progress and learning outcomes.

Reporting

Parents of children in the EYFS will receive termly reports, while students in higher year groups will receive progress reports every half term. These reports include students' reflections on their own learning, followed by a more detailed report at the end of the academic year. Reports are issued to students at the end of each half term. Students working on a modified programme or receiving learning support will receive separate reports in addition to their termly progress report.

Academic Probation Procedures

At the end of each term, the administration will review the academic performance of all students. Students who are not meeting their targets and achieving below the 50% expected level, will be placed on academic probation. The objective of the academic probation is to ensure that the school works collaboratively with parents, teachers and students to provide the needed assistance for the student to improve his or her academic performance in order to achieve the minimum levels required for the year group.

When students are placed on Academic Probation, a parent conference will be held to discuss conditions of the Probation.

The following will be discussed with the parents:

- The probation contract will highlight the required minimum levels expected
- As a condition of the Academic Probation, parents may be required to provide additional tutoring for their child as well as educational or psychological testing.

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- The full complete results of any testing conducted as a stipulation of the Academic Probation must be shared with the school.
- Parents who refuse to meet the requirements of the Academic Probation within a reasonable amount of time will be in violation of the Academic Probation and this may affect the child's continued enrolment at GES.

The student progress will be reviewed on regular basis to determine if there has been sufficient academic progress in order to be removed from the Academic Probation. Students who are able to meet the minimum required National Curriculum levels for the year group will be removed from the Academic Probation.

The re-enrolment of those students who continue not to meet the minimum required levels and who made minimal growth despite the additional support may result in a decision to either extend the Academic Probation for a limited period, retain the student or not to offer the student a class placement at GES. This decision will be made on a case by case basis, and the final decision rests solely with the Leadership Team.

These decisions will be based on the students' report, assessment, STAR Assessment results, educational psychological testing, classroom observation, parent input and teacher's feedback.

Behaviour Probation Procedures

At GES we expect exceptionally good behaviour. If a student violates the codes of behaviour, he/she will be put on behaviour probation for a term/full academic year. During this time behaviour modification programmes will be put in place and regular meetings will be held with the student and his/her parents to monitor progress and keep everyone involved in the process informed. If a student does not improve after every possible means has been exhausted, he/she may be asked to leave the school.

Playground Rules

The playground is divided into a quiet area, an eating area and areas where ball games may be played or where students can have fun on the playground equipment. There are always staff members on duty to see to the safety and welfare of our students.

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Behaviour Management

Behaviour can have a positive and/or negative impact on a person's well-being, and we strive to ensure that unacceptable or inappropriate behaviour is dealt with consistently and fairly. Positive behaviour is praised, rewarded and celebrated both in school and with parents and the school community.

All members of staff are passionate about teaching our children the importance of positive behaviour and the consequences of their behaviour; not only in terms of their learning but also in terms becoming caring and supportive citizens.

Our positive behaviour policy is underpinned by the School's core values:

- Resilient
- Respectful
- Responsible

At GES we promote positive behaviour by celebrating the good work and good behaviour of our students; in effect, we try to 'catch them being good'. We believe that focusing on the positive behaviour of our students will have a major impact on all those in the school community and will encourage those whose behaviour is not meeting expectations to make a positive change. We reward hard work, effort and behaviour with ClassDojo points.

We expect a high standard of behaviour from all of our students. Praise, recognition of good behaviour and positive reinforcement is used as part of our daily routines. Should a child's behaviour cause us concern, we will inform the parents immediately and discuss how we intend to support their child in the future.

Violent behaviour, or any action that causes physical or emotional harm to oneself or another person, is completely unacceptable and will result in us contacting parents immediately.

If negative behaviour persists, parents will be contacted and a meeting will be arranged with both the class teacher and a member of the school leadership team. In extreme behaviour cases, students might be placed on behaviour probation for the academic year. During this time, the child's behaviour will be closely monitored and if there is no improvement, re-registration for the following year might be blocked. This is only in extreme circumstances, however, it is an indication on how serious we are about acceptable behaviour.

The following is the behaviour matrix that is displayed in all classrooms.

The GES Bin Omran Behaviour Policy is available for parents to read on the school website.

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GES BIN OMRAN

POSITIVE BEHAVIOUR MATRIX



	LEVEL 1	LEVEL 2	LEVEL 3
RESILIENT	• Tries their personal best • Attempts all assessments and tests • Positive attitude to all learning • Attends school events • Follows the school rules • Good behaviour	• Supports peers and staff • Personal best in class • Follows the health and safety rules	• Takes a lead in school initiatives • Supports during play times • Contributes to school council meetings
RESPECTFUL	• Always listens to staff and instructions • Keeps hands and feet to themselves • Meets school expectations • Participates in school discussions	• Always helps the teacher • Polite and respectful to peers and staff	• Escorts visitors and peers • Supports the learning of others • Consistently modelling positive behaviour • Supports decisions made by staff • Exemplary behaviour record
RESPONSIBLE	• Correct equipment and uniform • Completes homework on time • Uses quiet voice inside • Punctual • Always tells the truth	• Persistent • Helps to organise the classroom • Accepts responsibility of their own actions • Supports peers • Contributes towards a positive environment	• Shows excellent study habits • Excellent attendance • Leads and campaigns • Actively promotes school values • Helps resolve conflict



- Class Teacher**
1. Verbal praise
 2. ClassDojo
 3. Star of the Week
 4. Praise on social media
 5. Email home

- Experienced Teacher/ Deputy Head**
1. Email home
 2. Assembly certificate
 3. ClassDojo certificate
 4. Invite parents in
 5. ClassDojo rewards

- Deputy Head/ Head of School**
1. Letter of commendation
 2. Lunch with LT
 3. Assembly certificate
 4. Attendance certificate
 5. Trips and rewards

GES BIN OMRAN

UNACCEPTABLE BEHAVIOUR MATRIX



	LEVEL 1	LEVEL 2	LEVEL 3
RESILIENT	• Refusal to complete work • Not willing to try • Not following school rules • Negative attitude to learning	• Refusal to complete work • Disrupting learning of others • Not reflecting on actions • Confrontational • Causes harm to themselves	• Refusal to complete work • Causing harm to others • Unable to self-regulate their emotions • Putting yourself and others at risk
RESPECTFUL	• Disrespecting peers or staff • Not walking sensibly inside of school • Shouting out • Rudeness	• Rudeness towards peers • Unfriendly verbal language • Using items that belong to others without permission	• Foul or abusive language • Unacceptable rudeness to staff • Inappropriate use of technology • Refusal to follow instructions
RESPONSIBLE	• Late to school • Leaving seat without permission • Incorrect uniform • Untidy desk or peg area • Incomplete homework	• Disruptions in the corridor • Refusal to take ownership of their own choices • Repeated verbal warnings	• Lying to members of staff • Misuse of School facilities • Cheating in assessments



- Class Teacher**
1. Use the traffic light system
 2. Warnings/ timeout
 3. Miss playtime/ Detention
 4. Email parents
 5. Meeting with parents

- Experienced Teacher/ Deputy Head**
1. Break detention
 2. Missed Golden Time
 3. Student isolation
 4. Meeting with parents
 5. Behaviour reports

- Deputy Head/ Head of School**
1. Internal suspension
 2. External suspension
 3. Probation/ blocked
 4. Permanent exclusion
 5. Meeting with parents

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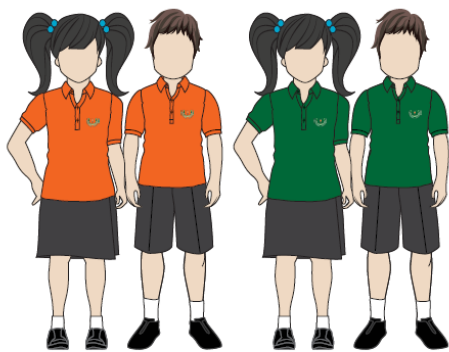
The Gulf English School

Uniform Policy

The school has agreed a uniform which we regard as a practical, distinguishing feature that helps the students to feel a part of the school and gives a formal appearance. It is the expectation of the school that all students wear the uniform.

- The school's uniform policy is designed to encourage a purposeful and effective climate for learning.
- All students and staff should be **smartly dressed**. They should take pride in their appearance and dress appropriately according to the ethos of a formal academic working environment.
- All students should be aware that they represent the school, its ethos and its image, when wearing the school uniform – both in and out of school.

Uniform for Pre-School to Year 2



Pre K - Year 2

Students are expected to wear school uniform at all times, this includes wearing black dress shoes with socks for both boys and girls. Girls are permitted to wear black, navy or white headbands.

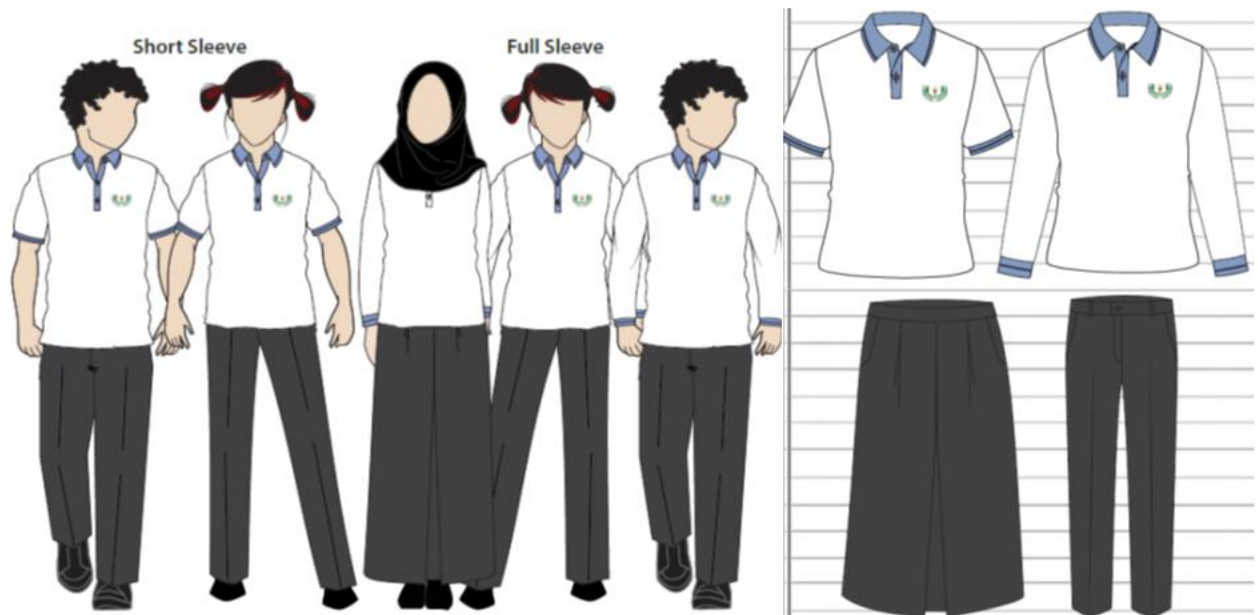
You will have to buy the coloured Polo shirts with school logo based on the class your child will be placed in. Shorts, trousers and skirts are charcoal grey in colour.

School uniform can be purchased from Uniform mart. <https://www.uniformmart.net/>

Location: Al Maszhabiliya St, Ar Rayyan, Phone: [4469 1459](tel:44691459)

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Uniform for Year 3 and 6



Students are expected to wear school uniform at all times, this includes wearing black dress shoes with socks for both boys and girls. Girls are permitted to wear black, navy or white headbands.

You will have to buy the white and blue collar Polo shirts with school logo based on the class your child will be placed in. Trousers and skirts are charcoal grey in colour.

School uniform can be purchased from Uniform mart. <https://www.uniformmart.net/>

Location: Al Maszhabiliya St, Ar Rayyan, Phone: [4469 1459](tel:44691459)

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GES PE Uniform



**PE Uniform
(Pre-School to Y13)**



**PE Uniform
(Pre-School to Y13)**

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The Gulf English School

General Information

School Day

Preschool (EYFS)

The school day starts at 7:30 a.m. for Preschool and ends at 12:30 p.m.

School ends at 12:45 p.m. on Tuesdays for the entire school. We do offer an early drop off from 7:05 am, where students can wait in the hall before they are able to come into their classroom. Please ensure your child arrives at school before 7:40 am.

We run an After School Club for Preschool children, who are waiting for their siblings to finish at 1:45 p.m. This club is run by our Preschool staff and is available from 12:30 p.m. Please speak to your child's teacher for more information.

Key Stage 1 and 2 (Year 1 to 6)

The school day starts at 7:30 a.m. and ends at 1:45 pm. On Tuesdays, students finish at 12:45 p.m. We do offer an early drop off from 7:05 am, where students can wait in the hall before they are able to come into their classroom. Please ensure your child arrives at school before 7:40 am.

Students have a snack time during the morning and an outside playtime. When the weather becomes very hot, we reduce the time children spend outside or hold the entire playtime indoors.

Arrival and Dismissal

If students arrive between 7:05 a.m. and 7:15 a.m. then they will stay in the hall with a member of staff who is on duty. At 7:15 a.m. students will walk to their classrooms where they will be greeted by their class teacher or support assistant. At the end of the day, students will line up with their teachers in their designated area of the hall where their responsible adult may collect the children from the teacher.

ID Badges

As part of our commitment to keep all community members safe, we require all students, parents, carers and staff to have a GES ID badge. Students will be issued their ID badge on enrolment and are required to wear the badge to and from school each day. This ID badge is also used to access our library resources, so it is vital that it is worn daily. Parents and allocated family members such as drivers and nannies are also required to have a GES Identification badge. This badge is issued in the main GES administration building.

Please note that only an adult with a GES ID badge will be allowed onto our school site and be permitted to take the respective child home. If for any reason you are unable to collect

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your child, you are requested to inform us via e-mail, indicating the name of the designated carer for the day. Your child will not be permitted to leave with any other adult unless we have written permission from you. Lastly, please note that the GES ID badges are issued free of charge to all families

Change in Pick-up Plans

If there is a change of plan to your child's pick-up arrangement, please let your child and your child's teacher know, prior to the beginning of the school day. E-mailing the teacher during the day is the second option or calling our office is the third option.

Tuesdays (Early Finish)

On Tuesdays, school finishes at 12:45 p.m. for students. All staff are required to attend training sessions. These sessions start at 1 p.m. We request that parents collect students on time so that teachers can be on time for their training. Please note that we do not run the Preschool after school clubs on Tuesdays.

Absences and Attendance

Students who attend GES are expected to attend school for the full academic year, unless there is a genuine, valid reason for absence. Students are expected to have an attendance record of at least 90% which means they should not miss more than 16 days of school days during an academic year. At The Gulf English School, we only acknowledge absence for medical reasons, death in the family, and Hajj.

- If a child is absent, parents should e-mail the school on each day of the absence stating the reason.
- If the child will be absent for a protracted length of time due to illness, parents will notify the school and ensure that they log on to the parent and student portals to complete the work set for the student. A request for absence can be made through the parent portal.
- If contact explaining the child's absence fails to be made by parents, the school will contact the student's home by e-mail on the first and second days of absence and by telephone on the third day of absence.
- If the student's absence exceeds 7 consecutive school days without parental contact, they will automatically lose their place at GES.

Early student checkout

Parents or carers of students who need to arrive late or leave early for medical appointments should contact the school in advance and must bring the appointment card with them, as students will not be granted leave without one. Leaving early for transport reasons is not accepted.

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Homework

EYFS

Weekly homework will be set on ClassDojo. This work can be submitted back on ClassDojo. Homeworks will not necessarily be marked weekly.

Along with homework, students will get reading books, in both traditional book form and as e-books through Bug Club, to read at home. Please spend time reading both the reading books and your child's high frequency words each day as this will directly help to improve their reading. You are encouraged to read with your child for a minimum of 10 minutes per day. If you have any additional questions regarding homework, please feel free to discuss them with your child's class teacher.

Key Stage 1

Students are set online homework on a weekly basis and are expected to complete work on time. Mathematics homework is set through MyMaths and reading through Bug Club.

Along with homework, students will get reading books, in both traditional book form and as ebooks through Bug Club, to read at home. Please spend time reading the books each day, as this will directly help to improve their reading. You are encouraged to read with your child for a minimum of 15 minutes per day. If you have any additional questions regarding homework, please feel free to discuss them with your child's class teacher.

Key Stage 2

Students are set online homework on a weekly basis through OneNote and are expected to complete work in on time. Mathematics homework is set through MyMaths and reading through Bug Club.

Along with homework, students will get reading books, in both traditional book form and as ebooks through Bug Club, to read at home. Please spend time reading the books each day as this will directly help to improve their reading. You are encouraged to read with your child for a minimum of 15 minutes per day. If you have any additional questions regarding homework, please feel free to discuss them with your child's class teacher.

Homework expectations are set as following:

Year 3: 30 minutes/day

Year 4: 40 minutes/day

Year 5: 50 minutes/day

Year 6: 60 minutes/day

Cancellation of School

If the school is closed for any reason, every effort will be made to contact families as soon as possible via e-mail and telephone and other school media platforms.

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Visitors

Visitors to GES will be expected to sign a register at the main gate and hand over their ID cards, which will be returned on exit. Only adults with GES security badges will be allowed to take students home.

Lost and Found

There is a lost property box in reception, where lunch boxes, shoes and items of clothing are kept for students to retrieve their possessions. We do encourage parents to clearly label all personal items with their child's name and admin number so they can be reunited accordingly.

Toys and Mobile Phones

Toys and mobile phones are not permitted at school. In the event of these items being found on the child, they will be confiscated and handed back at the end of the day.

Classroom Parties

We kindly request that food items are not brought into school, and we do not permit birthday parties during school hours. To ensure the safety of all students and staff with varying allergies, stationery party bags are recommended as an alternative to individual cupcakes. Any birthday cupcakes, must be pre-arranged and authorised by a member of the Senior Leadership Team. The cupcakes must comply with our strict *No Nuts* policy; otherwise, they will not be allowed in the classroom. Please note that party bags containing sweets are not permitted. As a healthy school, we promote healthy eating choices, and therefore, bags of sweets are not allowed.

Field Trips

Educational field trips are encouraged for student in all year groups. GES will inform parents of any field trips and the costs involved.

All students who attend trips must wear their school uniform. Anyone not wearing their uniform will not be allowed to attend.

Yearbook

The yearbook is published each year and is available for all students. The yearbook contains photos of students and various activities school-wide that have taken place during the course of the year. Order information is sent home to all students. The yearbook is delivered by the end of the year.

The youngest sibling in each family receives a free copy of the yearbook, which is handed out along with the end of year report.

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Extra-Curricular Activities (ECAs)

GES provides extra-curricular after school activities (ECAs) and are scheduled each half term. Some activities are limited to certain year groups and/or a number of students. A student must pre-register for the activity. The school will send letters home and a timetable for the activities offered each term. Once assigned to an activity, the expectation is that the student remains in it until its completion. Students may not attend an activity that they have not been assigned to or change once the sessions have started.

Other additional support lessons will run for those students who may be identified as struggling with a specific topic or area of the curriculum in a particular subject. Attendance of these support lessons may be compulsory for some students but others are welcome to attend if they wish too.

School Olympic Program

The Gulf English School participates in the School Olympic Program (SOP) from Year 3 through to Year 6 with both boys and girls. However, eligibility to participate is based on age, irrespective of the year/grade in which the student currently studies.

Support Groups

Students are offered after school support classes in the following subjects:

- Reading comprehension
- Writing
- Mathematics
- Arabic

The purpose of this is to provide extra support in specific curriculum areas.

Fee-based Activities

Every year, the school runs several fee based afterschool activities that are administrated by community members/institutions using the school facilities or external facilities. This information will be provided to parents by the school.

Parents are expected to collect their children promptly at 2:45 p.m.

Three late pick-ups will result in the student's suspension from after-school activity programmes for the rest of the term.

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Student Health Information

Health and Immunisation

The main purpose of the school health programme is to maintain, improve and promote the wellbeing of the school-age child. Parents have the primary responsibility for the health of their children.

The Gulf English School wants its students to be as healthy and active as possible. We encourage our students to take in a healthy diet full of fruit and vegetables as well as healthy lean proteins and wholesome grains. Water is also very important. All students are encouraged to have a water bottle with them during school hours.

Rest is a very important part of every child's health. Young students between 3 and 9 years old should be getting at least 10 - 12 hours of sleep per night, children who are 10 years or older should be getting 8 - 10 hours of sleep per night.

Exercise is another important key to good health; children should be getting at least 1 hour of exercise per day. It may be a part of organised sports or just a walk/run around the yard, it all counts as exercise. A well-rounded lifestyle makes for a well-rounded student who is ready to take on the daily challenges of school life.

Please note that the school does not permit fast or junk food to be brought into school. The Leadership Team will, however, grant special permission for selected calendar dates such as International Day.

Please also be aware that our school has a nut-free policy, this means all nuts and foods containing nuts must not be brought to school.

Communicable diseases and Lice, Immunisations and Medication

The Gulf English School Bin Omran has a full-time nurse to assist students and staff with their health needs. Our nurse evaluates students for illness (chronic/acute), educate on health and safety, and administer first aid and emergency care. Many of our staff members are also trained in CPR and first aid. If your child becomes ill or injured while at school, they will be assessed at the clinic and parents will be notified if necessary. In the event of a serious emergency, an ambulance may be called at the discretion of the nursing staff. Every attempt will be made to contact the parent/guardian prior to the ambulance arrival.

Please be advised that students will only be allowed to leave the school due to illness if they have been assessed by the nurse and it is deemed necessary. All medical appointments are to be arranged outside school hours, if this is not possible, appointment cards must be provided before your child will be allowed to leave the school.

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Medical checks are completed for all students on a yearly basis. This includes a vision test, height, weight, an examination of the feet and spine.

Medical records for your child are kept in the school with strict confidentiality, however, teaching staff are made aware of any health issues your child may have, such as diabetes or allergies.

Medical forms are required to be completed yearly even if there are no changes in your child's health. Please be sure to fill in the form carefully ensuring all questions are answered. We also require a copy of your child's up to date vaccination record to be kept in their medical file. The more we know about your child's health, the better we can assist them with their health needs.

Medication

No medication shall be administered without express written parental permission.

Medication being brought into the school must be kept in the clinic and administered by the nurse. If your child needs to be given medication, clear instructions must be provided including the student's full name, classroom, dosage and time to be taken.

All medication must be handed into the Nurses' office. Please do not give medication to class teachers.

Head lice

If your child has been found to have living lice in their hair, their parents will be notified and the child will be removed from the classroom. Parents have the option of taking their child home and having their hair treated immediately. If the student stays at school, they will be kept in a supervised area away from all other students until all live lice are gone.

A letter will be sent home with the student and treatment must be completed and the letter signed and brought back to school.

Students will be checked before they return into the classroom and weekly assessments will be completed until their hair is completely free of nits (eggs).

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Safety and Emergencies

Emergency Contacts

Each year, in the event that families would have to be notified for emergency reasons, the school establishes and maintains updated emergency contacts.

Emergency Drills

Emergency drills are practised on regular basis. Safe exit procedures are posted in each classroom and throughout the school. Teachers and students regularly practise safe exiting procedures when the alarm is sounded.

Change of address and telephone number

Please make changes on the parent portal. Each family is given a user name and password in order to log-on. If you are unable to make these changes on the parent portal, please notify the school Registrar.

Security

There is a 24-hour security presence and coverage at the school. The premises are also monitored electronically.

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Communication Resources

Parent Communication

Al Sedra, our school newsletter, is published online and on the parents' portal weekly on Thursday's and provides information pertaining to special events, notices of calendar changes and general information important to our families.

If at any time you would like to discuss your child's progress you can make an appointment with the teacher directly via e-mail.

Arabic Translators

As a school we do not provide Arabic translators and if you need this service you need to bring one to meetings.

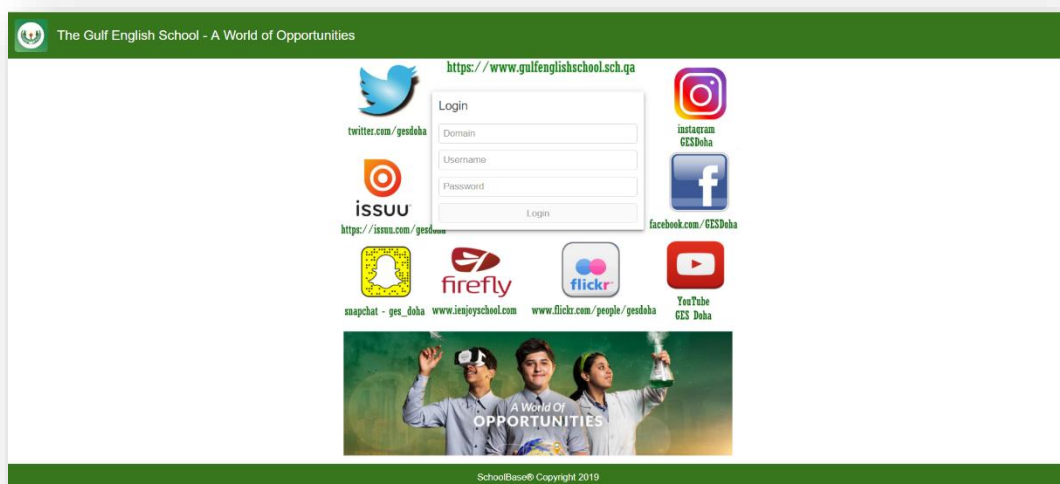
Acceptable Use of Technology (Please read policy)

Mobile phones and tablets are not allowed at school. In the event of a student bringing these in, the phone or tablet will be confiscated and handed back at the end of the day. If this problem recurs, confiscated items will be kept until the end of the week.

Parent Portal

Login to the Student Portal by going to <https://schoolbase.online/Logon?DName=Gulfeng>
When you visit the website you will be asked for your username and password. Keep your username and password secure. A parent login gives you additional access that your child's login does not grant such as requesting parent reports and access to change of personal information on our school system.

You will have one username for all children registered at GES.



If you forgot your username, please contact GES at 44578777, Extension 716.

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The Parent Portal allows all GES parents to access:

- Contacts, family and medical alerts information and advise the school of any changes via a link
- Timetables
- Reports
- Marks
- Attendance
- Al-Sedra
- Links to the handbook, emergency procedure manual
- School calendar and news
- Staff communication through portal e-mails

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Plagiarism

All students must understand what plagiarism is and how to avoid it. Consequences can be severe so it is crucial that you develop a good understanding of what plagiarism is.

Plagiarism is resending an idea or thought as new and original when it came from an existing source.

Examples are:

- Using the ideas or words of another as your own.
- Copy and pasting from any computer file without citing a source and using quotation marks.
- Reproducing another's words without crediting the source.
- Presenting an idea or thought as new and original when it came from an existing source
- Having another person (including parents, siblings or peers) complete your work.
- Paying someone to do your work.
- Using photographs or diagrams copied from the internet without citing the source.

The Responsibilities Of The Student

You must ensure that all of your work is original. Work submitted must not have been produced by someone else or been copied from another source. You also need to avoid submitting the same work for more than one course of study. When you need information regarding plagiarism or how to cite a source is it available on firefly under the Library heading, or speak with your teacher. Any reference material that is used in any work must be referenced as outlined in the Harvard system.

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ICT Acceptance Use Policy

As technology is now an integral part of our school life this Acceptable Use Policy (AUP) has been produced to inform students how they should behave with technology.

It is expected from all students that they respect all the technology that is available to them at school. Students must make the right choice and behave in an appropriate manner when using devices such as computers, laptops, phones, printers, scanners, cameras and all the other types of technology available to students. Appropriate use of technology also extends beyond the school and no student should use technology to abuse, humiliate and bully any individual from their own homes.

Types of Unacceptable Behaviour

Below is a list of unacceptable behaviour, however, it is the school's management which will decide if any individual has used technology inappropriately. This is due to the fact that every scenario cannot be documented and students should ask teachers if they are unsure how they should be using technology both in school and at home.

- Installing programs on the school computers
- Initiating and sending viruses, worms and Trojans through the network
- Going to inappropriate websites, especially sites which have adult material and racist content
- Downloading anything from the internet, including music or video program files
- Harassing and cyberbullying anyone using technology, especially the Internet
- Making use of e-mail accounts, social networking sites (Facebook; Twitter) and online forums to cyber bully and harass anyone
- Giving out user names and password to others to access the network
- Wasting the school's resources such as printing paper and ink
- Carrying out commercial activities by using the school's technology
- Making use of the internet for non-academic purpose during school hours
- Playing online music, videos or games without the permission of a teacher
- Hacking the school's system to carry out damage and theft of files from the network
- Breaking any laws that violate local and international law. E.g. copyright laws, software piracy.
- Students copying sections of information from the Internet and passing it off as their own, also known as Plagiarism.

Use of Mobile Phone

Students are not allowed to bring mobile phones to school. On no account must a student take pictures, or record, either a teacher or another student. If a mobile phone is seen, it will be confiscated until a parent collects it.

Cyber Bullying/Online Harassment

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Bullying has always existed and had now moved to the Internet. All student must respect fellow students, teachers and the general public when using e-mail, Internet and any electronic communication. If any student is found carrying out cyberbullying on websites such as Facebook, Twitter, YouTube and similar online systems they face severe consequences.

Consequences of Inappropriate Use

Violations may result in a loss of privileges to use GES technology resources, as well as other disciplinary or legal action.

Cautions/Disclaimer

GES staff members have the right to monitor student use of all technology equipment on the GES campus, including personal electronic devices. This might include examining student files and e-mails stored on servers, computers (including personal laptops), and phones. Computer work on the school network may be remotely observed without a student's knowledge. The Gulf English School will take reasonable precautions to ensure the security and appropriate use of computer networks. Ultimately, it is the responsibility of each individual to be familiar with these guidelines and to monitor their own behaviour. GES reserves the right to make adjustments to these guidelines throughout the school year if necessary.

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Behaviour Rewards and Incentives

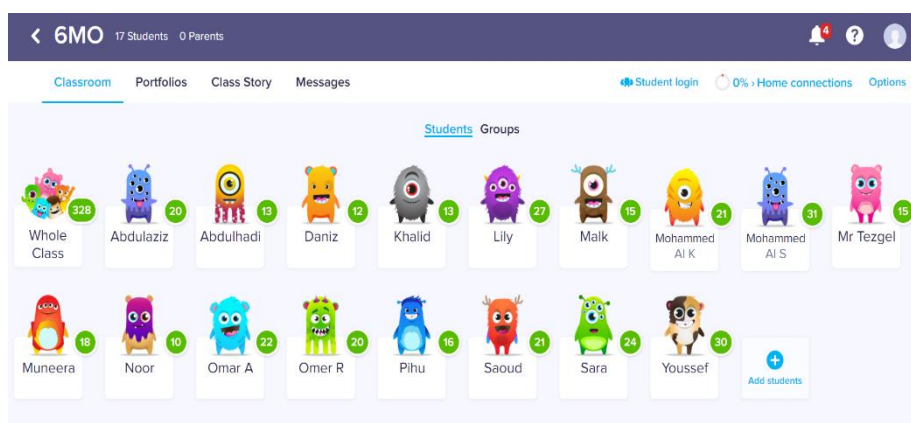
At GES we promote positive behaviour by celebrating the good work and good behaviour of our students, in effect we try to 'catch them being good'. We believe that focusing on the positive behaviour of our students will have a major impact on all those in the school community and will encourage those whose behaviour is not meeting expectations to make a positive change.

Across the school in all lessons, we must stay consistent with the number of Dojo points we reward to the pupils. Points should be rewarded to always promote excellent choices and rewarded against the school's core values. Do not un-reward pupils. Their hard work has been recognised and is separate from their choices made later on in the day/week.

1 – Point for doing 'normal' behaviour 'well'

2 – Points for behaviour that has shown consistency and work that has an 'up-levelled' achievement to it.

3 – Points for 'exceptional' behaviour showing the Core Values. Work produced is of 'mastery' level.



Awarding

Dojo's

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Class Dojo Rewards and Incentives:

AWARDING POSITIVE DOJO POINTS			
+1 Dojo	Resilient • They try their personal best. • Attempts all assessments and tests. • Positive attitude to all learning. • Attends school events. • Follows the school rules. • Good behaviour.	Respectful • Consistently prepared for lessons. • Correct use of lockers. • Regularly presentable uniform. • Completing all extension work. • Consistent punctuality.	Responsible • Following instructions. • Show good manners. • Participation in class discussions. • Show politeness to staff and students.
+3 Dojo	Resilient • Supports peers and staff. • Always try their personal best. • Always following the school rules. • Contributes to the wider school. • Always remains positive.	Respectful • Leading a school event/club • Actively promoting school values. • Resolving student conflict. • Captain of the school team. • Exceptional progress. • Winner of sports competitions. • Winners of academic competitions.	Responsible • Modelling positive behaviour. • Exemplary behaviour. • Concern for the learning of others. • Escorting visitors/parents.
GIVING NEGATIVE DOJO POINTS			
-1 Dojo	Resilient • Refusal to complete work. • Not willing to try. • Not following the school rules. • Negative attitude to learning.	Respectful • Inappropriate language • Refusal to leave class. • Disrespecting others • Persistent calling out. • Rude to school prefect	Responsible • Not in school uniform • No equipment • Missing homework • Disruption in corridors • Misuse of lockers
-3 Dojo	Resilient • Disrupting the learning of others. • Not reflecting on actions • Being confrontational. • Unable to self-regulate their emotions. • Causing harm to oneself and others.	Respectful • Verbal aggression • Misuse of technology • Use of mobile phones • Arguing with a teacher • Threatening behaviour	Responsible • Truancy • Unethical behaviour • Misuse of school property • Malpractice in exams



ClassDojo

CASH in for: Individual Rewards

Dojos Cashed in For:	Dojo Amounts
Stationary (Pencil, rubber, Sticker set)	40
Coloring Pencils/Paints	100
Lunch with a teacher	200
Story book	250
Football	250
Order a Healthy Lunch	250
Bring a Device in	200



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More Dojo Awards

ClassDojo

Every term, each class will be able to cash in their Dojo's for the following awards.

These rewards will allow motivate all pupils to contribute towards a shared reward to celebrate their hard work.

In School Rewards:	
Dojos Cashed in For:	Dojo Amounts
Class Movie time	1000
Class water balloon fight	1000
Pajama Day	1000
Class Party	1000
Non-uniform Day	1000
Arts & Crafts Day	1000
Sports Day	1000

Outside School Rewards:	
Dojos Cashed in For:	Dojo Amounts
Cinema Trip	2000
Bowling/ <u>Megapolis</u>	2000
Picnic at the Park	2000
Theme Park	3000
<u>Kidzmonda/Kidzania</u>	2500
<u>Baladna Farm</u>	3000
SF - Museum	2000

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Acknowledgement

ACKNOWLEDGEMENT

I have read the handbook and fully understand the policies and procedures of the Gulf English School.

Signed by Parent or Guardian:

Name of student: _____

Admin No: _____

Class: _____

Date: _____

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