EDISON GROUP POLICY HANDBOOK

2026–2029

Applies to:

- Edison International Academy Aspire
- Edison International Academy Al Markhiya
- Edison Global Academy Lusail
- Edison Global Academy Rawdat Al Hamama

DOCUMENT CONTROL

Item	Details
Document Title	Edison Group Policy Handbook
Policy Category	Group Governance and Operations
Version	Version 1.0
Effective Date	August 2026
Review Cycle	Annual
Approved By	**Managing Director**
Applies To	All Edison Group Schools
Related Documents	Strategic Plan, School Improvement Plans, Safeguarding Handbook, HR Manual, Finance Manual

FOREWORD

Welcome to the Edison Group Policy Handbook.

This handbook establishes the governance, educational, safeguarding, operational and ethical framework for all schools operating under the Edison Group.

As a growing educational organisation serving students across multiple campuses in Qatar, the Edison Group is committed to ensuring consistency, accountability and excellence while recognising the unique context and needs of each school community.

This handbook reflects our collective commitment to providing outstanding educational experiences that prepare students to succeed in an increasingly complex and interconnected world. It serves as the foundation for decision-making, leadership, teaching and learning, safeguarding, student wellbeing, professional conduct and organisational effectiveness.

While each Edison campus may maintain supplementary procedures and operational guidelines, all schools are expected to implement and comply with the policies contained within this handbook.

EDISON GROUP OVERVIEW

The Edison Group consists of four schools operating under a common governance and leadership framework.

Edison International Academy Aspire

Providing high-quality education within a nurturing and student-centred environment.

Edison International Academy Al Markhiya

Promoting academic excellence, innovation and holistic development.

Edison Global Academy Lusail

Preparing students for success within an evolving global society.

Edison Global Academy Rawdat Al Hamama

Delivering a rigorous British-based curriculum while fostering leadership, wellbeing and global citizenship.

Together, these schools form the Edison Group, sharing a common vision, mission, values and commitment to continuous improvement.

GROUP VISION

"Empower students to learn for life and strive for excellence so that they can contribute positively to the global society."

GROUP MISSION

"Prepare all pupils through a relevant, challenging curriculum and well-resourced facilities to become lifelong learners contributing to a global society."

GROUP MOTTO

"We Achieve Nothing Without Effort."

GROUP CORE VALUES

The Edison Group promotes the following values across all campuses:

Excellence

Striving for the highest standards in all areas of school life.

Respect

Treating all members of the community with dignity and fairness.

Integrity

Acting honestly, ethically and responsibly.

Responsibility

Taking ownership of actions and decisions.

Inclusion

Valuing diversity and creating opportunities for all learners.

Innovation

Encouraging creativity, curiosity and continuous improvement.

Resilience

Developing perseverance and determination in the face of challenges.

Global Citizenship

Preparing students to contribute positively to local and global communities.

Policy #	TABLE OF CONTENTS	Page
PART A: Policies relating to Academics and the Classroom		
A01	Curriculum Policy	7
A02	Early Years Foundation Stage Policy	29
A03	Homework Policy	45
A04	Assessment Policy: • Appendix 1: Examples of Assessment materials, tools and tests. • Appendix 2: Examples of Contents of Class Assessment folder/Individual Student Portfolios • Appendix 3: School Examination Circular	57
A05	Student Pass/Fail Policy	95
A06	Individual Education Plan Policy	98
A07	Pupil Attendance Policy	101
A08	Uniform Policy	116
A09	Inclusion Policy	123
A10	Teaching & Learning Policy	137
A11	Language Policy	155
A12	Academic Integrity Policy	163
A13	Digital Learning & AI Policy	173
PART B: Policies relating to Student Behaviour		
B14	Student Behaviour and Discipline Policy • Appendix 1: School Rules Circular	188
B15	Anti-Bullying Policy • Appendix 1: Cyber Bullying Circular from Ministry of Communications	198
PART C: Staff		
C16	Recruitment Policy	205
C17	Staff Code of Conduct Policy Appendix 1: Paid Private Tuition Circular (circular no. 4) Appendix 2: Mobile Phone Use during working hours Circular	219

C18	Staff Disciplinary Policy and Procedure – Grievances • Appendix 1: Examples of Gross Misconduct. • Appendix2: Examples of Misconduct. • Appendix 3: Table of Penalties in Accordance with Labour Law.	235
C19	Staff Grievance Policy	249
C20	Non-Discrimination, Anti-Bullying, Harassment and Abuse Policy	252
C21	Staff Attendance and Punctuality Policy	263
C22	Whistle Blowing Policy	268
C23	Leave Policy: Annual Leave, Official Holidays, Leave of Absence, Marriage Leave & Pilgrimage Leave	274
C24	Sick Leave Policy	280
C25	Maternity Leave Policy	283
C26	Spot Award and Recognition Policy • Appendix 1: Spot Award Nomination Form	286
C27	Staff Appraisal Policy • Appendix 1: Grading Criteria • Appendix 2: Teacher Standards • Appendix 3: Standards for Whole School Descriptors	294
C28	Accommodation Policy • Appendix 1: Letter of Undertaking	325
C29	Resignation Policy • Appendix 1: Employee Clearance Form	333
PART D: Policies relating to all other areas of School Life and Environment		
D30	Self-Evaluation& Quality Assurance Policy	339
D31	Health & Safety Policy	344
D32	Emergency Evacuation Policy	352
D33	Child Protection Policy • Appendix 1: Definitions and indicators of abuse. • Appendix 2: Dealing with a disclosure of abuse. • Appendix 3: Allegations made against a member of staff.	358
D34	Safeguarding and Child Protection Policy	368
D35	Data Protection & Confidentiality Policy	398
D36	Admission Policy	402
D37	Parent, Family & Community Involvement Policy	407
D38	School Complaints Procedure Policy	413
D39	Petty Cash Policy	418
D40	Anti-Bribery & Corruption Policy	422
D41	Compliance Policy	427
D42	Conflicts of Interest Policy	431
D43	Delegation Policy	434
D44	Governance Policy	437

Curriculum Policy	Policy Number	A 01
	Effective Date	26/08/2024
	Issue Date	01/06/2024
	Valid Until	31/05/2027

REVISION HISTORY				
Revision No	**Issue Date**	**Amendment Description**	**Date Effective**	**Revalidated**
00	Aug 2015	First Issue	Aug 2015	
01	19/08/2018	Review and update	20/08/2018	
02	07/12/2021	Review and update	04/01/2022	
03	01/06/2024	Review and update	20/08/2024	
04	30/05/26	Review and update	16/08/26	**31/05/2029**

A01 CURRICULUM POLICY

Edison Group of Schools

"Empower students to learn for life and strive for excellence so that they can contribute positively to the global society"

Applies to:

- Edison International Academy Aspire
- Edison International Academy Al Markhiya
- Edison Global Academy Lusail
- Edison Global Academy Rawdat Al Hamama

1. INTRODUCTION

The curriculum is the heart of every school. It reflects what a school values, what it believes students should learn and the experiences it provides to help students develop into successful and responsible members of society. At the Edison Group of Schools, the curriculum is far more than a collection of subjects and examinations. It is the carefully planned journey through which students acquire knowledge, develop skills, strengthen character and prepare for life beyond school.

The Edison Group is committed to providing a curriculum that is broad, balanced, challenging and inclusive. The curriculum is designed to inspire curiosity, promote academic excellence and encourage students to become independent thinkers who are capable of making positive contributions to their communities and the wider world.

As an international group of schools operating within the State of Qatar, the Edison Group recognises its responsibility to combine international best practice with local values and national priorities. The curriculum therefore reflects the requirements of the Ministry of Education and Higher Education (MOEHE), the National Curriculum for England, Cambridge International Education and Pearson Edexcel programmes, while also promoting Qatar National Vision 2030 and preserving Qatari culture, heritage and Islamic values.

The curriculum is designed not only to prepare students for examinations and qualifications, but also to equip them with the knowledge, skills and attitudes required to succeed in an increasingly complex and rapidly changing world.

2. EDISON GROUP VISION, MISSION AND CURRICULUM PHILOSOPHY

The curriculum is driven by the Edison Group Vision:

"Empower students to learn for life and strive for excellence so that they can contribute positively to the global society."

and the Edison Group Mission:

"Prepare all pupils through a relevant, challenging curriculum and well-resourced facilities to become lifelong learners contributing to a global society."

These statements are not simply displayed within school buildings; they serve as guiding principles for curriculum planning, teaching, assessment and student development.

The Edison Group believes that every child is capable of learning and achieving when provided with appropriate opportunities, support and challenge. Students learn in different ways and at different rates, and therefore the curriculum must be sufficiently flexible to respond to individual needs while maintaining consistently high expectations for all.

The curriculum should encourage students to become inquisitive learners who ask questions, explore ideas and seek solutions to problems. It should provide opportunities for creativity, innovation and independent thinking while also developing the resilience and perseverance necessary for long-term success.

The Edison Group also believes that education extends beyond academic achievement. A successful curriculum develops character, promotes wellbeing, encourages leadership and nurtures respect for others. Students should leave Edison schools not only with strong qualifications but also with the confidence, integrity and sense of responsibility needed to thrive in higher education, employment and society.

3. PURPOSE OF THE CURRICULUM POLICY

This policy establishes the principles, expectations and procedures that govern curriculum provision across all Edison Group schools.

The purpose of the policy is to ensure that:

- All students have access to a high-quality education.
- Curriculum provision is consistent across all campuses.
- Learning experiences promote both academic achievement and personal development.
- Curriculum planning supports progression from one year group to the next.
- Assessment is effectively integrated into teaching and learning.
- National and international requirements are fully met.
- Curriculum effectiveness is monitored and continuously improved.

The policy also provides a framework for curriculum leadership, curriculum review and quality assurance across the Edison Group.

4. CURRICULUM AIMS

The Edison Group curriculum aims to develop students who are knowledgeable, skilled, reflective and responsible. While academic achievement remains an important priority, the curriculum seeks to develop the whole child by addressing intellectual, physical, emotional, social, moral and cultural development.

Through the curriculum, students should develop strong literacy and numeracy skills that enable them to access learning across all subject areas. They should acquire a secure foundation of knowledge while also developing the ability to analyse information, evaluate evidence and apply learning in new situations.

The curriculum should help students become effective communicators who can express ideas confidently and respectfully. They should learn how to collaborate with others, solve problems creatively and use technology responsibly.

The curriculum also aims to foster an appreciation of diversity and encourage students to respect different cultures, traditions and perspectives. At the same time, students should develop a strong understanding of Qatar's history, culture and values and appreciate their role in supporting the continued development of the nation.

Above all, the curriculum should cultivate a lifelong love of learning and prepare students to adapt successfully to future challenges and opportunities.

5. ALIGNMENT WITH NATIONAL AND INTERNATIONAL REQUIREMENTS

The Edison Group curriculum has been carefully designed to ensure compliance with both national and international educational requirements.

At national level, curriculum provision aligns with the requirements of the Ministry of Education and Higher Education and supports the educational priorities identified within Qatar National Vision 2030 and the National Development Strategy 2024–2030.

At international level, the curriculum is informed by the National Curriculum for England and incorporates recognised Cambridge and Pearson pathways that provide students with access to internationally respected qualifications.

The curriculum also reflects the expectations of the New England Association of Schools and Colleges (NEASC) and supports the development of a strong learning culture, effective governance, student wellbeing and continuous improvement.

Rather than treating these frameworks as separate requirements, the Edison Group seeks to integrate them into a coherent educational experience that meets the needs of its students and communities.

6. CURRICULUM INTENT

The Edison Group curriculum has been designed with a clear intent: to provide students with the knowledge, skills, understanding and values they need to achieve success in school and beyond.

The curriculum intends to develop:

Successful Learners

Students who enjoy learning, make progress and achieve high standards across a broad range of subjects.

Confident Individuals

Students who are resilient, self-motivated and capable of making informed decisions about their learning and future pathways.

Responsible Citizens

Students who demonstrate integrity, empathy, respect and responsibility in their interactions with others.

Global Citizens

Students who understand the interconnected nature of the modern world and appreciate cultural diversity.

Future-Ready Learners

Students who possess the technological, digital, communication and critical-thinking skills required for future success.

The curriculum intent provides the foundation upon which all curriculum planning, teaching and assessment decisions are based.

7. CURRICULUM STRUCTURE

The Edison Group provides a coherent and progressive curriculum pathway that supports students from their earliest educational experiences through to graduation and preparation for higher education. The curriculum is carefully structured to ensure continuity, progression and increasing levels of challenge as students move through each phase of their education.

Curriculum design is based upon the principle that learning should build systematically over time. Knowledge, skills and understanding developed in one year group should provide the foundation for future learning. Teachers therefore have a responsibility not only for delivering their own curriculum content but also for understanding how their subject contributes to students' overall educational journey.

The curriculum structure reflects the needs of students at different stages of development while maintaining a clear focus on academic achievement, personal growth and future readiness.

The curriculum is organised into four main phases:

- Early Years Foundation Stage (EYFS)
- Primary School
- Lower Secondary School
- Upper Secondary School

Each phase has its own characteristics and priorities while remaining connected through common educational values, expectations and standards.

8. EARLY YEARS FOUNDATION STAGE (EYFS)

The Early Years Foundation Stage represents the beginning of a child's formal educational journey and provides the foundation upon which future learning is built.

The Edison Group recognises that young children learn most effectively through exploration, play, discovery and meaningful interactions with adults and peers. The EYFS curriculum therefore provides a rich, stimulating and nurturing environment that encourages curiosity, creativity and independence.

Children in the Early Years Foundation Stage are provided with opportunities to explore their interests, investigate new ideas and develop essential skills through carefully planned learning experiences. Practitioners observe children closely, respond to their interests and provide activities that support both individual development and group learning.

The EYFS curriculum is based upon the principles of:

- The Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

These principles guide all aspects of planning, teaching, assessment and interaction within the Early Years setting.

Learning is organised around the Prime Areas and Specific Areas of Learning identified within the EYFS Framework. However, these areas should not be viewed as separate subjects. Young children learn holistically, and practitioners should ensure that learning experiences provide opportunities for children to develop across multiple areas simultaneously.

Particular emphasis is placed upon developing communication skills, language acquisition, early literacy, early numeracy, social development and emotional wellbeing, as these provide the foundations for future academic success.

The EYFS curriculum should also promote independence, resilience, confidence and a positive attitude towards learning. Children should leave the Early Years Foundation Stage prepared for the transition into Year 1 and ready to engage successfully with the Primary curriculum.

9. PRIMARY CURRICULUM

The Primary curriculum provides students with a broad and balanced educational experience that develops foundational knowledge, skills and understanding across all areas of learning.

During the Primary years, students begin to develop the academic habits, learning behaviours and personal characteristics that will support future success. The curriculum aims to nurture curiosity, encourage exploration and establish secure foundations in literacy, numeracy and scientific understanding.

The curriculum provides opportunities for students to develop their understanding across a wide range of subject areas while also encouraging creativity, communication, collaboration and critical thinking.
Particular importance is placed on the development of reading, writing and mathematics. These core skills provide access to learning across all curriculum areas and are therefore prioritised throughout the Primary phase.
Students are encouraged to become increasingly independent learners who take responsibility for their work, contribute actively in lessons and develop confidence in their abilities. Teachers provide structured support while gradually increasing opportunities for students to work independently and apply their learning in different contexts.
The Primary curriculum also places considerable emphasis on personal development, wellbeing and character education. Students are encouraged to develop respect, responsibility, resilience and integrity through both classroom learning and wider school experiences.
Cross-curricular links should be used wherever appropriate to help students make meaningful connections between different areas of learning and understand how knowledge can be applied in real-life situations.

10. LOWER SECONDARY CURRICULUM

The Lower Secondary curriculum builds upon the foundations established during the Primary years and prepares students for the increased academic demands of Upper Secondary education.
Students are expected to become increasingly independent and reflective learners who are capable of analysing information, evaluating evidence and applying knowledge across a range of contexts.
The curriculum continues to provide breadth and balance while introducing greater depth and complexity within subject areas. Students encounter more specialised content and begin to develop subject-specific skills that prepare them for future examination programmes.
At this stage, students are encouraged to:

- Take greater ownership of their learning.
- Develop effective study habits.
- Engage in independent research.
- Strengthen critical-thinking skills.
- Improve organisational skills.
- Develop confidence in presenting and defending ideas.

Teachers should provide opportunities for inquiry, discussion, investigation and problem-solving while maintaining high expectations for academic achievement and personal conduct.

The curriculum should also support students' personal, social and emotional development during a period of significant growth and change. Wellbeing, resilience and positive relationships remain important priorities throughout Lower Secondary education.

11. UPPER SECONDARY CURRICULUM

The Upper Secondary curriculum prepares students for external qualifications, higher education and future career pathways.

Students are provided with opportunities to specialise in areas of interest while maintaining a rigorous academic programme that develops advanced knowledge, understanding and skills.

The curriculum at this stage should challenge students intellectually and encourage them to think critically, work independently and engage deeply with subject content. Students should be expected to demonstrate increasing levels of responsibility, maturity and academic commitment.

Teaching should focus not only on examination success but also on preparing students for the demands of university study and employment. Students should develop skills such as:

- Research and investigation.
- Critical analysis.
- Problem-solving.
- Effective communication.
- Time management.
- Independent learning.
- Collaboration and leadership.

The curriculum should help students make informed decisions regarding future educational and career pathways while ensuring that they leave school equipped with the skills and attributes necessary for success in a rapidly changing world.

12. CAMBRIDGE AND PEARSON PATHWAYS

The Edison Group offers internationally recognised academic pathways that provide students with access to high-quality qualifications respected by universities and employers worldwide.

These pathways are carefully selected to provide academic rigour while supporting progression into higher education and future careers.

Cambridge International Education

Cambridge programmes are designed to develop students who are:

- Confident in working with information and ideas.

- Responsible for themselves and respectful of others.
- Reflective learners who evaluate their own progress.
- Innovative and equipped for future challenges.
- Engaged intellectually and socially.

Cambridge programmes encourage inquiry-based learning, critical thinking and the development of higher-order cognitive skills.

Pearson Edexcel

Pearson qualifications provide students with opportunities to develop academic knowledge alongside practical application and analytical thinking.

Pearson programmes are designed to prepare students for progression into higher education while ensuring that learning remains relevant, engaging and internationally recognised.

Both Cambridge and Pearson pathways support the Edison Group's commitment to academic excellence and future readiness.

The selection of pathways and subjects shall be reviewed regularly to ensure that curriculum provision continues to meet the needs of students and aligns with national and international developments.

13. CURRICULUM PLANNING

High-quality curriculum delivery depends upon effective planning at all levels. Curriculum planning ensures that learning is purposeful, progressive and aligned with the school's vision, curriculum objectives and assessment expectations.

Within the Edison Group, curriculum planning is viewed as a professional responsibility that requires collaboration, reflection and continuous review. Effective planning enables teachers to deliver engaging learning experiences while ensuring that curriculum objectives are achieved and students make expected progress.

Curriculum planning should not be viewed as a compliance exercise or simply a collection of documents. Rather, it should serve as a working framework that guides teaching, supports learning and promotes consistency across year groups, departments and campuses.

Planning should reflect:

- Curriculum objectives.
- Student needs.
- Assessment requirements.
- National priorities.
- International standards.

- School improvement priorities.

Planning should remain flexible enough to respond to students' needs while maintaining clear expectations regarding curriculum coverage and progression.

Long-Term Planning

Long-Term Planning provides a strategic overview of learning throughout the academic year.

Long-Term Plans should identify:

- Curriculum objectives.
- Topics and units of study.
- Key concepts.
- Knowledge progression.
- Assessment opportunities.
- National identity links.
- Cross-curricular opportunities.
- Enrichment activities.
- Resource requirements.

Long-Term Plans help ensure that curriculum content is appropriately distributed across the academic year and that students experience a balanced and coherent programme of learning.

Long-Term Plans should be developed collaboratively by year groups and departments and reviewed annually.

The review process should consider:

- Student outcomes.
- Assessment data.
- Curriculum changes.
- Feedback from teachers.
- Parent and student feedback.
- School improvement priorities.

Long-Term Plans should remain living documents that evolve in response to changing educational needs and priorities.

Medium-Term Planning

Medium-Term Planning translates the broader objectives identified within Long-Term Plans into detailed termly programmes of learning.

Medium-Term Plans provide greater detail regarding:

- Learning objectives.

- Success criteria.
- Curriculum content.
- Assessment opportunities.
- Differentiation strategies.
- Literacy opportunities.
- Numeracy opportunities.
- National identity integration.
- Digital learning opportunities.
- Resource requirements.

Medium-Term Plans should demonstrate clear progression in learning and provide sufficient detail to support effective classroom delivery.

Teachers should use Medium-Term Plans to ensure that learning is appropriately sequenced and that students are provided with opportunities to revisit and consolidate prior learning before moving on to more complex concepts.

Medium-Term Plans should also identify opportunities for:

- Inquiry-based learning.
- Collaborative learning.
- Problem-solving activities.
- Research activities.
- Practical experiences.
- Educational visits.
- Enrichment opportunities.

Department leaders and Accreditation Leaders should review Medium-Term Plans regularly to ensure consistency and quality across the curriculum.

Weekly and Short-Term Planning

Weekly planning translates curriculum objectives into daily learning experiences.

While planning formats may vary between phases and subjects, all weekly plans should clearly identify:

- Learning objectives.
- Success criteria.

- Teaching strategies.
- Assessment opportunities.
- Differentiation approaches.
- Resources.
- Homework opportunities.
- Plenary activities.

Effective lesson planning should demonstrate how teachers intend to:

- Activate prior knowledge.
- Introduce new learning.
- Check understanding.
- Address misconceptions.
- Provide opportunities for practice.
- Extend and challenge students.
- Evaluate learning.

Teachers should use assessment information to adapt planning and respond to student needs. Planning should therefore be dynamic and responsive rather than fixed and inflexible.

The most effective planning occurs when teachers regularly reflect upon previous lessons and adjust future learning experiences accordingly.

Collaborative Curriculum Planning

The Edison Group strongly encourages collaborative curriculum planning.

Collaboration enables teachers to share expertise, promote consistency and improve curriculum quality.

Collaborative planning opportunities may include:

- Year-group planning meetings.
- Department meetings.
- Curriculum review meetings.
- Professional Learning Communities (PLCs).
- Cross-campus collaboration.
- Moderation meetings.

Collaboration is particularly important within the Edison Group as it helps ensure consistency across all campuses while promoting the sharing of effective practice.

Teachers should be encouraged to discuss:

- Curriculum sequencing.

- Assessment design.
- Differentiation strategies.
- Student progress.
- Resource development.
- Intervention approaches.

The curriculum is strengthened when teachers work together to evaluate and improve learning experiences.

14. CURRICULUM IMPLEMENTATION

Curriculum implementation refers to the way in which the intended curriculum is delivered in classrooms and experienced by students.

Even the most carefully designed curriculum will only be effective if it is implemented consistently and successfully.

The Edison Group expects teaching to be characterised by:

- High expectations.
- Strong subject knowledge.
- Effective classroom management.
- Active student engagement.
- Appropriate challenge.
- Effective questioning.
- Meaningful assessment.
- Positive relationships.

Teachers should ensure that learning experiences are purposeful, engaging and accessible to all learners.

Students should understand:

- What they are learning.
- Why they are learning it.
- How success will be measured.
- What they need to do to improve.

Curriculum implementation should promote deep learning rather than superficial coverage of content.

Teachers should provide opportunities for students to:

- Apply knowledge.
- Make connections.
- Solve problems.
- Conduct investigations.

- Reflect on learning.
- Demonstrate understanding in different ways.

The implementation of the curriculum should be monitored regularly through learning walks, lesson observations, book scrutiny and student voice activities.

15. NATIONAL IDENTITY, QATARI CULTURE AND ISLAMIC VALUES

As schools operating within the State of Qatar, the Edison Group has a responsibility to support national priorities and promote an appreciation of Qatar's history, culture and values.

National identity is not confined to Arabic Language, Islamic Studies and Qatar History lessons. It should be embedded throughout the curriculum and reflected in the daily life of the school.

Students should develop a deep understanding of:

- Qatar's history and heritage.
- Qatar National Vision 2030.
- National traditions and customs.
- Islamic values.
- Cultural identity.
- Civic responsibility.

Teachers should seek opportunities to integrate national identity into curriculum planning wherever appropriate.

For example:

A science lesson may explore Qatar's environmental sustainability initiatives.

A mathematics lesson may use local data and statistics relevant to Qatar.

A geography lesson may examine Qatar's physical and human geography.

An art lesson may draw inspiration from Islamic art or Qatari heritage.

National identity should be experienced authentically and meaningfully rather than being treated as an isolated topic.

The curriculum should help students develop pride in Qatar while also fostering respect for other cultures and perspectives.

16. TEACHING AND LEARNING EXPECTATIONS

The curriculum and teaching are inseparable. Effective curriculum implementation depends upon high-quality teaching and learning.

Teachers are expected to create learning environments that are engaging, inclusive and intellectually challenging.

Lessons should:

- Have clear learning objectives.
- Promote active participation.
- Encourage higher-order thinking.
- Include opportunities for assessment.
- Provide appropriate challenge.
- Support all learners.
- Foster independence.

Students should be encouraged to take ownership of their learning and develop the habits associated with successful learners.

Teaching should promote:

- Curiosity.
- Creativity.
- Critical thinking.
- Collaboration.
- Communication.
- Reflection.

Teachers should use a variety of teaching strategies and adapt instruction to meet the needs of different learners.

Assessment should be integrated naturally into teaching and used to inform future planning and intervention.

Learning should be viewed as an active process in which students are participants rather than passive recipients of information.

17. DIGITAL LEARNING, ARTIFICIAL INTELLIGENCE AND FUTURE-READY LEARNING

The Edison Group recognises that technology is transforming the way people learn, communicate, work and interact with the world around them. As education continues to evolve, schools have a responsibility not only to teach students how to use technology but also to help them understand how technology can be used responsibly, ethically and effectively.

Digital learning is not viewed as a separate element of the curriculum. Rather, it is integrated throughout teaching and learning to enhance student engagement, improve access to information, support collaboration and develop future-ready skills.

The Edison Group believes that technology should enhance learning rather than replace effective teaching. Digital tools should be used purposefully and strategically to support curriculum objectives, improve learning outcomes and provide opportunities for innovation and creativity.

Students should leave Edison Group schools with the confidence and competence to use technology responsibly in higher education, employment and everyday life.

The curriculum should therefore provide opportunities for students to develop:

- Digital literacy.
- Information literacy.
- Media literacy.
- Online safety awareness.
- Responsible digital citizenship.
- Technological problem-solving skills.
- Artificial Intelligence literacy.

Students should also understand that technology brings both opportunities and responsibilities. They should learn how to evaluate information critically, protect their privacy, communicate respectfully online and use technology in ways that support learning and personal growth.

Artificial Intelligence in the Curriculum

Artificial Intelligence is becoming an increasingly important part of modern society and will continue to influence education, business, healthcare, research and many other sectors.

The Edison Group believes that students should be prepared for this changing landscape through structured opportunities to learn about Artificial Intelligence and its applications.

Students should develop an understanding of:

- What Artificial Intelligence is.
- How AI systems operate.
- The benefits and limitations of AI.
- Ethical considerations associated with AI.
- Responsible use of AI technologies.
- The importance of human judgement and critical thinking.

Artificial Intelligence may be used within the curriculum to support learning, research, revision, creativity and problem-solving. However, students should understand that AI-generated content should never replace their own thinking, understanding or effort.

Teachers should help students develop the skills required to evaluate AI-generated information critically and identify potential inaccuracies, bias or misinformation.

All use of Artificial Intelligence within Edison Group schools must comply with the Academic Integrity Policy, AI in Learning Policy and AI Acceptable Use Policy.

The goal is not simply to teach students how to use AI tools, but to develop informed, ethical and responsible users of emerging technologies.

18. INCLUSION AND CURRICULUM ACCESS

The Edison Group is committed to ensuring that every student has access to meaningful learning opportunities and is able to participate fully in the curriculum.

The curriculum should be designed and delivered in a manner that recognises and responds to the diverse needs of learners. Students enter school with different backgrounds, experiences, abilities, interests and learning profiles. Effective curriculum provision therefore requires flexibility, responsiveness and a commitment to equity.

Inclusion does not mean lowering expectations. Rather, it means ensuring that appropriate support, challenge and opportunities are available so that all students can achieve success.

Teachers should plan learning experiences that:

- Build upon prior learning.
- Address individual needs.
- Remove barriers to learning.
- Promote participation.
- Encourage achievement.

Differentiation should be embedded within curriculum planning and classroom practice. Teachers should adapt instruction, resources and learning activities to ensure that students can access learning while still being appropriately challenged.

The curriculum should also provide opportunities for students to demonstrate learning in different ways and celebrate success across a broad range of academic, creative, sporting and personal achievements.

Supporting Diverse Learners

The Edison Group recognises that some students may require additional support at various points throughout their educational journey.

Where appropriate, schools may provide:

- Targeted intervention programmes.

- Additional language support.
- Academic mentoring.
- Enrichment opportunities.
- Curriculum adaptations.
- Personalised support plans.

The effectiveness of support should be monitored regularly through assessment data, observations, progress reviews and discussions with students and parents.

Curriculum access should remain a shared responsibility involving teachers, school leaders, parents and students.

More Able, Gifted and Talented Learners

The curriculum should also provide opportunities for students who demonstrate exceptional ability, talent or potential.

These students should be challenged through:

- Extension activities.
- Independent research projects.
- Competitions.
- Leadership opportunities.
- Enrichment programmes.
- Advanced learning experiences.

A high-quality curriculum should support all students, whether they require additional support or additional challenge.

19. CURRICULUM LEADERSHIP AND GOVERNANCE

Strong curriculum leadership is essential to ensuring consistency, quality and continuous improvement across the Edison Group.

Curriculum leadership operates at multiple levels and requires collaboration between governors, senior leaders, curriculum leaders and classroom teachers.

The Edison Group Managing Director and Senior Leadership Team holds ultimate responsibility for ensuring that curriculum provision remains aligned with the vision, mission and strategic priorities of the Edison Group.

The Edison Group Managing Director and Senior Leadership Team provides oversight of educational performance, curriculum development and student outcomes across all campuses.
The Senior Leadership Team is responsible for leading curriculum development across the Edison Group and ensuring consistency of standards between schools.
Campus Principals are responsible for implementing curriculum policies, monitoring curriculum quality and ensuring that curriculum provision meets the needs of students.
Accreditation Leaders and Heads of Department play a vital role in supporting curriculum implementation, monitoring standards and leading curriculum improvement initiatives within their areas of responsibility.
Teachers are responsible for delivering the curriculum effectively and ensuring that students experience high-quality learning opportunities on a daily basis.
Curriculum leadership should be viewed as a shared responsibility that requires collaboration, communication and collective accountability.

20. CURRICULUM MONITORING

The Edison Group is committed to maintaining high standards of curriculum implementation and ensuring that students receive a consistently high-quality educational experience across all campuses.
Curriculum monitoring is not intended to be a fault-finding exercise. Rather, it is a process of professional reflection and continuous improvement that helps leaders understand the effectiveness of curriculum provision and identify opportunities for development.
Curriculum monitoring should focus on three key questions:
What are students intended to learn?
How effectively is the curriculum being delivered?
What impact is the curriculum having on student learning and development?
To answer these questions, schools should gather evidence from multiple sources.
Monitoring activities may include classroom observations, learning walks, planning reviews, book scrutiny, student interviews, assessment analysis and stakeholder feedback.
Leaders should look for evidence that:

- Curriculum objectives are being taught.
- Learning is appropriately sequenced.
- Students are making progress.
- Assessment is informing teaching.
- National identity is being promoted.
- Inclusion is evident in classroom practice.

- Technology is being used effectively.

Findings should be shared with staff and used to inform professional development and improvement planning.

21. QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT

The Edison Group is committed to developing a culture of continuous improvement in which curriculum effectiveness is reviewed regularly and improvements are implemented systematically.

Quality assurance should not be viewed as a one-time activity. It should be embedded within the daily work of schools and supported by ongoing reflection, evaluation and action.

Curriculum quality assurance should involve:

- Self-evaluation.
- Data analysis.
- Stakeholder consultation.
- Monitoring activities.
- Improvement planning.
- Evaluation of impact.

Each campus should conduct annual curriculum reviews as part of its broader self-evaluation process.

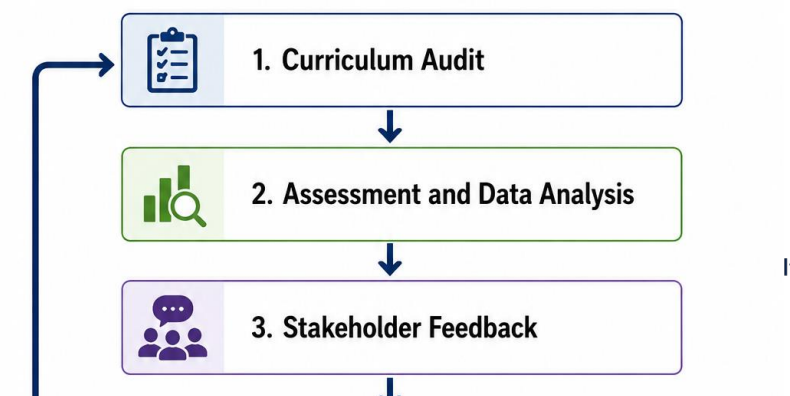
These reviews should consider:

- Student achievement.
- Student progress.
- Assessment outcomes.
- Examination results.
- Curriculum coverage.
- Student wellbeing.
- Parent feedback.
- Staff feedback.

The findings should be incorporated into School Improvement Plans and departmental action plans.

Edison Group Curriculum Improvement Cycle

The Edison Group shall follow a continuous improvement cycle that supports strategic curriculum development across all campuses.



This cycle aligns with NEASC expectations regarding evidence-based decision-making and continuous school improvement.

22. EVIDENCE, RECORDS AND DOCUMENTATION

Effective curriculum implementation requires accurate and organised documentation.

Curriculum documentation provides evidence of planning, delivery, monitoring and evaluation and supports both internal quality assurance and external review processes.

Schools should maintain appropriate curriculum records, including curriculum maps, long-term plans, medium-term plans, weekly plans, assessment schedules, curriculum review reports and departmental action plans.

Meeting minutes, moderation records, monitoring reports and curriculum evaluation documents should also be maintained to demonstrate ongoing curriculum development and quality assurance.

These records should be reviewed regularly and stored securely in accordance with Edison Group information management procedures.

23. SUCCESS INDICATORS

The effectiveness of the curriculum should be evaluated through a range of quantitative and qualitative measures.

Evidence of success may include improvements in student achievement, positive examination outcomes, strong progress measures, positive stakeholder feedback and successful accreditation outcomes.

However, curriculum success should not be measured solely through examination results.

A successful curriculum should also result in students who are confident, resilient, responsible, curious and prepared for future learning and life beyond school.

Indicators of success should therefore include academic, personal, social and emotional outcomes.

The ultimate measure of curriculum effectiveness is the extent to which students are prepared to thrive as lifelong learners and responsible global citizens.

24. POLICY REVIEW

This policy shall be reviewed annually by the Edison Group Managing Director and Senior Leadership Team in consultation with Campus Principals, Accreditation Leaders, and Heads of Department.

The review process shall consider changes in educational research, MOEHE requirements, Cambridge and Pearson expectations, NEASC standards and the strategic priorities of the Edison Group.

Any amendments shall be approved by the Edison Group Managing Director and Senior Leadership Team prior to implementation.

25. CONCLUSION

The curriculum is the most powerful tool available to schools for shaping the lives and futures of young people.

Through a carefully planned, effectively delivered and continuously reviewed curriculum, the Edison Group seeks to provide every student with the opportunity to achieve academic excellence, develop strong character and contribute positively to society.

The curriculum reflects the values, aspirations and educational philosophy of the Edison Group. It combines international best practice with local relevance, academic rigour with personal development and innovation with responsibility.

By maintaining high standards, embracing continuous improvement and placing students at the centre of all decision-making, the Edison Group remains committed to providing an educational experience that truly empowers students to learn for life and strive for excellence.

			Valid Until	**31/05/2027**
REVISION HISTORY				
Revision No	**Issue Date**	**Amendment Description**	**Date Effective**	**Revalidated**
00	Aug 2015	First Issue	Aug 2015	
01	19.8.18	Review and update	20.8.18	
02	07/12/21	Review and update	04/01/2022	
03	01/06/2024	Review and update	20/08/2024	
04	30/05/26	Review and update	16/08/26	**31/05/2029**

EARLY YEARS FOUNDATION STAGE POLICY	**Prepared By**	**HR – Admin**
	Issued By	**HR Department**

A02 EARLY YEARS FOUNDATION STAGE (EYFS) POLICY

Edison Group of Schools

Applies To

- Edison International Academy Aspire
- Edison International Academy Al Markhiya
- Edison Global Academy Lusail
- Edison Global Academy Rawdat Al Hamama

1. INTRODUCTION

"A Big Journey Starts with a Little Step"

The Edison Group of Schools believes that every child deserves the very best start in life. The experiences children encounter during their earliest years form the foundation upon which future learning, wellbeing, behaviour and achievement are built. High-quality early childhood education has a lasting impact on children's academic success, confidence, resilience and lifelong attitudes towards learning.

The Early Years Foundation Stage (EYFS) represents a unique and critically important phase of education. It is not simply preparation for Primary School; it is a distinct and valuable stage of learning in its own right. During these formative years, children develop rapidly across all areas of development and begin to establish the knowledge, skills, attitudes and behaviours that will support future success.

The Edison Group recognises that young children learn best through active engagement, meaningful experiences, exploration, play, investigation and positive relationships. Children develop at different rates and in different ways, and effective early years provision recognises and celebrates these differences while ensuring that every child is appropriately supported and challenged.

The purpose of this policy is to establish a consistent framework for Early Years provision across all Edison Group schools while ensuring alignment with:

- The Early Years Foundation Stage Framework (England)
- The National Curriculum for England
- Qatar Ministry of Education and Higher Education requirements
- Qatar National Vision 2030
- National Development Strategy 2024–2030
- NEASC Foundation Standards
- Edison Group Vision, Mission and Values

The policy reflects the Group's commitment to providing safe, stimulating, inclusive and nurturing learning environments where every child feels valued, respected and empowered to reach their full potential.

2. RATIONALE

Children develop rapidly during the Early Years Foundation Stage socially, emotionally, physically, intellectually and linguistically. Research consistently demonstrates that the quality of early childhood experiences significantly influences future educational achievement, wellbeing and life opportunities.

The Edison Group recognises that effective Early Years education should focus on the whole child. Learning and development are interconnected, and progress in one area often supports growth in others. Children's emotional security, confidence and wellbeing are therefore viewed as essential foundations for successful learning.

Our approach is based upon the belief that:

Children are active learners who construct knowledge through meaningful experiences.

Learning should be engaging, purposeful and relevant to children's interests and developmental needs.

Positive relationships are central to learning and development.

Every child is unique and deserves opportunities to succeed.

Parents are children's first and most influential educators.

Learning environments should inspire curiosity, creativity and exploration.

Observation and assessment should inform future learning opportunities.

Children should be encouraged to become increasingly independent, confident and responsible learners.

These principles underpin all aspects of Early Years practice throughout the Edison Group.

3. THE FOUR PRINCIPLES OF THE EYFS

The Edison Group adopts the four overarching principles of the EYFS Framework which guide all practice within Early Years settings.

The Unique Child

Every child is a unique individual who is constantly learning and capable of resilience, confidence, independence and success. Children develop at different rates and bring different experiences, strengths and interests to school. Practitioners should recognise and respond to these differences while maintaining high expectations for all learners.

Effective Early Years provision acknowledges that children require different levels of support, challenge and encouragement at different stages of development. Staff should therefore create personalised learning opportunities that enable each child to make progress from their individual starting points.

Positive Relationships

Children learn most effectively when they feel safe, secure and valued. Positive relationships with parents, carers, teachers and peers create the emotional foundations necessary for successful learning.

The Edison Group places significant emphasis on building strong relationships based on trust, respect and effective communication. Staff should model positive interactions and provide children with opportunities to develop social skills, empathy and emotional understanding.

Enabling Environments

The environment plays a vital role in supporting learning and development. Children should have access to stimulating indoor and outdoor environments that encourage exploration, investigation, creativity and independent learning.

Learning environments should be carefully planned to reflect children's interests, developmental needs and cultural contexts while providing opportunities for challenge and discovery.

Learning and Development

Children learn and develop in different ways and at different rates. All areas of learning are interconnected and equally important.

Teaching should recognise the importance of play, exploration, active learning and critical thinking while providing opportunities for children to develop knowledge, understanding and skills across all areas of the curriculum.

4. AIMS OF THE EARLY YEARS FOUNDATION STAGE

The Edison Group aims to provide an Early Years education that nurtures the whole child and establishes strong foundations for future learning.

The EYFS seeks to develop children who are confident, independent, curious and enthusiastic learners. Children should feel secure within their learning environment and develop positive attitudes towards themselves, others and learning.

The Early Years programme aims to:

Develop children's personal, social and emotional wellbeing.

Promote confidence, resilience and independence.

Develop effective communication and language skills.

Encourage curiosity, creativity and imagination.

Foster positive relationships and respect for others.

Promote physical development and healthy lifestyles.

Support early literacy and numeracy development.

Develop problem-solving and critical-thinking skills.
Encourage children to become active participants in their learning.
Promote respect for diversity, inclusion and cultural understanding.
Support the development of responsible global citizens aligned with the Edison Group Vision and Qatar National Vision 2030.
The achievement of these aims should be evident through children's learning experiences, relationships, attitudes and overall development.

5. CHARACTERISTICS OF EFFECTIVE LEARNING

The Edison Group recognises that how children learn is just as important as what they learn. The Characteristics of Effective Learning form a fundamental part of the Early Years Foundation Stage and describe the attitudes, behaviours and approaches that support successful learning and development.
These characteristics help children develop the skills required to become independent, confident and lifelong learners. They underpin all areas of learning and should be embedded throughout daily practice.

Playing and Exploring – Engagement

Children learn best when they are actively involved in meaningful experiences. Through play and exploration, children investigate the world around them, test ideas, make discoveries and develop a deeper understanding of concepts.
Practitioners should create opportunities for children to explore independently, make choices, take appropriate risks and follow their interests. Children should be encouraged to investigate, question, experiment and engage fully with learning experiences.
The Edison Group believes that purposeful play provides an essential foundation for learning and should remain a central feature of the Early Years curriculum.

Active Learning – Motivation

Children develop confidence and resilience when they are motivated, engaged and challenged appropriately. Active learners demonstrate persistence, concentration and a willingness to continue when faced with difficulties.
Practitioners should encourage children to set goals, celebrate achievements and recognise the value of effort and perseverance. Learning experiences should provide an appropriate level of challenge while ensuring that children experience success and develop confidence in their own abilities.
Positive reinforcement and meaningful feedback help children develop a growth mindset and understand that learning is a process that involves effort, reflection and improvement.

Creating and Thinking Critically – Thinking

Critical thinking develops when children have opportunities to generate ideas, solve problems, make decisions and reflect upon their learning.

Children should be encouraged to make connections between experiences, develop their own ideas and explore different ways of approaching tasks and challenges. Practitioners should use questioning, discussion and reflection to support higher-order thinking and problem-solving skills.

The Edison Group seeks to develop children who are curious, creative and confident thinkers who are willing to explore new ideas and learn from their experiences.

6. THE EARLY YEARS CURRICULUM

The Edison Group Early Years curriculum is based upon the statutory Early Years Foundation Stage Framework and is designed to provide a broad, balanced and developmentally appropriate education for all children.

The curriculum recognises that young children learn holistically and that learning cannot be separated into isolated subjects. Effective learning experiences should therefore be interconnected, meaningful and responsive to children's developmental needs and interests.

The curriculum provides opportunities for children to develop knowledge, skills and understanding across all areas of learning while fostering curiosity, creativity, independence and a love of learning.

Learning experiences should reflect children's interests, backgrounds and experiences while providing opportunities to explore the wider world and develop an understanding of different cultures, communities and perspectives.

The curriculum should also support the development of the Edison Group Vision, Mission and Values and contribute to the aims of Qatar National Vision 2030 by developing confident, responsible and globally-minded learners.

7. PRIME AREAS OF LEARNING

The Prime Areas of Learning provide the foundation upon which all other learning is built. These areas are particularly important in supporting children's development during the Early Years and should receive significant emphasis throughout the curriculum.

Communication and Language

Communication and language development is fundamental to children's learning and development. Through language, children learn to express ideas, build relationships, develop understanding and engage with the world around them.

The Edison Group is committed to creating language-rich environments where children are encouraged to listen, speak, question, discuss and communicate confidently. Practitioners should model effective language,

engage children in meaningful conversations and provide opportunities for vocabulary development throughout the day.

Personal, Social and Emotional Development

Personal, social and emotional development supports children's wellbeing, confidence, independence and ability to form positive relationships.

Children should be encouraged to develop self-awareness, self-regulation, empathy and resilience. Learning experiences should help children understand their emotions, manage behaviour appropriately and develop positive relationships with others.

The Edison Group places significant emphasis on wellbeing and believes that children who feel safe, secure and valued are more likely to achieve success across all areas of learning.

Physical Development

Physical development contributes significantly to children's overall health, wellbeing and learning.

Children should have regular opportunities to develop gross motor and fine motor skills through a wide range of indoor and outdoor activities. Physical activity supports coordination, balance, strength, control and healthy lifestyles.

The Edison Group promotes active learning environments that encourage movement, exploration and physical confidence.

8. SPECIFIC AREAS OF LEARNING

The Specific Areas of Learning build upon the foundations established through the Prime Areas and provide opportunities for children to develop knowledge and skills across a broader curriculum.

Literacy

Literacy development involves listening, speaking, reading and writing. Children should be immersed in environments that promote a love of books, stories, language and communication.

The Edison Group seeks to develop enthusiastic readers and writers by providing engaging literacy experiences that foster enjoyment, confidence and competence.

Mathematics

Mathematics helps children develop problem-solving skills, logical thinking and an understanding of number, pattern, shape, space and measure.

Mathematical learning should be practical, engaging and integrated into everyday experiences wherever possible.

Understanding the World

Children develop an understanding of people, communities, cultures, technology and the natural world through exploration, investigation and discussion.
Learning experiences should help children appreciate diversity, develop curiosity and build awareness of their local and global communities.
Particular emphasis should be placed on developing an understanding of Qatar's culture, traditions, heritage and values in ways that are meaningful and appropriate for young children.

Expressive Arts and Design

Expressive Arts and Design encourages creativity, imagination and self-expression.
Children should have opportunities to explore art, music, movement, role play and design through a variety of engaging experiences that foster creativity and confidence.
The Edison Group believes that creativity plays an important role in children's cognitive, emotional and social development and should be valued throughout the curriculum.

9. TEACHING AND LEARNING APPROACHES

Teaching within the Early Years Foundation Stage should be responsive, engaging and child-centred.
Practitioners should combine purposeful adult-led learning with carefully planned opportunities for child-initiated exploration and discovery. Effective teaching involves observing children closely, understanding their interests and developmental needs and using this information to extend learning.
Learning should be active, practical and meaningful. Children should be encouraged to investigate, question, experiment and develop independence through hands-on experiences.
Practitioners should use skilled interactions, questioning and modelling to deepen understanding and promote learning. Teaching should be flexible and responsive, adapting to children's interests and emerging learning opportunities.
The Edison Group recognises that high-quality interactions between adults and children are among the most significant factors influencing successful learning outcomes in the Early Years.

10. LEARNING THROUGH PLAY

Play is central to effective learning in the Early Years Foundation Stage.
Through play, children explore ideas, develop language, build relationships, solve problems and make sense of the world around them. Play provides opportunities for creativity, imagination, experimentation and independent thinking.
The Edison Group recognises that play is not separate from learning. Rather, play is one of the most powerful vehicles through which learning occurs during early childhood.

Practitioners should provide rich play opportunities that support all areas of learning and development while ensuring that children remain actively engaged and motivated.
Both indoor and outdoor environments should offer opportunities for exploratory, imaginative, physical and collaborative play. Staff should participate thoughtfully in children's play, extending learning through questioning, modelling and discussion while allowing children sufficient ownership of their learning experiences.
Play-based learning should be purposeful, planned and carefully balanced with adult-guided experiences to ensure progression and challenge.

11. PLANNING FOR LEARNING

Effective planning is essential to ensuring that all children experience a rich, balanced and progressive curriculum that supports their individual development and learning needs.
Within the Edison Group, planning should be informed by a combination of curriculum expectations, professional knowledge, ongoing assessment and children's interests. Practitioners should use observations and assessment information to identify children's strengths, needs and next steps in learning and use this information to design meaningful learning experiences.
Planning should be flexible and responsive rather than rigid or overly prescriptive. While long-term and medium-term plans provide a framework for curriculum coverage and progression, practitioners should remain responsive to children's emerging interests and learning opportunities. This approach helps ensure that learning remains engaging, relevant and developmentally appropriate.
Practitioners should provide a balance of adult-led, adult-guided and child-initiated activities. Children should have opportunities to learn independently, collaboratively and through direct teaching experiences. Learning activities should support challenge, curiosity and creativity while promoting progress across all areas of learning.
Planning should also take account of cultural relevance and local context. Opportunities should be provided for children to develop an appreciation of Qatar's culture, traditions, environment and national identity while also developing an understanding of the wider world.
The Edison Group expects planning to demonstrate clear progression, appropriate differentiation and meaningful opportunities for assessment. Planning should reflect the needs of all learners and support both intervention and challenge where required.

12. OBSERVATION, ASSESSMENT AND LEARNING JOURNEYS

Assessment within the Early Years Foundation Stage should be purposeful, continuous and centred on improving outcomes for children. The primary purpose of assessment is to understand each child's development, identify strengths and areas for support and inform future planning.

The Edison Group adopts an assessment approach that is based upon observation of children within their everyday learning experiences. Assessment should be integrated naturally into teaching and learning and should not create unnecessary barriers to children's engagement and enjoyment.

Practitioners should regularly observe children during both adult-led and child-initiated activities. These observations provide valuable information regarding children's knowledge, skills, understanding, attitudes and developmental progress.

Assessment information should be gathered through a range of sources including:

- Direct observation.
- Discussions with children.
- Samples of work.
- Learning activities.
- Parent contributions.
- Photographic evidence.
- Professional judgement.

The Edison Group recognises the importance of maintaining accurate and meaningful records of children's development. Learning Journeys should provide a holistic picture of each child's progress and celebrate achievements across all areas of learning.

Learning Journeys should demonstrate progression over time and provide evidence of children's developing skills, knowledge and understanding. They should also reflect children's interests, achievements and personal growth.

Assessment information should be used to:

Identify next steps for learning.

Inform planning and teaching.

Monitor progress.

Identify children requiring additional support or challenge.

Support communication with parents.

Contribute to transition processes.

Assessment should always remain child-centred and should support positive learning experiences rather than simply generating data.

13. BASELINE ASSESSMENT, PROGRESS MONITORING AND REPORTING

The Edison Group is committed to ensuring that all children make strong progress from their individual starting points.

Baseline assessment should be undertaken when children enter the Early Years Foundation Stage. The purpose of baseline assessment is to develop an understanding of each child's current level of development and identify any areas requiring support or intervention.

Baseline information may be gathered through observations, discussions with parents, transition information and initial learning activities.

Following entry assessment, children's progress should be monitored regularly throughout the academic year. Progress reviews should consider both academic development and wider aspects of learning including social, emotional, physical and communication development.

Assessment data should be used carefully and professionally to inform decision-making and identify trends. The focus should remain on supporting children's development rather than solely measuring attainment.

Parents should receive regular information regarding their child's progress and development. Reporting processes should provide a balanced picture of achievement, effort, wellbeing and next steps for learning.

Reports should celebrate success while providing constructive guidance regarding future development.

14. INCLUSION, EQUITY AND EARLY INTERVENTION

The Edison Group is committed to ensuring that every child has equal access to high-quality learning opportunities regardless of background, ability, language, culture or individual circumstances.

The Early Years Foundation Stage should provide an inclusive environment in which diversity is valued and every child feels welcomed, respected and supported.

Children develop at different rates and may require varying levels of support to achieve success. Practitioners should recognise individual differences and adapt teaching, learning experiences and environments accordingly.

Early identification of developmental, learning, communication or behavioural concerns is essential in ensuring that children receive timely support. Practitioners should work collaboratively with parents, inclusion teams and external specialists where appropriate to identify and address concerns at the earliest possible stage.

Intervention should be supportive, targeted and designed to remove barriers to learning while maintaining high expectations for all children.

The Edison Group believes that inclusion is not simply about access. It is about ensuring meaningful participation, belonging and success for every child.

Children who demonstrate advanced abilities or exceptional talents should also be provided with opportunities for challenge and enrichment that support continued growth and development.

15. SAFEGUARDING AND WELFARE REQUIREMENTS

The safety, wellbeing and protection of children are of paramount importance within all Edison Group schools. Safeguarding responsibilities extend beyond protection from harm and include promoting children's physical health, emotional wellbeing, safety and overall welfare. The Early Years Foundation Stage plays a particularly important role in safeguarding due to the age and vulnerability of young children.

All practitioners working within the EYFS must maintain a strong awareness of safeguarding responsibilities and comply fully with the Edison Group Safeguarding and Child Protection Policy.

Children should learn within environments where they feel safe, secure and supported. Positive relationships, clear routines and consistent expectations contribute significantly to children's sense of safety and wellbeing.

Staff should remain vigilant to any signs that a child may require additional support or protection and should follow established safeguarding procedures whenever concerns arise.

The welfare of the child must always remain the primary consideration in all decision-making.

16. PARTNERSHIP WITH PARENTS

The Edison Group recognises that parents are children's first and most influential educators. Effective partnerships between home and school are therefore essential to supporting successful learning and development.

Strong parental engagement contributes positively to children's progress, confidence and wellbeing. Schools should actively seek to establish relationships based upon trust, communication and collaboration.

Parents should be encouraged to share information regarding their child's interests, strengths, needs and achievements. This information helps practitioners develop a more complete understanding of each child and supports personalised learning.

Communication between home and school should be regular, meaningful and supportive. Parents should be kept informed regarding their child's progress, development and wellbeing and should be provided with opportunities to contribute to their child's learning journey.

The Edison Group values parents as partners in education and seeks to create strong home-school relationships that support positive outcomes for all children.

17. TRANSITION ARRANGEMENTS

Transitions are significant milestones in children's educational journeys and should be carefully planned and managed.

The Edison Group recognises that successful transitions contribute positively to children's wellbeing, confidence and readiness for learning. Effective transition processes help children feel secure and enable continuity in learning and development.

Transition arrangements should support:

Entry into Nursery.

Entry into Reception.

Movement between year groups.

Transition from Reception into Key Stage 1.

Transition processes should involve collaboration between staff, parents and children and should provide opportunities for children to become familiar with new environments, routines and expectations.

Particular attention should be given to supporting children who may find transitions challenging or who require additional support.

Successful transitions help establish positive attitudes towards learning and contribute to long-term educational success.

18. LEADERSHIP, MANAGEMENT AND RESPONSIBILITIES

Effective leadership is essential to ensuring high-quality Early Years provision.

School leaders are responsible for establishing a clear vision for Early Years education and ensuring that the curriculum, teaching, assessment and learning environments reflect the principles of the Early Years Foundation Stage.

The EYFS Leader plays a central role in monitoring provision, supporting staff development, maintaining curriculum quality and ensuring compliance with statutory requirements.

Practitioners are responsible for creating engaging learning environments, building positive relationships, delivering high-quality teaching and promoting children's wellbeing and development.

Leaders should ensure that staff receive appropriate professional development opportunities and that Early Years provision remains aligned with current research, best practice and regulatory expectations.

The Edison Group expects all staff to contribute positively to the continuous improvement of Early Years provision and to maintain the highest standards of professionalism and care.

19. MONITORING, EVALUATION AND QUALITY ASSURANCE

The Edison Group is committed to maintaining the highest standards of Early Years provision across all campuses. Continuous monitoring and evaluation are essential to ensuring that children receive high-quality learning experiences and that provision remains aligned with statutory requirements, educational research and best practice.

Monitoring should be viewed as a supportive process designed to strengthen teaching, learning and outcomes for children. It should encourage reflection, professional growth and continuous improvement rather than simply measuring compliance.

School leaders should regularly evaluate the effectiveness of Early Years provision through a variety of quality assurance activities. These may include classroom observations, learning walks, planning reviews, assessment analysis, learning journey scrutiny, environment audits and discussions with children, staff and parents.

The monitoring process should focus on:

The quality of teaching and learning.

Children's progress and attainment.

The effectiveness of assessment practices.

The quality of indoor and outdoor learning environments.

Children's wellbeing and engagement.

The effectiveness of intervention and support programmes.

Parental engagement and satisfaction.

Safeguarding and welfare provision.

Professional development needs.

Findings from monitoring activities should be used to identify strengths, celebrate good practice and inform future development priorities.

The Edison Group believes that continuous improvement is achieved when schools engage in honest self-evaluation, use evidence effectively and maintain a commitment to reflective practice.

20. PROFESSIONAL DEVELOPMENT

The quality of Early Years provision is closely linked to the knowledge, skills and expertise of practitioners. The Edison Group therefore places significant importance on professional learning and continuous professional development.

Early Years practitioners should engage regularly in professional learning opportunities that enhance their understanding of child development, pedagogy, assessment, safeguarding, inclusion and curriculum delivery.

Professional development should be informed by:

School priorities.

Monitoring outcomes.
Research and best practice.
Individual professional goals.
Regulatory requirements.
Student needs.
Leaders should ensure that staff have opportunities to collaborate, share effective practice and engage in professional dialogue that supports continuous improvement.
The Edison Group recognises that investment in staff development directly contributes to improved outcomes for children and strengthens the quality of Early Years provision across all schools.

21. RESOURCES AND LEARNING ENVIRONMENTS

The learning environment is often described as the "third teacher" because of the significant influence it has on children's learning, behaviour and development.
The Edison Group is committed to providing stimulating, safe and well-resourced learning environments that inspire curiosity, creativity and exploration.
Indoor and outdoor environments should be organised to promote independence, engagement and meaningful learning. Resources should be accessible, purposeful and appropriate to children's developmental needs.
Learning environments should:
Encourage exploration and investigation.
Promote communication and collaboration.
Support creativity and imagination.
Reflect children's interests and achievements.
Provide opportunities for challenge and problem-solving.
Celebrate diversity and inclusion.
Promote a sense of belonging.
Resources should be reviewed regularly to ensure they remain relevant, engaging and supportive of curriculum objectives.
The environment should evolve in response to children's interests, developmental needs and learning priorities.

22. HEALTH, SAFETY AND WELLBEING

The health, safety and wellbeing of children are fundamental priorities within the Early Years Foundation Stage.

Children should learn within environments that are safe, secure and supportive. Appropriate procedures must be in place to ensure that risks are managed effectively and that children's welfare remains protected at all times.

The Edison Group expects all Early Years settings to comply fully with school policies relating to:

Safeguarding and Child Protection.

Health and Safety.

First Aid.

Supervision.

Risk Assessment.

Medical Care.

Emergency Procedures.

Attendance and Student Welfare.

Practitioners should promote healthy lifestyles through daily routines, physical activity, wellbeing programmes and health education.

Children should be supported in developing positive habits relating to hygiene, nutrition, physical activity and personal wellbeing.

A strong focus on health and wellbeing contributes positively to children's learning, development and overall quality of life.

23. POLICY REVIEW

This policy shall be reviewed annually by Principals and Early Years Leaders to ensure continued compliance with statutory requirements, educational best practice and Edison Group expectations.

The review process shall consider:

Updates to the Early Years Foundation Stage Framework.

MOEHE requirements and guidance.

NEASC standards and recommendations.

Research and developments in early childhood education.

Feedback from staff, parents and stakeholders.

School improvement priorities.

Monitoring and evaluation findings.

Any amendments to the policy shall be approved through the Edison Group governance structure prior to implementation.

The Edison Group is committed to ensuring that its Early Years provision continues to reflect the highest standards of educational excellence and child-centred practice.

24. CONCLUSION

The Early Years Foundation Stage represents one of the most important phases of a child's educational journey. The experiences, relationships and opportunities provided during these formative years lay the foundation for future learning, wellbeing and success.

The Edison Group is committed to providing wholistic Early Years education that nurtures the whole child and supports development across all areas of learning. Through high-quality teaching, positive relationships, stimulating environments and strong partnerships with families, the Group seeks to ensure that every child develops the confidence, curiosity and resilience needed to thrive.

By maintaining a child-centred approach and remaining committed to continuous improvement, the Edison Group aims to provide Early Years experiences that inspire a lifelong love of learning and prepare children for future success within school and beyond.

HOMEWORK POLICY	Policy Number	A 03
	Effective Date	26/08/2024
	Issue Date	01/06/2024
	Valid Until	31/05/2027

REVISION HISTORY

Revision No	Issue Date	Amendment Description	Date Effective	Revalidated
00	Aug 2015	First Issue	Aug 2015	
01	19.8.18	Review and update	20.8.18	
02	07/12/2021	Review and update	04/01/2022	
03	01/06/2024	Review and update	20/08/2024	
04	30/05/26	Review and update	16/08/26	**31/05/2029**

HOMEWORK POLICY	Prepared By	HR – Admin
	Issued By	HR Department
	Page 1 of 5	

A03 HOMEWORK POLICY

Edison Group of Schools

This policy should be substantially expanded from the original version while retaining the practical expectations already contained within your handbook.

1. INTRODUCTION

Homework is an important extension of learning beyond the classroom. It provides students with opportunities to consolidate knowledge, practise skills, develop independence and take greater responsibility for their own learning.

The Edison Group believes that effective homework contributes positively to student achievement when it is purposeful, meaningful and appropriately planned. Homework should reinforce classroom learning, encourage independent study habits and help students develop the organisational skills necessary for future academic success.

Homework should never be assigned simply for the sake of assigning work. It should have a clear educational purpose and provide opportunities for students to extend, apply or consolidate learning in ways that support curriculum objectives.

The Edison Group recognises that students require a healthy balance between academic commitments, family life, extracurricular activities, wellbeing and rest. Homework expectations should therefore be age-appropriate and manageable while still providing sufficient challenge and opportunity for learning.

This policy establishes a consistent approach to homework across all Edison Group schools and provides guidance for students, parents and staff regarding expectations and responsibilities.

2. PURPOSE OF HOMEWORK

Homework serves several important educational purposes.

Firstly, it reinforces and consolidates learning that has taken place in the classroom. Students often require additional opportunities to practise newly acquired skills before they become secure and automatic.
Secondly, homework encourages students to develop independent learning habits. As students progress through the school, they should become increasingly responsible for organising their time, meeting deadlines and taking ownership of their learning.
Homework also provides opportunities for students to prepare for future learning. Reading, research activities and pre-learning tasks can help students engage more effectively with upcoming lessons.
In addition, homework provides parents with valuable insight into what their children are learning and creates opportunities for families to support educational development.
The Edison Group therefore views homework as an important component of the overall learning process rather than an isolated activity.

3. HOMEWORK PRINCIPLES

The following principles guide homework practice throughout the Edison Group.
Homework should:

- Support curriculum objectives.
- Reinforce classroom learning.
- Be purposeful and meaningful.
- Be age-appropriate.
- Promote independence.
- Encourage responsibility.
- Develop study habits.
- Support literacy and numeracy development.
- Be inclusive and accessible.
- Respect students' wellbeing and personal time.

Teachers should carefully consider the educational value of homework before assigning it.
Quality is always more important than quantity.

4. TYPES OF HOMEWORK

Homework may take many forms depending on the age of students and the objectives of the lesson.

Practice Homework

Practice activities provide opportunities for students to consolidate learning through repetition and application.
Examples include:

- Mathematics exercises.
- Spelling activities.
- Grammar exercises.
- Reading practice.
- Language learning activities.

These tasks help students strengthen skills that require regular practice and reinforcement.

Preparatory Homework

Preparatory activities help students prepare for future learning.

Examples may include:

- Research tasks.
- Reading assignments.
- Video viewing.
- Vocabulary development.
- Topic investigations.

These activities allow students to arrive in class with some prior knowledge of the content being studied.

Extension Homework

Extension activities challenge students to think more deeply and apply learning in new contexts.

Examples may include:

- Projects.
- Presentations.
- Investigations.
- Creative writing.
- Independent research.

Such activities encourage higher-order thinking and independent learning.

Revision Homework

Revision activities help students prepare for assessments and examinations.

Examples include:

- Revision guides.
- Practice papers.
- Flashcards.

- Retrieval activities.
- Knowledge organisers.

Revision homework becomes increasingly important as students progress into Secondary School and external examination programmes.

5. HOMEWORK EXPECTATIONS BY PHASE

Early Years Foundation Stage

Within EYFS, homework should focus primarily on supporting language development, reading and positive parent-child interaction.

Formal written homework is generally inappropriate at this stage.

Instead, families should be encouraged to engage in activities such as:

- Shared reading.
- Storytelling.
- Conversation.
- Number recognition.
- Fine motor activities.
- Educational games.

The emphasis should remain on developing positive attitudes towards learning.

Primary School

Homework within Primary School should gradually develop students' independence while remaining manageable and age-appropriate.

Regular homework may include:

- Reading.
- Mathematics practice.
- Spellings.
- Vocabulary development.
- Topic-based activities.

Project work may also be assigned where appropriate.

Teachers should ensure that homework supports classroom learning and does not create unnecessary stress or workload.

Secondary School

Homework plays a more significant role within Secondary School as students prepare for external qualifications and future academic pathways.

Homework may include:

- Independent research.
- Subject assignments.
- Extended writing.
- Examination preparation.
- Coursework tasks.
- Revision activities.

Students should increasingly develop the ability to manage longer-term assignments and organise their own study schedules.

6. HOMEWORK SCHEDULES AND TIME GUIDELINES

The Edison Group recognises that students require a balanced approach to learning and wellbeing.

As a general guide:

Phase	**Recommended Daily Homework Time**
EYFS	Reading and family learning activities
Years 1–2	15–20 minutes
Years 3–4	20–30 minutes
Years 5–6	30–45 minutes
Years 7–9	45–90 minutes
Years 10–13	1–2 hours depending on examination programmes

These are guidelines rather than rigid requirements. Teachers should consider the age, needs and circumstances of students when assigning homework.

This should be written in the same narrative handbook style and will likely become a 10–12 page policy when fully developed.

ok

7. DIGITAL HOMEWORK AND ONLINE LEARNING

Technology has become an integral part of modern education and provides valuable opportunities for extending learning beyond the classroom. The Edison Group encourages the appropriate use of digital platforms and online resources to support homework, independent study and student engagement.
Digital homework should be used purposefully and should enhance learning rather than simply replace traditional methods. Teachers should carefully select online activities and resources that align with curriculum objectives and support meaningful learning outcomes.
Digital homework may include:

- Online assignments.
- Research activities.
- Educational videos.
- Interactive learning platforms.
- Digital quizzes.
- Collaborative projects.
- Presentation preparation.
- Reading and revision activities.

The Edison Group may utilise approved educational platforms such as Microsoft Teams, Digital Campus, Cambridge resources, Pearson resources and other school-approved applications.
Teachers should ensure that students understand how to access digital homework and that instructions are clear and easy to follow.
Where possible, alternative arrangements should be considered for students who experience difficulties accessing technology or internet connectivity.
Digital homework should remain inclusive and accessible to all students.

8. ARTIFICIAL INTELLIGENCE AND HOMEWORK

The Edison Group recognises that Artificial Intelligence (AI) is becoming an increasingly common tool for learning and research. Students are likely to encounter AI-powered technologies both within and beyond the school environment.
While AI can support learning, it should never replace independent thinking, creativity or genuine understanding.
Students may use approved AI tools to:

- Clarify concepts.
- Generate revision questions.
- Support research.

- Brainstorm ideas.
- Improve understanding of topics.
- Practise language skills.

However, students must understand that homework is intended to demonstrate their own learning and understanding.

Students must not:

- Submit AI-generated work as their own.
- Use AI to complete entire assignments.
- Copy AI-generated responses without critical evaluation.
- Use AI to bypass the learning process.

Teachers should provide age-appropriate guidance regarding acceptable AI use and help students understand the ethical implications of using AI technologies.

Where AI tools have been used appropriately, students may be required to acknowledge their use.

Homework tasks should increasingly encourage critical thinking, personal reflection and application of knowledge in ways that cannot easily be replaced by AI-generated responses.

9. ACADEMIC INTEGRITY AND HOMEWORK

Academic integrity is a fundamental expectation throughout the Edison Group.

Homework should represent a student's own effort and understanding. While collaboration, discussion and parental support may be encouraged in certain circumstances, students must always ensure that submitted work accurately reflects their own learning.

Teachers should actively promote academic honesty and help students understand the importance of producing authentic work.

Examples of academic misconduct relating to homework may include:

- Copying another student's work.
- Copying information directly from websites without acknowledgement.
- Submitting work completed by another person.
- Presenting AI-generated content as original work.
- Sharing answers inappropriately.

When concerns arise regarding academic integrity, teachers should investigate the matter fairly and follow the procedures outlined within the Academic Integrity Policy.

The Edison Group believes that academic integrity is not simply about avoiding misconduct but about developing habits of honesty, responsibility and ethical behaviour that will benefit students throughout their lives.

10. HOMEWORK SUBMISSION PROCEDURES

Clear submission procedures help students develop organisation, responsibility and accountability.

Teachers should communicate:

- Homework requirements.
- Submission deadlines.
- Success criteria.
- Submission methods.

Homework may be submitted:

- In exercise books.
- Through designated homework books.
- Via online platforms.
- Through project presentations.
- Through practical demonstrations where appropriate.

Students are responsible for ensuring that work is submitted by the stated deadline.

Teachers should provide reasonable notice for major assignments and projects to allow students sufficient time to complete work to an appropriate standard.

Where students are absent from school, reasonable arrangements should be made to support completion of missed homework.

Teachers should maintain accurate records of homework completion and submission.

11. FEEDBACK AND MARKING EXPECTATIONS

Homework should contribute to learning and improvement. For this reason, feedback plays an important role in ensuring that homework remains meaningful and effective.

Feedback does not always require extensive written marking. The most appropriate feedback strategy will depend upon the nature of the task and the intended learning outcomes.

Feedback may take various forms, including:

Written Feedback

Teachers may provide comments that identify strengths, areas for improvement and next steps.

Verbal Feedback

Teachers may discuss homework with students individually or as a class.

Self-Assessment

Students may evaluate their own work against success criteria.

Peer Assessment

Students may review and discuss each other's work under teacher guidance.

Whole-Class Feedback

Teachers may address common strengths and misconceptions identified within homework submissions.

The primary purpose of feedback should be to improve learning and support future progress.

Homework should not become an administrative burden that reduces the time available for effective planning and teaching.

12. RESPONSIBILITIES OF TEACHERS

Teachers play a key role in ensuring that homework supports learning and contributes positively to student achievement.

Teachers are expected to plan homework carefully and ensure that it aligns with curriculum objectives and classroom learning.

Homework should be meaningful, appropriately challenging and accessible to students.

Teachers should:

- Set homework regularly and consistently.
- Provide clear instructions.
- Communicate deadlines effectively.
- Ensure that tasks are age-appropriate.
- Differentiate where necessary.
- Monitor completion.
- Provide appropriate feedback.
- Record significant concerns.

Teachers should also consider student workload and avoid assigning excessive homework that may negatively impact wellbeing or participation in extracurricular activities.

Department leaders should monitor homework practices to ensure consistency within subject areas.

13. RESPONSIBILITIES OF STUDENTS

Students are expected to take increasing responsibility for their learning as they progress through the school.

Students should:

- Record homework accurately.
- Complete homework to the best of their ability.
- Meet deadlines.
- Seek clarification when necessary.
- Organise their time effectively.
- Demonstrate academic integrity.
- Take pride in the quality of their work.

Students should understand that homework is an extension of classroom learning and an important part of their educational development.

The habits developed through homework often contribute significantly to future academic success.

14. RESPONSIBILITIES OF PARENTS

Parents play an important role in supporting successful homework habits.

The Edison Group encourages parents to create a positive environment that supports learning while promoting independence and responsibility.

Parents can support homework by:

- Providing a suitable study environment.
- Encouraging good organisational habits.
- Monitoring completion.
- Promoting positive attitudes towards learning.
- Communicating concerns when necessary.

Parents should support learning without completing work on behalf of students.

The goal is to encourage independence while ensuring that students receive appropriate encouragement and guidance.

Strong partnerships between home and school contribute significantly to student success.

15. NON-COMPLETION OF HOMEWORK

There may be occasions when homework is not completed due to illness, family circumstances or other legitimate reasons.

When homework is not completed, teachers should seek to understand the reasons before determining an appropriate response.

Repeated non-completion may indicate:

- Organisational difficulties.

- Learning challenges.
- Wellbeing concerns.
- Lack of understanding.
- Time-management difficulties.

In such cases, supportive interventions should be considered.

Responses may include:

- Teacher support.
- Homework clubs.
- Parent communication.
- Academic mentoring.
- Study skills support.

The Edison Group believes that homework concerns should primarily be addressed through support and guidance rather than punitive measures.

The ultimate goal is to help students develop the habits and skills required for long-term success.

16. MONITORING, QUALITY ASSURANCE AND EVALUATION

Homework practices should be monitored regularly to ensure consistency, effectiveness and alignment with school expectations.

Monitoring activities may include:

- Learning walks.
- Book scrutiny.
- Student voice surveys.
- Parent feedback.
- Department reviews.
- Homework completion records.

Leaders should evaluate:

- Quality of homework tasks.
- Consistency across year groups.
- Student engagement.
- Impact on learning.
- Stakeholder satisfaction.

Findings should be used to improve homework practices and ensure that homework remains a valuable component of the curriculum.

17. POLICY REVIEW

This policy shall be reviewed annually in consultation with Campus Principals, Heads of Department and teaching staff.

The review process shall consider:

- Student achievement data.
- Student wellbeing considerations.
- Parent feedback.
- Staff feedback.
- Curriculum developments.
- Technological developments.
- MOEHE requirements.
- NEASC expectations.

The Edison Group remains committed to ensuring that homework continues to support learning, promote independence and contribute positively to student achievement and personal development.

18. CONCLUSION

Homework is most effective when it is purposeful, manageable and connected directly to classroom learning. It should support students in developing knowledge, skills, confidence and independence while fostering positive attitudes towards learning.

The Edison Group views homework as an important partnership between students, teachers and parents. Through careful planning, effective communication and ongoing support, homework can play a valuable role in helping students achieve their full potential and develop the habits of lifelong learners.

ASSESSMENT POLICY				
			Policy Number	**A 04**
			Effective Date	**26/08/2024**
			Issue Date	**01/06/2024**
			Valid Until	**31/05/2027**
REVISION HISTORY				
Revision No	**Issue Date**	**Amendment Description**	**Date Effective**	**Revalidated**
00	Aug 2015	First Issue	Aug 2015	
01	19.8.18	Review and update	20.8.18	
02	07/12/2021	Review and update	04/01/2022	

03	01/06/2024	Review and update	20/08/2024	
04	30/05/26	Review and update	16/08/26	**31/05/2029**

ASSESSMENT POLICY	**Prepared By**	**HR – Admin**
	Issued By	**HR Department**
	Page 1 of 11	

A04 ASSESSMENT, RECORDING AND REPORTING POLICY

Edison Group of Schools

Applies To

- Edison International Academy Aspire
- Edison International Academy Al Markhiya
- Edison Global Academy Lusail
- Edison Global Academy Rawdat Al Hamama

1. INTRODUCTION

Assessment lies at the heart of effective teaching and learning. It provides teachers with valuable information about what students know, understand and can do, while helping students understand their strengths, identify areas for improvement and take greater ownership of their learning.

The Edison Group believes that assessment should not simply be used to measure learning. It should actively promote learning by providing meaningful feedback, informing teaching decisions and supporting continuous improvement.

Effective assessment enables teachers to identify misconceptions, adapt instruction, provide targeted support and ensure that all students are making appropriate progress. At a whole-school level, assessment information provides leaders with evidence regarding curriculum effectiveness, teaching quality and student achievement.

The Edison Group is committed to implementing assessment practices that are fair, reliable, valid and consistent across all campuses. Assessment should support student learning, promote academic excellence and provide accurate information to students, parents, teachers and school leaders.

This policy establishes a common framework for assessment, recording and reporting across the Edison Group while allowing schools to implement campus-specific procedures where necessary.

2. ASSESSMENT PHILOSOPHY

The Edison Group views assessment as an integral part of the learning process rather than a separate event that occurs at the end of teaching.

Assessment should be used to:

- Support student learning
- Inform teaching
- Monitor progress
- Identify strengths
- Identify barriers to learning
- Guide intervention
- Celebrate achievement
- Promote continuous improvement

Students learn most effectively when they understand what they are expected to learn, receive regular feedback regarding their progress and are actively involved in evaluating their own learning.

Assessment should therefore be embedded within daily classroom practice and should encourage reflection, self-evaluation and goal setting.

The Edison Group promotes a balanced approach to assessment that combines both formative and summative assessment practices. Neither approach should be viewed in isolation. Together they provide a comprehensive picture of student learning and achievement.

3. AIMS OF ASSESSMENT

The assessment programme aims to ensure that:

Students understand their strengths and areas for development.

Teachers have accurate information about student progress and attainment.

Parents receive clear and meaningful information regarding student achievement.

School leaders can evaluate the effectiveness of curriculum implementation and teaching practices.

Intervention programmes are informed by reliable evidence.

Student achievement is recognised and celebrated.

Educational decisions are based on accurate and meaningful data.

The assessment system supports continuous school improvement.

4. PRINCIPLES OF EFFECTIVE ASSESSMENT

All assessment practices throughout the Edison Group should be guided by the following principles.

Validity

Assessment tasks should measure the intended learning objectives and provide accurate information regarding student achievement.

Reliability

Assessment outcomes should be consistent and dependable regardless of who marks or administers the assessment.

Fairness

Assessment opportunities should be equitable and accessible to all students.

Inclusivity

Assessment should provide opportunities for all learners to demonstrate understanding and achievement.

Transparency

Students and parents should understand assessment expectations and success criteria.

Accuracy

Assessment information should be recorded and reported accurately.

Improvement

Assessment should contribute directly to improved learning outcomes.

These principles should guide assessment design, administration, marking and reporting across all schools.

5. RESPONSIBILITIES FOR ASSESSMENT

Assessment is a shared responsibility that involves management, students, teachers, leaders and parents.

Principals

Principals are responsible for ensuring that assessment procedures are implemented effectively within their schools.

They monitor:

- Assessment quality
- Reporting accuracy
- Assessment compliance
- Student outcomes.

Heads of Department/ Coordinators Responsibilities

To oversee the day-to-day implementation of assessment procedures and support departments in maintaining high standards.

They are responsible for:

- Assessment calendars
- Moderation processes
- Data analysis
- Reporting procedures.
- Intervention monitoring

They play a critical role in ensuring that assessment practices are implemented consistently and effectively within their subject areas. They act as the link between whole-school assessment expectations and classroom practice, ensuring that teachers understand and apply agreed assessment procedures.

Heads of Department are responsible for monitoring the quality of assessment design, ensuring that assessments are aligned with curriculum objectives and that students are provided with appropriate opportunities to demonstrate their learning.

In carrying out this role, Heads of Department should:

- Ensure that assessment tasks are appropriately planned and moderated.
- Monitor assessment coverage across the curriculum.
- Support teachers in the development of high-quality assessment materials.
- Conduct pre- and post-assessment moderation activities.

- Analyse assessment outcomes and identify trends.
- Monitor marking and feedback practices.
- Support intervention planning.
- Report departmental outcomes to senior leaders.

Department meetings should regularly include discussion of assessment practices, student performance and strategies for improving outcomes.

Teacher Responsibilities

Teachers have the greatest direct influence on the effectiveness of assessment. They are responsible for designing, administering and evaluating assessments that support student learning and provide accurate information regarding achievement and progress.

Assessment should be embedded within everyday classroom practice rather than viewed as an activity that takes place only at the end of a unit of work.

Teachers are expected to:

Plan assessment opportunities that align with learning objectives and success criteria. Students should clearly understand what they are expected to learn and how their learning will be assessed.

Use a variety of assessment strategies to gather evidence of learning. No single assessment method can provide a complete picture of student achievement. Teachers should therefore use multiple sources of evidence when evaluating progress.

Provide timely and constructive feedback that helps students understand their strengths and areas for improvement. Feedback should encourage reflection, support improvement and motivate students to continue learning.

Maintain accurate assessment records and ensure that data is entered into school systems within agreed timelines.

Identify students requiring intervention or enrichment and communicate concerns promptly to relevant staff and parents.

Teachers should view assessment as an ongoing dialogue between themselves and their students rather than a process that simply produces grades or scores.

Student Responsibilities

Students play an active role in the assessment process. Assessment should not be something that happens to students; rather, students should be partners in understanding, monitoring and improving their own learning.
Students are expected to:

- Participate fully in assessment activities.
- Complete assessment tasks honestly and independently.
- Reflect on feedback provided by teachers.
- Set personal learning goals.
- Seek clarification when needed.
- Demonstrate academic integrity.
- Take responsibility for their progress.

Students should develop the ability to evaluate their own work, identify areas for improvement and take appropriate action to strengthen their learning.
These habits become increasingly important as students progress through the school and prepare for external examinations and future academic pathways.

Parent Responsibilities

The Edison Group recognises that parents play an important role in supporting student achievement.
Parents should be viewed as partners in the assessment process and should receive clear information regarding their child's progress, achievement and next steps for learning.
Parents are encouraged to:
Maintain regular communication with teachers and school leaders regarding their child's progress.
Review reports, assessment results and feedback carefully and discuss learning with their children.
Support the development of positive study habits and encourage students to take responsibility for their learning.
Attend parent consultation meetings and other academic review meetings when requested.
Work collaboratively with the school when additional support or intervention is required.
A strong partnership between home and school contributes significantly to improved student outcomes and wellbeing.

6. DIAGNOSTIC ASSESSMENT

Effective teaching begins with understanding what students already know and can do. Diagnostic assessment provides valuable information about students' prior knowledge, skills and understanding before new learning begins.

Diagnostic assessment helps teachers identify strengths, misconceptions and gaps in learning so that instruction can be adapted appropriately.

Within the Edison Group, diagnostic assessment may be conducted:

- At the beginning of the academic year.
- At the start of a new unit of work.
- Following transition between phases.
- When concerns arise regarding student progress.
- Prior to intervention programmes.

Examples of diagnostic assessments include baseline assessments, placement assessments, pre-tests, reading assessments, writing assessments, mathematics diagnostics and standardised assessments.

The information gathered should be used to inform planning, differentiation and intervention rather than contribute directly to student grades.

Baseline Assessments

Baseline assessments provide information regarding students' starting points and establish a benchmark against which future progress can be measured.

These assessments are particularly important when:

- Students enter a new year group.
- Students join the school.
- Students transition between phases.
- New curriculum programmes are introduced.

Baseline information should be recorded carefully and used throughout the year to monitor progress and evaluate the effectiveness of teaching and learning.

Standardised Assessments

The Edison Group may utilise a range of standardised assessments to support student monitoring and curriculum evaluation.

Examples may include:

- GL Assessments.
- CAT4 Assessments.
- Reading assessments.
- Cognitive assessments.
- Benchmarking assessments.

These assessments provide additional information regarding student ability, potential and performance relative to wider populations.
However, standardised assessments should never be used in isolation when making educational decisions. They should be considered alongside classroom assessment, teacher judgement and other sources of evidence.

7. FORMATIVE ASSESSMENT (ASSESSMENT FOR LEARNING)

Formative assessment is one of the most powerful tools available to teachers. It takes place continuously throughout the learning process and provides information that helps both teachers and students improve learning.
Unlike summative assessment, which evaluates learning at the end of a period of study, formative assessment focuses on identifying where students are in their learning and determining what support is required to help them progress.
Effective formative assessment enables teachers to:

- Identify misconceptions quickly.
- Adapt instruction.
- Provide targeted support.
- Monitor understanding.
- Increase student engagement.
- Improve learning outcomes.

Formative assessment should occur naturally within lessons and should be viewed as an essential component of effective teaching.

Questioning

High-quality questioning is one of the most effective formative assessment strategies available to teachers.
Questions should be carefully planned to:

- Check understanding.
- Probe deeper thinking.
- Challenge misconceptions.
- Encourage discussion.
- Promote critical thinking.

Teachers should ensure that questioning involves all students rather than relying on a small number of volunteers.

Observation

Observation provides valuable information regarding student understanding, engagement and participation.

Teachers should regularly observe students during:

- Discussions.
- Practical activities.
- Group work.
- Independent tasks.
- Presentations.

Observations often reveal strengths and misconceptions that may not be evident through written work alone.

Self-Assessment and Peer Assessment

Students should be provided with opportunities to evaluate their own work and the work of others.

These activities help students:

- Develop reflection skills.
- Understand success criteria.
- Take ownership of learning.
- Improve independence.

Self-assessment and peer assessment should be carefully structured and supported by clear guidance from teachers.

Exit Tickets and Retrieval Activities

Brief assessment activities at the end or beginning of lessons can provide valuable information regarding student understanding.

Examples include:

- Exit tickets.
- Knowledge checks.
- Retrieval quizzes.
- Reflection questions.

These activities help teachers identify misconceptions and inform future planning.

8. SUMMATIVE ASSESSMENT (ASSESSMENT OF LEARNING)

While formative assessment supports learning throughout the teaching process, summative assessment provides information about what students have learned at the conclusion of a period of instruction. Summative

assessment allows teachers, students, parents and school leaders to evaluate achievement against established learning objectives and curriculum standards.

The Edison Group recognises that summative assessment plays an important role in measuring attainment, evaluating curriculum effectiveness and informing future educational planning. However, summative assessment should never be viewed as the sole measure of student success. It should be considered alongside formative assessment, teacher judgement and other sources of evidence.

Summative assessment provides valuable information regarding:

- Student attainment.
- Curriculum effectiveness.
- Progress towards learning objectives.
- Examination readiness.
- Intervention requirements.
- School improvement priorities.

Assessment outcomes should be used thoughtfully and constructively to support future learning rather than simply to assign grades.

Principles of Summative Assessment

All summative assessments should:

Be aligned with curriculum objectives and intended learning outcomes.

Provide students with an opportunity to demonstrate knowledge, understanding and skills.

Be appropriate to the age and stage of learners.

Include a range of question types and assessment methods.

Provide opportunities for students to demonstrate higher-order thinking skills.

Be fair, valid and reliable.

Be moderated appropriately.

Teachers should ensure that assessments reflect what has been taught and that students have been adequately prepared before assessment takes place.

Types of Summative Assessment

Summative assessment may take many forms depending on the curriculum area and age of students.

Examples include:

- End-of-unit assessments.
- End-of-topic tests.

- Projects.
- Presentations.
- Practical investigations.
- Coursework assignments.
- Extended writing tasks.
- Performance assessments.
- End-of-term examinations.
- Mock examinations.
- External examinations.

The method selected should be appropriate for the learning objectives being assessed.

9. EYFS ASSESSMENT

Assessment within the Early Years Foundation Stage differs significantly from assessment in Primary and Secondary education.

The primary purpose of assessment in EYFS is to understand children's development, identify next steps and support future learning.

Assessment should be continuous, observational and child-centred.

Practitioners should gather evidence through:

- Observation.
- Discussion.
- Play-based activities.
- Work samples.
- Learning Journeys.
- Parent contributions.

Assessment should never create unnecessary pressure or detract from children's enjoyment of learning.

Children develop at different rates and assessment should recognise and celebrate individual progress rather than compare children against one another.

Baseline Assessment in EYFS

Upon entry into the EYFS programme, staff should conduct baseline assessments to establish each child's starting point.

Information gathered may include:

- Communication and language development.

- Early literacy skills.
- Early numeracy skills.
- Physical development.
- Social development.
- Emotional development.
- Independence skills.

This information helps practitioners plan appropriate learning experiences and identify support requirements.

Ongoing Assessment in EYFS

Assessment should occur naturally throughout daily learning experiences.

Practitioners should use observations to identify:

- Emerging skills.
- Areas of strength.
- Areas requiring support.
- Interests and motivations.
- Developmental progress.

Assessment information should be used regularly to inform planning and support children's development.

10. PRIMARY ASSESSMENT

Assessment within the Primary phase should support the development of foundational knowledge, skills and understanding while promoting confidence and enjoyment in learning.

Assessment should provide opportunities for students to demonstrate learning in a variety of ways and should encourage students to reflect upon their progress.

Primary assessment should include a balance of:

- Formative assessment.
- Teacher assessment.
- End-of-unit assessments.
- End-of-term assessments.
- Standardised assessments where appropriate.
- Project-based assessment.

Teachers should ensure that assessment is developmentally appropriate and supports positive attitudes towards learning.

Reading Assessment

Reading is a fundamental skill that underpins success across the curriculum.

Schools should implement regular reading assessments to monitor:

- Fluency.
- Comprehension.
- Vocabulary development.
- Reading accuracy.

Assessment information should be used to identify students requiring additional support and to monitor progress over time.

Writing Assessment

Writing assessments should evaluate students' ability to:

- Communicate effectively.
- Organise ideas.
- Use appropriate vocabulary.
- Apply grammatical conventions.
- Write for different purposes and audiences.

Moderation activities should be conducted regularly to ensure consistency in teacher judgements.

Mathematics Assessment

Mathematics assessments should evaluate:

- Number knowledge.
- Calculation skills.
- Problem-solving abilities.
- Mathematical reasoning.
- Application of mathematical concepts.

Assessment should focus on both procedural fluency and conceptual understanding.

11. SECONDARY ASSESSMENT

Secondary assessment should prepare students for the demands of external examination programmes while continuing to support learning and progress.

Assessment should provide students with opportunities to:

- Apply knowledge.
- Analyse information.
- Evaluate evidence.
- Solve problems.
- Conduct research.
- Demonstrate independent thinking.

As students progress through Secondary School, assessment should become increasingly rigorous and aligned with examination expectations.

Subject-Based Assessment

Each department should maintain a clear assessment framework that identifies:

- Assessment opportunities.
- Assessment weightings.
- Assessment schedules.
- Reporting timelines.

Students should understand how their performance is evaluated and how assessment outcomes contribute to overall achievement.

Continuous Assessment

Continuous assessment should form an important component of Secondary assessment.

This may include:

- Classwork.
- Homework.
- Projects.
- Presentations.
- Investigations.
- Practical activities.

Continuous assessment provides a broader picture of student learning and achievement.

Cambridge Lower Secondary Assessment (Years 7–9)

Assessment in Key Stage 3 shall support the development of knowledge, skills and understanding required for Cambridge Lower Secondary and future IGCSE study.

Assessment may include:

- Cambridge Progression Tests.
- Checkpoint-style Assessments.
- Skills-based Tasks.
- Research Activities.
- Project-Based Learning.
- Subject-specific Assessments.

Results shall be analysed to:

- Monitor attainment and progress.
- Identify strengths and areas for development.
- Inform intervention programmes.
- Prepare students for future external assessments.

IGCSE Assessment (Years 10–11)

Assessment in Key Stage 4 shall support students in preparing for external examinations.

Assessment may include:

- Topic Assessments.
- Unit Assessments.
- Practical Assessments.
- Coursework Components where applicable.
- Mock Examinations.
- Past IGCSE Papers.
- Cambridge Assessments.
- Pearson Edexcel Assessments.

Assessment information shall be used to:

- Monitor examination readiness.
- Track progress towards target grades.

- Identify intervention priorities.
- Support student guidance and counselling.
- Inform reporting to parents.

12. INTERNAL EXAMINATIONS

Internal examinations provide valuable information regarding student attainment and examination readiness.

The Edison Group shall implement a structured examination programme that may include:

- Mid-year examinations.
- End-of-year examinations.
- Mock examinations.
- Department assessments.

Internal examinations should be planned carefully and aligned with curriculum objectives.

Examinations should provide students with opportunities to demonstrate learning while helping schools evaluate curriculum effectiveness.

Examination Design

Assessment papers should:

Reflect curriculum objectives.

Provide appropriate challenge.

Include a range of question types.

Assess knowledge, understanding and skills.

Promote higher-order thinking.

Be reviewed and moderated before use.

Teachers should ensure that examination papers are accessible, balanced and appropriately challenging.

Examination Conditions

Formal examinations should be conducted under controlled conditions that promote fairness and integrity.

Students should be provided with clear guidance regarding:

- Examination schedules.
- Examination rules.
- Permitted materials.
- Academic integrity expectations.

Schools should maintain examination procedures that promote consistency and security.

13. CAMBRIDGE PROGRESS TESTS AND BENCHMARKING ASSESSMENTS

Where applicable, schools may utilise Cambridge Progression Tests and other benchmarking assessments to evaluate student achievement against recognised international standards.

These assessments provide valuable information regarding:

- Curriculum effectiveness.
- Student progress.
- Cohort performance.
- Areas requiring improvement.

Assessment outcomes should be analysed carefully and used to inform curriculum planning, intervention programmes and school improvement initiatives.

Benchmarking information should support decision-making but should not replace teacher judgement or classroom assessment.

14. MOCK EXAMINATIONS

Mock examinations play an important role in preparing students for external examinations.

Mock examinations provide students with opportunities to:

Experience examination conditions.

Practise examination techniques.

Develop time-management skills.

Identify strengths and weaknesses.

Build confidence.

For teachers and school leaders, mock examinations provide valuable information regarding student readiness and intervention needs.

Purpose of Mock Examinations

Mock examinations should:

Prepare students for external examinations.

Identify gaps in knowledge and understanding.

Inform intervention programmes.

Support examination readiness.

Reduce examination anxiety through familiarity with examination procedures.

Mock examination results should be analysed carefully and used to guide future teaching and learning.

15. ASSESSMENT CALENDAR

Each Edison Group school shall maintain a comprehensive annual Assessment Calendar.

The Assessment Calendar provides a structured framework that ensures assessment activities are coordinated effectively throughout the academic year.

The calendar should identify:

- Baseline assessments.
- Diagnostic assessments.
- Standardised assessments.
- End-of-unit assessments.
- Internal examinations.
- Mock examinations.
- Reporting periods.
- Parent consultation meetings.
- Data review meetings.

Assessment calendars should be communicated clearly to staff, students and parents at the beginning of each academic year and reviewed periodically to ensure effectiveness.

A well-planned Assessment Calendar helps prevent assessment overload, promotes consistency and supports effective curriculum implementation.

16. ASSESSMENT MODERATION PROCEDURES

Maintaining consistency, fairness and reliability in assessment is essential if assessment outcomes are to be trusted and used effectively. Moderation is the process through which teachers review and compare assessment practices, standards and judgements to ensure that students are assessed fairly and consistently.

The Edison Group considers moderation to be one of the most important quality assurance processes within teaching and learning. Effective moderation helps ensure that assessment outcomes accurately reflect student achievement and that expectations remain consistent across classes, departments and campuses.

Moderation should not be viewed as a compliance exercise. It is a professional dialogue that enables teachers to develop a shared understanding of standards, improve assessment design and strengthen teaching practice.

Moderation should take place before, during and after assessments and should be embedded within departmental and whole-school assessment procedures.

Pre-Assessment Moderation

Pre-assessment moderation occurs before an assessment is administered to students.

Its purpose is to ensure that assessment tasks are appropriate, balanced and aligned with curriculum objectives.

Before an assessment is issued, teachers and Heads of Department should review:

- Curriculum coverage.
- Learning objectives.
- Assessment objectives.
- Cognitive demand.
- Question balance.
- Marking schemes.
- Accessibility for students.

The review process should ensure that assessments:

Accurately measure intended learning outcomes.

Provide appropriate levels of challenge.

Include a range of question types.

Assess knowledge, understanding and skills.

Support differentiation.

Allow students opportunities to demonstrate higher-order thinking.

For Cambridge and Pearson programmes, particular attention should be given to command words, assessment objectives and examination-style questioning.

Assessment papers should be formally approved by the Head of Department before administration.

Post-Assessment Moderation

Post-assessment moderation occurs after student work has been marked.

The purpose of post-assessment moderation is to verify the accuracy and consistency of marking and grading.

Moderation should involve reviewing samples of student work representing a range of achievement levels.

Moderators should consider:

- Consistency of marking.
- Application of mark schemes.
- Grade boundaries.
- Teacher judgements.
- Areas of discrepancy.

Where differences in judgement are identified, professional discussion should take place to reach agreement and ensure consistency.

Any necessary adjustments should be made before results are finalised.

Cross-Campus Moderation

As part of the Edison Group's commitment to consistency and quality assurance, schools should participate in cross-campus moderation activities where appropriate.

Cross-campus moderation provides valuable opportunities for teachers to:

- Compare standards.
- Share best practice.
- Strengthen professional judgement.
- Improve consistency.
- Develop common expectations.

Cross-campus moderation may focus on:

- Writing assessments.
- Examination papers.
- Coursework.
- Project work.
- Practical assessments.

Findings from moderation activities should be documented and used to inform professional development and curriculum improvement initiatives.

Moderation Records

Schools should maintain clear records of moderation activities.

Documentation may include:

- Moderation agendas.
- Moderation forms.
- Sample work reviewed.
- Agreed actions.
- Follow-up activities.

Moderation records provide important evidence during accreditation reviews, inspections and quality assurance activities.

17. MARKING AND FEEDBACK

Feedback is one of the most powerful influences on student achievement. Research consistently demonstrates that effective feedback can significantly improve learning outcomes when it is timely, specific and focused on improvement.

The Edison Group believes that marking and feedback should support learning rather than simply justify grades.

Students should receive feedback that helps them understand:

- What they have done well.
- What needs improvement.
- How improvement can be achieved.
- What the next steps in learning should be.

The ultimate purpose of feedback is to move learning forward.

Principles of Effective Feedback

Effective feedback should be:

Timely

Feedback should be provided while learning remains relevant and students can still act upon advice.

Constructive

Feedback should focus on improvement rather than criticism.

Specific

Students should receive clear guidance regarding strengths and areas for development.

Actionable

Feedback should help students understand what actions are required to improve.

Developmental

Feedback should encourage reflection, independence and growth.

Written Feedback

Written feedback may be provided through:

- Exercise books.
- Assessment papers.
- Digital platforms.
- Project reviews.

Written comments should be meaningful and manageable for both teachers and students.

The Edison Group does not support excessive marking practices that create unnecessary workload without improving learning.

Verbal Feedback

Verbal feedback often provides immediate and highly effective support.

Teachers should regularly provide verbal feedback during lessons through:

- Discussions.
- Questioning.
- Conferencing.
- Individual support.
- Group feedback.

Verbal feedback should be purposeful and focused on learning improvement.

Self-Assessment and Peer Assessment

Students should be encouraged to evaluate their own work and the work of their peers.

These strategies help students:

- Develop metacognitive skills.
- Understand success criteria.
- Reflect on learning.
- Take ownership of improvement.

Teachers should provide guidance to ensure that self-assessment and peer assessment remain constructive and effective.

18. RECORDING AND DATA MANAGEMENT

Accurate assessment records are essential for monitoring progress, informing decisions and supporting student achievement.

Assessment information should be recorded systematically and maintained securely.

The Edison Group expects schools to maintain reliable assessment records that provide an accurate picture of student attainment and progress.

Assessment records should support:

- Student tracking.
- Intervention planning.
- Reporting.
- Curriculum evaluation.
- School improvement.

Data should be accurate, current and accessible to authorised staff.

Teacher Records

Teachers should maintain assessment records that enable them to monitor student progress effectively.

Records may include:

- Assessment results.
- Formative assessment information.
- Homework completion.
- Participation records.
- Intervention notes.

Teachers should ensure that information is updated regularly and used to inform planning and teaching.

Data Accuracy

The accuracy of assessment data is critical.

Teachers, and Heads of Department share responsibility for ensuring that:

- Marks are entered correctly.
- Grades are calculated accurately.
- Assessment records are verified.
- Reporting information is checked carefully.

Particular care should be taken when preparing examination results, report cards and cumulative records.

19. DIGITAL CAMPUS AND ASSESSMENT DATA SYSTEMS

The Edison Group utilises digital systems to support assessment recording, reporting and analysis.

These systems provide schools with opportunities to:

- Track student progress.
- Analyse performance trends.
- Generate reports.
- Monitor interventions.
- Improve communication.

Staff must ensure that assessment information entered into digital systems is accurate and updated within agreed timelines.

School leaders should conduct regular checks to verify the accuracy of information recorded within digital systems.

Any discrepancies should be investigated and corrected promptly.

Data Protection and Confidentiality

Assessment information is confidential and must be handled responsibly.

Staff should ensure that:

- Data is stored securely.
- Access is restricted appropriately.
- Confidentiality is maintained.
- Information is shared only with authorised individuals.

Assessment records should be managed in accordance with the Edison Group Data Protection Policy and relevant Qatar legislation.

20. REPORTING TO PARENTS

Reporting is an important aspect of the partnership between home and school.

Parents have a right to receive clear, accurate and meaningful information regarding their child's progress, achievement and development.

Reporting should provide more than grades or scores. It should help parents understand:

- How their child is performing.
- What progress has been made.
- Areas of strength.
- Areas requiring improvement.
- Next steps for learning.

The Edison Group believes that effective reporting strengthens communication, supports student achievement and promotes collaborative partnerships between parents and schools.

Reporting Cycle

Each school should establish a clear reporting cycle that may include:

Progress Reports

Progress reports provide interim information regarding achievement and progress.

Mid-Year Reports

Mid-year reports provide a more detailed evaluation of student performance and development.

End-of-Year Reports

End-of-year reports provide a comprehensive summary of achievement, progress and readiness for progression.

Examination Reports

Examination reports may be issued following major internal or external examinations.
Reporting schedules should be communicated clearly to parents at the beginning of the academic year.

21. PARENT CONSULTATION MEETINGS

Assessment information is most effective when it forms part of an ongoing dialogue between the school, students and parents. Parent Consultation Meetings provide valuable opportunities for teachers and parents to discuss student progress, celebrate achievements and identify strategies for continued improvement.
The Edison Group views Parent Consultation Meetings as an important component of home-school partnerships. These meetings allow parents to gain a deeper understanding of their child's academic performance, learning behaviours, strengths and areas requiring support.
Parent Consultation Meetings should not focus solely on grades or examination results. Discussions should also consider:

- Progress over time.
- Learning habits.
- Attendance and punctuality.
- Behaviour and engagement.
- Wellbeing.
- Strengths and talents.
- Areas for improvement.
- Future targets.

Teachers should provide clear and constructive information that helps parents understand how they can support learning at home.
Where concerns regarding progress, behaviour or wellbeing are identified, collaborative action plans may be developed to support student success.
Schools should schedule Parent Consultation Meetings regularly throughout the academic year and communicate dates well in advance.
Records of significant discussions and agreed actions should be maintained where appropriate.

22. DATA ANALYSIS AND STUDENT PROGRESS TRACKING

Assessment data is only valuable when it is analysed effectively and used to inform decision-making. The Edison Group is committed to developing a culture of evidence-based practice in which assessment information supports continuous improvement at classroom, departmental, school and Group levels.
Data analysis should move beyond the collection of scores and grades. It should help educators understand:

- What students have learned.
- How much progress students have made.
- Which students require support.
- Which students require additional challenge.
- How effective teaching and curriculum provision have been.
- What actions should be taken to improve outcomes.

Assessment data should be analysed regularly throughout the academic year rather than only at reporting periods.

Individual Student Analysis

Teachers should monitor the progress of individual students to identify strengths, weaknesses and patterns of performance.

Particular attention should be given to students who:

- Are significantly exceeding expectations.
- Are not making expected progress.
- Have experienced changes in performance.
- Require intervention or enrichment.
- Are preparing for external examinations.

Individual analysis should support personalised learning and informed intervention planning.

Class Analysis

Teachers should review class assessment data to evaluate the effectiveness of teaching and identify curriculum areas that may require additional attention.

Questions that should be considered include:

- Which learning objectives were achieved successfully?
- Which concepts require reteaching?
- Are there common misconceptions?
- Are particular groups of students underperforming?
- What adjustments to teaching may be required?

Class analysis should inform future planning and instructional decision-making.

Department and Subject Analysis

Heads of Department should conduct regular analysis of assessment outcomes across year groups and classes.

Department analysis should examine:

- Attainment trends.
- Progress trends.
- Curriculum strengths and weaknesses.
- Examination outcomes.
- Moderation findings.
- Intervention effectiveness.

Departmental findings should be discussed during departmental meetings and used to inform action planning.

Whole-School Analysis

School leaders should analyse assessment information to evaluate overall educational performance.

Whole-school analysis may include:

- Year-group performance.
- Cohort performance.
- Subject performance.
- Comparison between groups of students.
- Progress measures.
- Examination outcomes.

The findings should contribute directly to School Improvement Planning and strategic decision-making.

Edison Group Analysis

The Edison Group shall periodically review assessment outcomes across all campuses to identify trends, share effective practice and strengthen consistency.

Cross-campus analysis may be used to:

- Compare student outcomes.
- Identify successful strategies.
- Support curriculum review.
- Inform professional development.
- Strengthen quality assurance processes.

The purpose of Group-level analysis is not to create competition between schools but to promote collaboration and continuous improvement.

23. INTERVENTION AND ACADEMIC SUPPORT

One of the most important purposes of assessment is to identify students who require additional support.
Assessment information should be used proactively to ensure that no student is allowed to fall behind without appropriate intervention.
When assessment outcomes indicate that a student is experiencing difficulty, teachers should investigate the underlying causes and implement appropriate support measures.
Intervention should be viewed as a supportive process rather than a punitive measure.
The Edison Group believes that early intervention is often the most effective intervention.

Identification of Students Requiring Support

Students may be identified for intervention through:

- Assessment results.
- Classroom observations.
- Teacher concerns.
- Parent concerns.
- Attendance patterns.
- Behaviour records.
- Standardised assessment outcomes.

Identification should be based on multiple sources of evidence rather than a single assessment result.

Types of Intervention

Support may include:

Classroom Intervention

Additional support provided by the classroom teacher through differentiation, scaffolding and targeted instruction.

Small Group Intervention

Targeted programmes delivered to groups of students with similar learning needs.

Individual Support

Personalised support programmes designed to address specific barriers to learning.

Academic Mentoring

Regular meetings with a teacher or mentor to review progress and establish targets.

After-School Intervention

Additional learning opportunities provided outside normal lesson time.

The effectiveness of intervention programmes should be monitored and reviewed regularly.

Monitoring Intervention

Intervention programmes should have clearly defined objectives and success criteria.

Schools should evaluate:

- Student progress.
- Attendance at intervention sessions.
- Student engagement.
- Impact on achievement.

Interventions should be adjusted or discontinued when evidence indicates that alternative approaches may be more effective.

24. ASSESSMENT APPEALS

The Edison Group is committed to ensuring that assessment practices are fair, transparent and accurate. Students and parents have the right to raise concerns if they believe that an assessment outcome may be inaccurate or that assessment procedures have not been followed appropriately.

The purpose of the appeals process is to provide a fair mechanism for reviewing concerns while maintaining confidence in the integrity of the assessment system.

Informal Resolution

Most concerns should initially be discussed with the classroom teacher.

Many issues can be resolved quickly through clarification of assessment criteria, marking decisions or recording procedures.

Formal Review

Where concerns remain unresolved, parents may submit a formal request for review.

The review may involve:

- Verification of marks.
- Review of assessment procedures.
- Review of assessment evidence.
- Verification of data entry.

The purpose of the review is not to negotiate grades but to ensure that assessment processes have been applied correctly and fairly.

Final Determination

Following review, the school shall communicate its findings and any resulting actions to the parent.
Records of appeals and outcomes should be maintained appropriately.

25. EXAMINATION SECURITY AND ACADEMIC INTEGRITY

Maintaining the integrity of examinations and assessments is essential to ensuring public confidence in assessment outcomes.
The Edison Group expects all students and staff to demonstrate honesty, responsibility and professionalism throughout the assessment process.
Schools shall implement examination procedures that promote:

- Security.
- Fairness.
- Confidentiality.
- Consistency.
- Academic integrity.

Assessment materials should be stored securely and accessed only by authorised personnel.

Student Expectations

Students are expected to:

- Follow examination regulations.
- Complete work honestly.
- Avoid plagiarism.
- Respect examination procedures.
- Report concerns appropriately.

Academic misconduct may result in disciplinary action in accordance with school policies and examination board regulations.

Staff Responsibilities

Staff are responsible for:

- Maintaining confidentiality.
- Protecting assessment materials.
- Following examination procedures.
- Reporting irregularities.
- Promoting academic integrity.

Any breach of examination security must be reported immediately to school leadership.

26. QUALITY ASSURANCE

The Edison Group is committed to maintaining high standards of assessment practice through systematic quality assurance processes.

Quality assurance helps ensure that assessment systems remain effective, consistent and aligned with curriculum objectives.

Assessment quality assurance activities may include:

- Moderation.
- Assessment audits.
- Data audits.
- Examination audits.
- Learning walks.
- Book scrutiny.
- Department reviews.
- Cross-campus reviews.

Quality assurance findings should inform professional development, curriculum review and school improvement planning.

27. MONITORING, EVALUATION AND CONTINUOUS IMPROVEMENT

Assessment practices should be reviewed regularly to ensure that they continue to support student achievement and school improvement.

The Edison Group adopts a continuous improvement approach to assessment based on evidence, reflection and action.

Schools should evaluate:

- Assessment effectiveness.

- Student outcomes.
- Stakeholder feedback.
- Curriculum alignment.
- Intervention impact.
- Reporting quality.

The findings should contribute directly to:

- School Improvement Plans.
- Department Development Plans.
- Professional Development Plans.
- Curriculum Reviews.

Assessment systems should evolve in response to educational research, technological developments, accreditation expectations and the changing needs of students.

28. POLICY REVIEW

This policy shall be reviewed annually in consultation with:

- Campus Principals
- Heads of Department
- Assessment Leaders
- Accreditation Leaders

The review shall consider:

- MOEHE requirements.
- Cambridge requirements.
- Pearson requirements.
- NEASC standards.
- Student performance data.
- Stakeholder feedback.
- Educational research and best practice.

Any amendments shall be approved by the Edison Group Managing Director and Senior Leadership Team

29. CONCLUSION

Assessment, recording and reporting are fundamental components of effective education. When implemented thoughtfully and consistently, they provide powerful tools for supporting student learning, improving teaching and strengthening school performance.

The Edison Group is committed to ensuring that assessment practices remain fair, accurate, meaningful and focused on student success. Through ongoing reflection, collaboration and continuous improvement, assessment will continue to serve as a key driver of educational excellence across all Edison Group schools.

APPENDIX 1: EXAMPLES OF ASSESSMENT MATERIALS, TOOLS AND TESTS

READING	❖ Focused marking ❖ Student observations ❖ Book/work scrutiny ❖ Guided Reading Records ❖ Reading Conferences ❖ Phonics assessment materials (including flashcards, real/invented word tests, robot-talking words and sight recognition of high-frequency words) ❖ Salford Reading Test (where applicable) ❖ Teacher-planned comprehension tests and activities ❖ Phonic Phase Assessments ❖ Assessment for Learning (AfL) ❖ Reading Journals ❖ Cambridge Progression Tests ❖ NGRT Reading Assessments (where applicable) ❖ Reading Benchmark Assessments ❖ Cambridge Checkpoint Preparation Assessments ❖ SATs Reading Comprehension (where applicable) ❖ Student self-assessment ❖ • Peer assessment

WRITING	❖ Focused marking ❖ Student observations ❖ Book/work scrutiny ❖ Writing samples (independent where possible) ❖ Phonics assessment ❖ Results of class tests (e.g. weekly spelling tests) ❖ Grammar assessments ❖ Vocabulary assessments ❖ Moderated writing samples ❖ Extended writing tasks ❖ Writing conferences ❖ Assessment for Learning (AfL) ❖ Cambridge Progression Tests ❖ Cambridge Checkpoint Preparation Assessments ❖ Student self-assessment ❖ Peer assessment ❖ • Writing portfolios

MATHEMATICS	❖ Focused marking ❖ Student observations ❖ Book/work scrutiny ❖ Results of class tests (e.g. multiplication and fluency tests) ❖ Mathematics unit tests ❖ Diagnostic assessments ❖ Baseline assessments ❖ Problem-solving investigations ❖ Mental mathematics assessments ❖ Assessment for Learning (AfL) ❖ Cambridge Progression Tests ❖ Cambridge Checkpoint Preparation Assessments ❖ End-of-Term Assessments ❖ Student self-assessment ❖ Peer assessment

SCIENCE	❖ Focused marking ❖ Student observations ❖ Book/work scrutiny ❖ Practical investigations ❖ Scientific enquiry tasks ❖ Topic assessments ❖ End-of-unit assessments ❖ Practical skills assessments ❖ Research projects ❖ STEM projects ❖ Assessment for Learning (AfL) ❖ Cambridge Progression Tests ❖ Cambridge Checkpoint Preparation Assessments ❖ • Student self-assessment
KEY STAGE 4 ADDITIONAL ASSESSMENT TOOLS	❖ Diagnostic assessments ❖ Mock examinations ❖ Past IGCSE examination papers ❖ Coursework components (where applicable) ❖ Practical assessments ❖ Predicted grade analysis ❖ Examination readiness assessments ❖ Intervention tracking assessments ❖ Cambridge IGCSE assessments ❖ Pearson Edexcel assessments

APPENDIX 2: EXAMPLES OF CONTENTS OF CLASS ASSESSMENT FOLDER / INDIVIDUAL STUDENT PORTFOLIOS

AUTUMN TERM	**English** ○ Update Progress Tracking Grids for Reading and Writing based on focused marking, assessment evidence and observations of students' learning ○ Reading Assessments ○ Guided Reading Records ○ Independent Writing Samples ○ Diagnostic Assessment Results ○ Baseline Assessment Results ○ Cambridge Progression Assessment Tasks (where applicable) ○ Intervention Records ○ Set individual learning targets **Mathematics** ○ Update Progress Tracking Grids for Mathematics based on focused marking, assessment evidence and observations of students' learning ○ Baseline Assessment Results ○ Diagnostic Assessment Results ○ Mathematics Unit Assessments ○ Problem Solving Activities ○ Intervention Records ○ Set individual learning targets **Foundation Subjects** ○ Record significant progress against curriculum learning objectives ○ Update Class Progress Profile ○ Project Work ○ Research Activities ➢ Teacher Assessment Records

SPRING TERM	**English** ○ Update Progress Tracking Grids for Reading and Writing based on focused marking, assessment evidence and observations of students' learning ○ Reading Assessments ○ Guided Reading Records ○ Independent Writing Samples ○ Progress Assessment Results ○ Cambridge Progression Assessment Tasks (where applicable) ○ Intervention Impact Reviews ○ Update individual learning targets **Mathematics** ○ Update Progress Tracking Grids for Mathematics based on focused marking, assessment evidence and observations of students' learning ○ Mathematics Unit Assessments ○ Progress Assessment Results ○ Problem Solving Activities ○ Intervention Impact Reviews ○ Update individual learning targets **Foundation Subjects** ➢ Record significant progress against curriculum learning objectives ➢ Update Class Progress Profile ➢ Project Work ➢ Research Activities ➢ Teacher Assessment Records

SUMMER TERM	**English** • Update Progress Tracking Grids for Reading and Writing based on focused marking, assessment evidence and observations of students' learning • Reading Assessments • Guided Reading Records • Independent Writing Samples • End-of-Year Assessment Results • Phonics Assessment Results (EYFS / KS1) • Cambridge Progression Tests • Year 7–9 Cambridge Lower Secondary and Checkpoint Preparation Assessments • Year 10–11 Mock Examinations and Past IGCSE Examination Papers • Set new learning targets • Record attainment and targets on End-of-Year Reports **Mathematics** • Update Progress Tracking Grids for Mathematics based on focused marking, assessment evidence and observations of students' learning • End-of-Year Assessment Results • Cambridge Progression Tests • Year 7–9 Cambridge Lower Secondary and Checkpoint Preparation Assessments • Year 10–11 Mock Examinations and Past IGCSE Examination Papers • Set new learning targets • Record attainment and targets on End-of-Year Reports **Foundation Subjects** • Record significant progress against curriculum learning objectives • Complete End-of-Year Report • Update Class Progress Profile • Project Work • Assessment Evidence • Student Achievement Records

Appendix 3: School Examination Circular

School Examination Policy- Control Procedures	سياسة الامتحانات بالمدارس- إجراءات وكنترول
First: How to conduct the examination process:	**كيفية سير عملية الامتحانات: أولاً:**
1- The School Principal and the Head of Secondary shall be committed to maintain the confidentiality of the examinations, follow them and ensure their proper functioning. They shall be responsible for any violation or leaking of any exam.	1-يلتزم مدير المدرسة ورئيس المرحلة الثانوية بالحفاظ على سرية الامتحانات ومتابعتها والتأكد من حسن سيرها، ويقع على عاتقهما أي مخالفة أو تسريب يتعلق بأي امتحان.
2. Examination papers shall be developed in consultation with the Principal, Head of Secondary, Heads of Department and subject teachers.	2-يتم إعداد أوراق الامتحانات بالتشاور بين مدير المدرسة ورئيس المرحلة الثانوية ورؤساء الأقسام والمعلمين المختصين.
3. The final examination paper shall be approved by the Principal and Head of Secondary following moderation procedures.	3-يتم اعتماد الصيغة النهائية للامتحان من قبل مدير المدرسة ورئيس المرحلة الثانوية بعد استكمال إجراءات المراجعة والتدقيق (Moderation).
4 - Examination papers shall be printed only by authorised personnel in a secure location.	4-يتم طباعة أوراق الامتحانات فقط من قبل الأشخاص المخولين بذلك وفي مكان آمن ومخصص لهذا الغرض.
5. Examination papers shall be signed, sealed and stored securely in locked cabinets or examination safes.	
6 - Examination papers shall be issued to the relevant Head of Department or Examination Officer no earlier than thirty minutes before the examination.	
7- Invigilators shall receive examination papers five minutes before the start of the examination and shall sign for receipt.	
8. Examination papers shall not be distributed by unauthorised personnel.	
9- No employee other than authorised personnel shall participate in examination preparation, printing, storage or distribution.	
10- Heads of Department and invigilators shall refuse to accept examination papers that are opened, damaged or show signs of tampering.	

11- Any suspected breach of examination security shall be reported immediately to the School Principal and Head of Secondary.	
12- The School Principal shall immediately inform Edison Schools Group Management of any suspected paper leak, malpractice or security concern.	
13- Each school shall maintain a secure Examination Control Room for the receipt and storage of examination materials and scripts.	
14- At the end of each examination, answer scripts shall be collected, counted, sealed and recorded before being transferred to the Examination Control Room.	
15- Marking, moderation and grade verification shall take place in accordance with approved assessment procedures.	
16- Access to the Examination Control Room shall be restricted to authorised personnel only.	
17- Assessment records, examination results and cumulative reports shall be checked, verified and approved before publication.	
18- The School Principal and Head of Secondary shall submit an Examination Report to school leadership outlining the conduct of examinations, challenges encountered and recommendations for improvement.	
Second: Sanctions: **As per Labour law number 61 and school by law policy**	**ثانيا : العقوبات:** **حسب لائحة تنظيم العمل ومادة قانون العمل رقم 61**
1- Any employee found responsible for leaking examination materials shall be subject to disciplinary action, which may include dismissal and referral to relevant authorities.	
2- Any employee who knowingly conceals an examination security breach shall be subject to disciplinary action.	
3- The School Principal and Head of Secondary shall share responsibility for ensuring examination security procedures are implemented correctly	
4- Any employee who facilitates or encourages cheating shall be subject to disciplinary action.	
5- Any employee who fails to follow examination procedures outlined in this circular may be subject to disciplinary action.	

6- Repeated breaches of examination procedures may result in dismissal and the loss of employment benefits in accordance with applicable regulations and school policies.	

STUDENT PASS/FAIL POLICY	Policy Number	A 05
	Effective Date	26/08/2024
	Issue Date	01/06/2024
	Valid Until	31/05/2027

REVISION HISTORY

Revision No	Issue Date	Amendment Description	Date Effective	Revalidated
00	Aug 2015	First Issue	Aug 2015	
01	19.8.18	Review and update	20.8.18	
02	07/12/21	Review and update	04/01/2022	
03	01/06/2024	Review and update	20/08/2024	
04	30/05/26	Review and update	16/08/26	**31/05/2029**

STUDENT PASS/FAIL POLICY	**Prepared By**	**HR – Admin**
	Issued By	**HR Department**
	Page 1 of 2	

A05: STUDENT PASS/FAIL POLICY

"We achieve nothing without effort"

School Motto

1. **Rationale:**

Edison Schools Group schools have all students' best interests at heart. Every student learns at a different pace and it is therefore important to take this into account throughout and especially towards the end of each academic year.

Should a student not meet the required level expectations as laid out in the curriculum documents and assessment procedures, the school reserves the right to hold the student back from moving on to the next

year group and/or next curriculum level, resulting in the student repeating their present year group and/or curriculum content level.

2. Applicable to:

1. All students from Year 4 who do not meet the expected level of achievement (50%).

The grade is calculated by finding the average grade in all of the following subjects – English, Mathematics, Science, Social Studies/Global Perspectives, Arabic, Islamic Studies and Qatar History throughout Terms 1, 2 and 3.

Each subject must have a minimum average pass grade of 50% to pass the year.

2. When a student has an average pass grade close to the minimum pass requirement, the relevant subject teacher and the Principal and/or relevant Head of School may meet to consider all applicable information and make a decision on the possibility of the student being promoted to the next year group and/or curriculum level.

The following may be taken into consideration:

- Academic progress throughout the year
- Assessment results
- Intervention records
- Student effort and attitude towards learning
- Attendance
- Teacher recommendations
- Behaviour for Learning

2. All students who have an attendance percentage of less than 85% throughout an academic year.

Note:

Absences that are authorised (medical certificate, approved leave request form or other approved documentation) will be taken into account.

3. Parental Involvement:

All teaching staff at Edison Schools Group schools are committed to updating parents regularly regarding their child's academic progress, with at least one school report issued each term.

Parents of students who are in danger of failing their year group during an academic year will be invited to discuss their child's progress well in advance, but no later than the end of the second term.
They will be informed in writing and such notification will be provided during the aforementioned meeting.
If parents fail to attend the meeting, the notification shall be deemed delivered through the school's approved communication platforms (e.g. Digital Campus, Class Dojo, email, SMS, WhatsApp or other approved communication systems).
This is to ensure that the necessary support can be provided and students are given the opportunity to improve in the identified areas and meet the required expectations for their year group.

4. Regulations for students from Year 10 upwards:

As schools cannot prevent students from registering for IGCSE, AS Level or A Level examinations solely on the basis of academic ability, students from Year 10 upwards will not normally be retained using the same procedures applied in lower year groups.
The school follows the same regulations regarding attendance (85%) and will apply rigorous target setting, intervention programmes and regular parent consultation meetings regarding the student's progress towards achieving their target grades in external examinations.
Students identified as being at risk of underachievement may be placed on Academic Monitoring and may be required to attend intervention and support programmes.
For Key Stage 4, this policy will sit alongside the following procedures:

- KS4 Reporting Procedure
- KS4 Assessment Procedure
- IGCSE Guidance and Procedure
- Assessment Policy
- Attendance Policy

INDIVIDUAL EDUCATIONAL PLANS (IEPs)POLICY			**Policy Number**	**A 06**
			Effective Date	**26/08/2024**
			Issue Date	**01/06/2024**
			Valid Until	**31/05/2027**

REVISION HISTORY				
Revision No	**Issue Date**	**Amendment Description**	**Date Effective**	**Revalidated**
00	Aug 2015	First Issue	Aug 2015	

01	19.8.18	Review and update	20.8.18	
02	07/12/21	Review and update	04/01/22	
03	01/06/2024	Review and update	20/08/2024	
04	30/05/26	Review and update	16/08/26	**31/05/2029**

INDIVIDUAL EDUCATIONAL PLANS (IEPs) POLICY	**Prepared By**	**HR – Admin**
	Issued By	**HR Department**
	Page 1 of 3	

"A goal without a plan is just a wish"

Antoine de Saint Exupery

1. Rationale

At Edison Schools Group schools, it is understood that some students may have difficulty managing the curriculum content at their year level, or may have additional educational needs which require the class programme to be adapted and targets set so they will make progress in all areas – academic, social, emotional and physical. The Individual Education Plan is designed to guide the teaching team to support these students in the classroom and to be able to chart progress.

2. Use of Individual Educational Plans (IEPs)

a. What is an IEP?

An Individual Educational Plan, commonly known as an IEP, is a personalised plan and record of activities undertaken to ensure that students with additional needs beyond those of their peers are fully included in the learning community of Edison Schools Group schools and have equal opportunity to fulfil their potential.

IEPs at the school are written and implemented according to the following principles:

1. IEPs should be working documents with a practical value in the present moment – they should not be a 'paper exercise'.
2. IEPs should act as a profile outlining a student's particular strengths and difficulties.
3. IEPs should actively involve the student, parents, colleagues and where necessary, external agencies.
4. IEPs should work towards the outcome of 'every teacher is a teacher of students with additional educational needs' as well as specific outcomes for Learning Support staff.
5. IEPs should outline action additional and different to everyday classroom practice, taking into account what the student can already do independently.
6. IEPs should be accessible to all involved – using 'Plain English', avoiding jargon and 'information overload'.

b. Who is entitled to an IEP?

Those students clearly identified as currently underachieving or having underachieved within the past 12 months at well below their expected level are assigned an IEP.

For students who present with milder difficulties, a shortened IEP may be used to outline the nature of their additional needs and strategies (including equipment if necessary) for teachers to implement in the classroom.

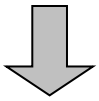
Students may also be assigned an IEP following recommendations from educational psychologists, medical professionals, therapists, counsellors, Learning Support staff or other recognised specialists.

All past and current IEP information, and all related documents, will be kept in each student's individual confidential support file.

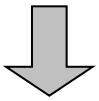
c. How is an IEP created and maintained?

The following process is adhered to in the creation and maintenance of IEPs:

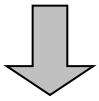
1. The Class Teacher, in cooperation with the School Counsellor, Learning Support Coordinator (LSC), SEND Coordinator and/or relevant specialist staff, identifies the additional needs of the student through filling out a referral form that will contain information from all core subject teachers, screening assessments, standardised assessments and/or referrals to external agencies.



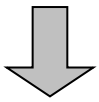
2. The IEP Team informs the School Principal and/or relevant Head of School who arranges an IEP Meeting to develop an appropriate draft IEP for the student. Parent/s, involved colleagues and/or any involved external agency will then be invited to meet and discuss this draft IEP. Invitations to the meeting are sent a minimum of one week prior to the proposed date.



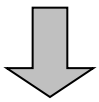
3. One of the IEP Team members will chair the IEP Meeting with the invited relevant parties, in which additional needs are explained and discussed, outcomes and actions agreed upon, involving the student where appropriate.



4. The IEP Team then finalises the IEP based on the notes from the IEP Meeting.



5. Where necessary, the IEP is sent to relevant parties to agree on content. The IEP is saved under the student's name and year group (i.e. Abdulla Mohammed, Year 4), then distributed to all staff working with the student.



6. Each IEP is to be reviewed once every term by the Class Teacher and IEP Team. An IEP Meeting is called if necessary.

d. How is the effectiveness of an IEP reviewed?

Each Individual Educational Plan begins by outlining the intended outcomes of the action undertaken. For most students, the intended outcomes will be specific and detailed, running in addition to curriculum attainment targets. For students with milder difficulties, there will be a more generalised outcome focused on granting full access to teaching and learning in the classroom and any other opportunities for development and achievement.

Fulfilment of intended outcomes will be measured through consultation with colleagues, Monitoring Forms, screening assessments, standardised assessments and IEP Meetings.

The outcomes of these reviews will be used to determine future targets, additional support strategies, intervention requirements and any amendments required to the Individual Educational Plan.

PUPIL ATTENDANCE POLICY			**Policy Number**	**A 07**
			Effective Date	**26/08/2024**
			Issue Date	**01/06/2024**
			Valid Until	**31/05/2027**

REVISION HISTORY				
Revision No	**Issue Date**	**Amendment Description**	**Date Effective**	**Revalidated**
00	Aug 2015	First Issue	Aug 2015	
01	19.8.18	Review and update	20.8.18	
02	07/12/21	Review and update	04/01/2022	
03	01/06/2024	Review and update	20/08/2024	
04	30/05/26	Review and update	16/08/26	**31/05/2029**

PUPIL ATTENDANCE POLICY	**Prepared By**	**HR – Admin**
	Issued By	**HR Department**
	Page 1 of 3	

A07 ATTENDANCE AND PUNCTUALITY POLICY

Edison Group of Schools

Applies To

- Edison International Academy Aspire
- Edison International Academy Al Markhiya
- Edison Global Academy Lusail
- Edison Global Academy Rawdat Al Hamama

1. INTRODUCTION

Regular school attendance and punctuality are essential foundations for academic achievement, personal development and student wellbeing. Students who attend school consistently are more likely to achieve their academic potential, develop positive relationships, participate fully in school life and acquire the knowledge, skills and attitudes necessary for future success.

The Edison Group believes that every school day matters. Learning is a continuous process that builds progressively over time. Frequent absences, persistent lateness and irregular attendance disrupt this process and may negatively affect academic performance, social development, emotional wellbeing and future educational opportunities.

Attendance is not solely an administrative requirement. It is a shared responsibility involving students, parents, teachers and school leaders. Strong attendance habits established during childhood and adolescence contribute significantly to future success in higher education, employment and adult life.

The Edison Group is committed to fostering a culture in which attendance, punctuality and engagement in learning are highly valued. Schools should actively promote positive attendance habits while providing support and intervention for students who experience difficulties maintaining regular attendance.

The Group also recognises that attendance can be influenced by a range of factors including health, family circumstances, wellbeing concerns and external factors. Attendance management should therefore balance high expectations with appropriate care, support and safeguarding considerations.

This policy establishes a comprehensive framework for attendance monitoring, intervention and support across all Edison Group schools and ensures compliance with the requirements of the Qatar Ministry of Education and Higher Education (MOEHE), NEASC accreditation standards and Edison Group expectations.

2. PURPOSE OF THE POLICY

The purpose of this policy is to promote excellent attendance and punctuality across all Edison Group schools and to ensure that every student has the opportunity to benefit fully from the educational programmes provided.

Regular attendance is closely linked to academic achievement, wellbeing and successful progression through school. Students who attend consistently are better positioned to engage with learning, participate in school activities, develop positive relationships and achieve expected learning outcomes.

This policy seeks to provide clear guidance regarding attendance expectations, absence procedures, punctuality requirements and intervention processes. It also establishes the responsibilities of students, parents and staff in supporting positive attendance.

The policy aims to:

- Promote a culture of excellent attendance.
- Ensure compliance with MOEHE regulations.
- Strengthen safeguarding procedures.
- Improve student achievement and engagement.
- Provide early intervention when concerns arise.
- Support students experiencing attendance difficulties.
- Establish consistent attendance procedures across all campuses.
- Strengthen partnerships between home and school.

Attendance should be viewed not merely as a measure of physical presence but as a key indicator of student engagement, wellbeing and educational success.

3. ATTENDANCE PHILOSOPHY

The Edison Group believes that attendance is everyone's responsibility.

Students have a responsibility to attend school regularly, arrive punctually and engage fully in learning opportunities. Parents have a responsibility to ensure that their children attend school consistently and to communicate effectively with the school when absences occur. Staff have a responsibility to monitor attendance, identify concerns and provide appropriate support and intervention.

Excellent attendance should be recognised as a positive achievement and celebrated appropriately. Schools should actively encourage students to value attendance and understand the relationship between attendance and success.

The Edison Group also recognises that attendance concerns may sometimes indicate wider issues affecting a student or family. Persistent absences may be linked to wellbeing concerns, safeguarding issues, learning difficulties, anxiety, bullying or family circumstances. Attendance monitoring therefore plays an important role within the wider safeguarding framework.

For this reason, attendance data should not be viewed solely as statistical information. It should be used proactively to identify students who may require additional support and to ensure that barriers to attendance are addressed promptly and effectively.

The Group is committed to early identification, timely intervention and collaborative problem-solving in order to support every student's right to access education.

4. LEGAL AND REGULATORY FRAMEWORK

The Edison Group Attendance and Punctuality Policy is aligned with:

Qatar Requirements

The policy complies with the requirements and expectations of the:

- Qatar Ministry of Education and Higher Education (MOEHE)
- Qatar National Vision 2030
- National Development Strategy 2024–2030
- Child Protection and Safeguarding Requirements
- Private School Attendance Regulations

Schools shall maintain accurate attendance records and submit required attendance information in accordance with MOEHE requirements.

Attendance records form part of the official educational record of each student and must be maintained accurately and securely.

International Standards

The policy is also informed by:

- National Curriculum for England
- Cambridge International Education expectations
- Pearson Edexcel requirements
- NEASC Foundation Standards

NEASC places significant emphasis on student wellbeing, engagement and learning culture. Attendance data therefore forms an important part of school improvement, safeguarding and accreditation evidence.

5. ATTENDANCE EXPECTATIONS

The Edison Group expects all students to attend school regularly, punctually and prepared to participate fully in learning. Attendance is one of the strongest predictors of academic success, student wellbeing and positive educational outcomes.

Students are expected to attend school every day that the school is in session unless there is a legitimate reason for absence. Regular attendance ensures continuity of learning, allows students to benefit fully from educational opportunities and promotes the development of positive habits that contribute to future success.

Parents should recognise that every lesson contributes to student progress and that frequent absences, even when individually minor, can have a cumulative impact on learning. Students who miss school may experience difficulties keeping pace with curriculum content, completing assessments and maintaining positive relationships with peers and teachers.

Attendance expectations apply to:

- All scheduled lessons.
- Registration periods.
- Assemblies.
- Intervention programmes.
- School activities conducted during the school day.
- Educational visits that form part of the curriculum.

Students are expected to remain in school for the full school day unless authorised arrangements have been approved by the school.

Attendance should not be viewed solely as a compliance requirement. It is a commitment to learning, personal growth and participation in the school community.

6. REGISTRATION PROCEDURES

Accurate attendance records are essential for safeguarding, student welfare, academic monitoring and compliance with MOEHE requirements.

Attendance shall be recorded at the beginning of each school day and, where appropriate, during individual lessons throughout the day. Registers should be completed promptly and accurately by teachers or designated staff members.

The purpose of registration is to:

- Confirm student safety.
- Monitor attendance patterns.
- Identify unexplained absences.
- Support safeguarding procedures.
- Maintain accurate educational records.

Teachers are responsible for ensuring that attendance records accurately reflect student presence or absence.
School administrative staff shall follow up promptly on unexplained absences to ensure that students are safe and that parents are aware of the absence.
Where a student is absent and no explanation has been received, the school shall make reasonable efforts to contact parents or guardians on the same day.
Attendance records form part of the student's official educational record and should therefore be maintained accurately and securely.

7. ABSENCE CATEGORIES

The Edison Group recognises that students may occasionally be absent from school for legitimate reasons. To ensure consistency, absences shall be categorised as either authorised or unauthorised.
The distinction between authorised and unauthorised absence is important for monitoring attendance, identifying concerns and ensuring compliance with school and MOEHE requirements.
All absences should be reported to the school as soon as possible and supported by appropriate documentation where required.
The school reserves the right to determine whether an absence is authorised based on the information provided.

8. AUTHORISED ABSENCES

Authorised absences are absences that have been approved by the school or are supported by appropriate evidence.
Examples may include:

Medical Illness

Students who are genuinely unwell should remain at home to recover and to prevent the spread of illness.
For extended absences due to illness, parents may be required to provide medical documentation.

Medical Appointments

Appointments with doctors, dentists or other healthcare professionals may be authorised where appropriate evidence is provided.

Whenever possible, appointments should be arranged outside school hours.

Family Emergencies

Exceptional family circumstances may justify authorised absence.

Each case shall be considered individually.

Religious Observance

The Edison Group respects the religious beliefs and practices of students and families.

Absences for recognised religious observances may be authorised in accordance with school procedures.

Bereavement

Compassionate leave may be granted following the death of a family member or other significant bereavement.

Schools should provide appropriate support during such circumstances.

Official Representation

Students representing the school, Qatar or recognised organisations in approved competitions, events or activities may receive authorised absence.

Appropriate arrangements should be made to minimise disruption to learning.

9. UNAUTHORISED ABSENCES

Unauthorised absences are absences that have not been approved by the school or where sufficient justification has not been provided.

Examples may include:

Family holidays during term time without approval.

Truancy.

Failure to provide a reason for absence.

Absences for social events not approved by the school.

Persistent lateness resulting in significant missed learning.

Leaving school without permission.

Unauthorised absences are a serious concern because they result in missed learning opportunities and may indicate wider wellbeing or safeguarding concerns.

Schools shall monitor unauthorised absences carefully and implement intervention procedures where appropriate.

Parents should understand that repeated unauthorised absences may result in formal attendance review processes.

10. PUNCTUALITY EXPECTATIONS

Punctuality is an essential component of student success and demonstrates responsibility, respect and readiness to learn.

Students are expected to arrive at school on time each day and attend all lessons punctually.

Late arrival disrupts learning, affects classroom routines and may impact student progress. Students who arrive late often miss important instructions, learning activities and opportunities to engage positively at the start of lessons.

The Edison Group expects students to develop habits of punctuality that will support future success in higher education and employment.

Parents play an important role in ensuring that students arrive at school on time and prepared for learning.

Schools should promote punctuality positively while addressing concerns consistently and fairly.

11. LATE ARRIVAL PROCEDURES

Students arriving after the designated start time must report to the appropriate school office before proceeding to class.

The reason for lateness shall be recorded and attendance records updated accordingly.

Where lateness becomes frequent, schools should investigate underlying causes and work collaboratively with families to identify solutions.

Repeated lateness may trigger attendance monitoring and intervention procedures.

Interventions may include:

Teacher discussions.

Parent communication.

Attendance monitoring.

Pastoral support.

Attendance review meetings.

The objective should be to improve punctuality and minimise disruption to learning.

12. EARLY DEPARTURE PROCEDURES

Students are expected to remain in school for the full school day.

Requests for early departure should be submitted by parents and approved by the school where appropriate.

Students leaving school early must be signed out according to established procedures.

Schools should ensure that:

- Appropriate authorisation has been received.

- Student safety is maintained.
- Attendance records are updated accurately.

Frequent early departures may affect learning and should be monitored carefully.

Patterns of early departure may trigger attendance review procedures.

13. ATTENDANCE MONITORING THRESHOLDS

The Edison Group believes that early identification of attendance concerns is essential.

Attendance should be monitored regularly to identify students who may require support.

Schools may use attendance thresholds such as:

95–100% Attendance

Excellent attendance.

86–94% Attendance

Good attendance with continued monitoring.

Below 85% Attendance

Persistent absence requiring formal intervention.

These thresholds should serve as indicators rather than automatic disciplinary measures.

Schools should always consider individual circumstances when evaluating attendance concerns.

14. ATTENDANCE INTERVENTION FRAMEWORK

The Edison Group adopts a graduated approach to attendance intervention.

The objective is to identify concerns early, remove barriers to attendance and support students in returning to regular attendance patterns.

Interventions should become progressively more intensive based on need and evidence.

Stage 1 – Early Concern

Teacher discussion with student.

Parent communication.

Attendance monitoring.

Stage 2 – Attendance Concern

Formal parent meeting.

Attendance improvement targets.

Pastoral support.

Monitoring period.

Stage 3 – Persistent Concern

Attendance review panel.

Attendance support plan.

Safeguarding review where appropriate.

Regular monitoring.

Stage 4 – Serious Concern

Senior leadership involvement.

Formal attendance contract.

External referrals where appropriate.

Enhanced safeguarding oversight.

The emphasis should remain on support, collaboration and problem-solving rather than punishment.

15. PERSISTENT ABSENTEEISM

The Edison Group recognises that persistent absenteeism presents a significant barrier to student achievement, wellbeing and long-term educational success. Students who miss substantial amounts of schooling are more likely to experience gaps in learning, reduced engagement, lower academic attainment and difficulties maintaining positive relationships within the school community.

For the purposes of this policy, persistent absenteeism generally refers to attendance falling below the school's established attendance expectations and requiring targeted intervention. While attendance percentages provide useful indicators, the school recognises that each case must be considered individually and within the context of the student's circumstances.

Persistent absenteeism may result from a variety of factors, including:

- Medical conditions.
- Emotional or mental health concerns.
- Family circumstances.
- Learning difficulties.
- Social challenges.
- Bullying concerns.
- School avoidance behaviours.
- Safeguarding concerns.

Schools should avoid making assumptions regarding the causes of absence and instead seek to understand the underlying factors affecting attendance.

When persistent absenteeism is identified, the school shall work collaboratively with students and parents to develop an Attendance Support Plan aimed at improving attendance and addressing identified barriers.

Support strategies may include:

Regular attendance monitoring.

Pastoral support.

Counselling services.

Academic support programmes.

Mentoring arrangements.

Safeguarding interventions.

Parent-school meetings.

Referral to external agencies where appropriate.

The objective is to support students in re-engaging with education and maintaining regular attendance rather than simply imposing sanctions.

16. ATTENDANCE AND SAFEGUARDING

Attendance is a key safeguarding indicator and should be monitored closely as part of the school's wider safeguarding framework.

Poor attendance, frequent absences, unexplained absences or sudden changes in attendance patterns may indicate that a student is experiencing difficulties requiring additional support.

Attendance concerns may sometimes be associated with:

- Bullying.
- Mental health difficulties.
- Family challenges.
- Child protection concerns.
- Neglect.
- Emotional distress.
- Medical needs.
- Social isolation.

For this reason, attendance data should be reviewed regularly by pastoral leaders, safeguarding personnel and school leadership teams.

Where attendance concerns raise safeguarding concerns, the matter shall be referred immediately to the Designated Safeguarding Lead (DSL) and managed in accordance with the Edison Group Safeguarding and Child Protection Policy.

Schools should maintain clear procedures for:

Identifying unexplained absences.

Following up absence concerns promptly.

Escalating safeguarding concerns.

Maintaining appropriate records.

Supporting vulnerable students.

The safety and wellbeing of students must always remain the primary consideration.

17. ATTENDANCE REWARDS AND RECOGNITION

The Edison Group believes that positive attendance habits should be encouraged, recognised and celebrated. While attendance monitoring is important, schools should also actively promote attendance through positive reinforcement and recognition programmes.

Recognition of excellent attendance helps reinforce the message that attendance is valued and contributes significantly to student success.

Schools may recognise:

Excellent attendance.

Improved attendance.

Outstanding punctuality.

Consistent commitment to learning.

Attendance recognition may include:

Certificates.

Attendance awards.

Celebration assemblies.

Letters of commendation.

Recognition within newsletters.

Class or year-group awards.

Principal recognition awards.

Attendance rewards should encourage students to value regular attendance while remaining sensitive to students who may face legitimate attendance challenges beyond their control.

The emphasis should always remain on promoting engagement, commitment and responsibility rather than creating undue pressure.

18. PARENT RESPONSIBILITIES

Parents and guardians play a critical role in supporting regular attendance and punctuality.

The Edison Group believes that strong partnerships between home and school are essential in ensuring that students attend regularly and engage positively with learning.

Parents are expected to:

Ensure that their child attends school regularly.

Ensure that students arrive punctually each day.

Inform the school promptly regarding absences.

Provide supporting documentation where required.

Avoid arranging family holidays during term time.

Attend attendance meetings when requested.

Support attendance improvement plans.

Communicate concerns affecting attendance.

Parents should recognise that regular attendance contributes significantly to academic success, social development and overall wellbeing.

Where attendance concerns arise, parents are expected to work collaboratively with the school to identify solutions and support improvement.

19. STUDENT RESPONSIBILITIES

Students have an important role to play in maintaining positive attendance and punctuality.

Students are expected to:

Attend school regularly.

Arrive punctually.

Attend all scheduled lessons.

Participate actively in learning.

Take responsibility for missed work following absence.

Communicate concerns affecting attendance.

Follow attendance procedures.

Students should understand that attendance is an important life skill that contributes to academic achievement and future success.

The Edison Group seeks to develop students who demonstrate responsibility, commitment and ownership of their learning.

20. STAFF RESPONSIBILITIES

Promoting attendance is the responsibility of all staff members.

Teachers, administrators, pastoral teams and school leaders each play an important role in supporting positive attendance and identifying concerns early.

Teachers

Teachers are responsible for:

Maintaining accurate attendance records.

Monitoring attendance patterns.

Following registration procedures.

Communicating concerns appropriately.

Supporting students returning from absence.

Promoting positive attendance habits.

Pastoral Staff

Pastoral staff are responsible for:

Monitoring attendance concerns.

Supporting attendance interventions.

Conducting attendance meetings.

Supporting student wellbeing.

Liaising with families.

School Leadership

School leaders are responsible for:

Monitoring attendance data.

Ensuring policy implementation.

Overseeing attendance interventions.

Supporting safeguarding procedures.

Reporting attendance outcomes.

Ensuring compliance with MOEHE requirements.

The collective efforts of all staff contribute to creating a culture in which attendance is valued and supported.

21. MONITORING AND QUALITY ASSURANCE

The Edison Group is committed to continuous improvement in attendance and student engagement.
Attendance information should be analysed regularly to identify:
Attendance trends
Year-group patterns
Persistent absenteeism
Punctuality concerns
Impact of interventions
Safeguarding indicators
Monitoring activities may include:
Attendance audits
Student voice activities
Parent feedback
School improvement evaluations

22. POLICY REVIEW

This policy shall be reviewed annually by the Edison Group Managing Director and Senior Leadership Team in consultation with:

- Campus Principals
- Head of Departments
- Pastoral Leaders
- Designated Safeguarding Leads
- School Counsellors

The review shall consider:
MOEHE regulations and updates
Attendance data
Safeguarding findings
Stakeholder feedback
School improvement priorities
Current educational research and best practice
Any amendments shall be approved by the Edison Group Managing Director and Senior Leadership Team prior to implementation

24. CONCLUSION

The Edison Group believes that regular attendance and punctuality are fundamental to educational success, student wellbeing and personal development. Every school day provides valuable opportunities for learning, growth and participation in the school community.

Through high expectations, positive partnerships with families, early intervention and strong support systems, the Edison Group seeks to ensure that every student benefits fully from the educational opportunities available to them.

By promoting a culture where attendance is valued and supported, Edison Group schools help students develop the responsibility, commitment and resilience necessary for lifelong success.

UNIFORM POLICY				
			Policy Number	**A 08**
			Effective Date	**26/08/2024**
			Issue Date	**01/06/2024**
			Valid Until	**31/05/2027**
REVISION HISTORY				
Revision No	**Issue Date**	**Amendment Description**	**Date Effective**	**Revalidated**
00	Aug 2015	First Issue	Aug 2015	
01	19.8.18	Review and update	20.8.18	
02	07/12/21	Review and update	04/01/2022	
03	01/06/2024	Review and update	20/08/2024	

04	30/05/26	Review and update	16/08/26	**31/05/2029**

UNIFORM POLICY	**Prepared By**	**HR – Admin**
	Issued By	**HR Department**
	Page 1 of 2	

A08 UNIFORM POLICY

Edison Group of Schools

Applies To

Edison International Academy Aspire
Edison International Academy Al Markhiya
Edison Global Academy Lusail
Edison Global Academy Rawdat Al Hamama

1. INTRODUCTION

The Edison Group of Schools believes that a school uniform plays an important role in creating a purposeful, respectful and well-ordered learning environment. A clearly defined uniform supports a sense of pride, belonging and identity within the school community. It also helps students understand that school is a formal learning environment where presentation, responsibility and readiness are important.

The uniform is not simply a matter of appearance. It reflects the values of the Edison Group and contributes to a culture of equality, discipline and shared expectations. When students wear the correct uniform, they identify themselves as members of the Edison community and demonstrate respect for the school, their peers and themselves.

The Edison Group also recognises that uniform expectations should be practical, age-appropriate, culturally respectful and suitable for the climate of Qatar. The uniform should allow students to participate safely and comfortably in school activities while maintaining a neat and professional appearance.

This policy sets out the expectations for school uniform, PE uniform, footwear, jewellery, headwear, labelling and the responsibilities of students, parents and staff in maintaining high standards of presentation across all Edison Group schools.

2. RATIONALE

The original Edison uniform policy states that all pupils are expected to wear the prescribed school uniform as part of ensuring a purposeful learning ethos. This principle remains central to the Edison Group approach. A consistent uniform helps reduce distractions, supports equality among students and reinforces the shared identity of the school community.

The Edison Group believes that uniform promotes a sense of pride in the school and fosters a feeling of community and belonging. It helps students feel equal to their peers in terms of appearance and reduces unnecessary comparison or competition linked to clothing, fashion or personal presentation.

A clear uniform policy also supports safeguarding. Students wearing the correct uniform are more easily identifiable as members of the school community during the school day, on school transportation, during educational visits and at school events. This supports supervision, security and student safety.

The policy also supports positive behaviour and readiness for learning. Students who arrive at school correctly dressed are more likely to begin the day with a positive attitude and a clear understanding of expectations.

3. PURPOSE OF THE POLICY

The purpose of this policy is to establish clear and consistent expectations for student uniform across the Edison Group schools.

The policy aims to ensure that students attend school dressed appropriately, safely and respectfully. It provides guidance for families so that they understand what is required and can support the school in maintaining consistent standards.

This policy also ensures that uniform expectations are applied fairly and sensitively. Where there are individual circumstances, medical reasons or cultural considerations that may affect uniform compliance, parents should communicate with the school so that appropriate guidance can be provided.

4. SCHOOL UNIFORM EXPECTATIONS

All students are expected to wear the official Edison school uniform during the school day, unless otherwise directed by the school for specific events, activities or themed days.

Each campus shall maintain a current list of approved uniform items and make this information available to parents through the school's official communication channels. Uniform colours, designs and items may be reviewed or updated from time to time, and parents will be informed of any approved changes before implementation.

Students should wear the uniform neatly and correctly. Clothing should be clean, properly fitted and appropriate for the school environment. Uniform items should not be altered in ways that change the approved appearance of the school uniform.

The official school uniform may include shirts, blouses, trousers, shorts, skirts, dresses, sweatshirts, jackets and other approved items bearing the school logo. Specific uniform requirements may vary according to campus, year group, phase or seasonal needs, but all items must remain consistent with Edison Group expectations.

5. BOYS' UNIFORM

Boys are expected to wear the approved school uniform as specified by the campus uniform list. The standard uniform normally includes a shirt with the school logo, approved trousers or shorts, and a sweatshirt or jacket with the school logo where required.
Uniform should be worn correctly at all times. Shirts should be neat, trousers or shorts should be appropriate in length and fit, and outerwear should be part of the approved school uniform.
Students should not wear non-uniform jackets, hoodies, sportswear or casual clothing unless specifically authorised by the school.

6. GIRLS' UNIFORM

Girls are expected to wear the approved school uniform as specified by the campus uniform list. The standard uniform normally includes a short-sleeved or long-sleeved blouse with the school logo, an approved knee-length or ankle-length dress or skirt with the school logo, and a sweatshirt or jacket with the school logo where required.
Uniform should be worn modestly, neatly and respectfully. Dresses and skirts should be of an appropriate length and should reflect the school's expectations for modest and professional presentation.
Students should not wear non-uniform jackets, hoodies, casual clothing or fashion accessories that are not part of the approved school uniform.

7. PHYSICAL EDUCATION UNIFORM

The Physical Education uniform is an important part of student safety and participation in PE lessons, sports activities and physical development programmes.
Students are expected to wear the approved PE kit on designated PE days or when directed by the school. The standard PE kit normally includes a polo shirt with the school logo, approved tracksuit bottoms or shorts, and suitable sports shoes.
Students should come to school dressed in their PE kit on designated PE days, unless the campus has issued different instructions. PE clothing should be clean, appropriate and suitable for physical activity.
Sports shoes must be safe and appropriate for PE lessons. Football boots or football shoes are not permitted for regular school PE lessons unless specifically authorised for a supervised sports activity.

8. FOOTWEAR

Students must wear flat black shoes as part of the formal school uniform. Footwear should be safe, practical and appropriate for school movement throughout the day.

Shoes should support safe movement on staircases, corridors, playground areas and classrooms. High heels, open shoes, slippers, flip-flops, brightly coloured fashion shoes or unsafe footwear are not permitted.
On PE days, students should wear suitable sports shoes that are safe for physical activity. Shoes should be properly fitted and appropriate for the activity being undertaken.

9. HEADWEAR AND WEATHER-APPROPRIATE ITEMS

During hot weather, students may wear an approved school cap with the school logo during break time, outdoor PE lessons, outdoor activities or educational visits where appropriate. This supports student health and safety in the climate of Qatar.
Caps and sun-protection items should be worn only in appropriate outdoor areas and should not be used in a way that disrupts learning or school routines.
Where students wear head coverings for religious or cultural reasons, these should be neat, safe and in keeping with the school's expectations for respectful presentation.

10. JEWELLERY, ACCESSORIES AND PERSONAL PRESENTATION

The Edison Group maintains clear expectations regarding jewellery and accessories for reasons of health, safety and appropriate school presentation.
Jewellery should not be worn to school, with the exception of small ear studs for girls. Large earrings, necklaces, bracelets, rings, anklets and other jewellery items are not permitted during the school day.
Students should not wear accessories that distract from the school uniform or create health and safety concerns. Make-up, nail varnish, artificial nails and fashion accessories are not appropriate for students during the school day.
Hair should be neat, clean and appropriate for school. Hairstyles should not interfere with learning, safety or participation in school activities.

11. LABELLING OF UNIFORM ITEMS

All uniform items should be clearly labelled with the student's name. This includes shirts, blouses, trousers, skirts, dresses, jackets, sweatshirts, PE kits, caps, bags and any other personal items brought to school.
Labelling supports students in taking responsibility for their belongings and helps the school return lost items promptly. The school cannot take responsibility for unlabelled items that are lost or misplaced.
Parents are strongly encouraged to check labels regularly, especially at the beginning of each term and after uniform items have been washed or replaced.

12. RESPONSIBILITIES OF STUDENTS

Students are expected to take pride in their appearance and attend school wearing the correct uniform each day. Wearing the correct uniform demonstrates responsibility, respect and readiness for learning.

Students should look after their uniform and personal belongings, avoid damaging or misusing uniform items and report lost items promptly.

Older students should be encouraged to understand that personal presentation is part of developing self-discipline, professionalism and respect for the learning environment.

13. RESPONSIBILITIES OF PARENTS

Parents play an important role in supporting the implementation of the Uniform Policy. Parents are expected to ensure that their children have the correct uniform, that uniform items are clean and in good condition, and that students arrive at school appropriately dressed.

Parents should ensure that uniform items are clearly labelled and replaced when they become too small, damaged or unsuitable for school.

Where there are difficulties in meeting uniform expectations, parents should communicate with the school as early as possible so that the matter can be addressed respectfully and appropriately.

14. RESPONSIBILITIES OF STAFF

All staff have a responsibility to support the consistent implementation of the Uniform Policy. Staff should model high expectations and address uniform concerns calmly, respectfully and fairly.

Class teachers, form tutors and pastoral staff should monitor uniform standards as part of daily routines.

Where minor uniform concerns arise, staff should remind students of expectations and communicate with parents if the concern continues.

Uniform expectations should be applied consistently, but staff should also consider individual circumstances and refer concerns to school leadership where appropriate.

15. NON-COMPLIANCE WITH UNIFORM EXPECTATIONS

Where a student does not wear the correct uniform, the school should first seek to understand the reason. In many cases, a reminder or communication with parents may resolve the matter.

Repeated failure to follow uniform expectations may result in further action in line with the Student Behaviour and Discipline Policy. This may include parent communication, a meeting with pastoral staff or leadership, or other appropriate support measures.

The Edison Group believes that uniform concerns should be managed respectfully and without unnecessary embarrassment to the student. The aim is to maintain standards while supporting students and families in meeting expectations.

16. INCLUSION, CULTURE AND INDIVIDUAL NEEDS

The Edison Group recognises the importance of cultural sensitivity, religious respect and individual circumstances when applying uniform expectations.

Where a student requires reasonable adjustment due to medical, religious, cultural or other legitimate reasons, parents should contact the school to discuss the matter. Any agreed adjustment should be recorded and communicated to relevant staff to ensure consistency and understanding.

The school will seek to balance individual needs with the importance of maintaining a consistent and respectful school identity.

17. MONITORING AND REVIEW

Uniform standards shall be monitored regularly by class teachers, form tutors, pastoral staff and school leaders. Patterns of non-compliance should be reviewed to identify whether additional parent communication, clarification or support is required.

Each campus should review its uniform list annually to ensure that uniform requirements remain practical, age-appropriate, culturally respectful and suitable for the climate and school context.

Any changes to uniform requirements should be communicated to parents clearly and in advance.

18. RELATED POLICIES

This policy should be read alongside the Student Behaviour and Discipline Policy, Attendance and Punctuality Policy, Health and Safety Policy, Safeguarding and Child Protection Policy and Parent Communication Policy.

19. CONCLUSION

The Edison Group Uniform Policy supports the creation of a respectful, orderly and purposeful school environment. A consistent school uniform promotes pride, belonging, equality and readiness for learning.

By working together, students, parents and staff help maintain high standards of presentation and contribute to a positive school culture across all Edison Group schools.

INCLUSION POLICY	Policy Number	A 08
	Effective Date	26/08/2024
	Issue Date	01/06/2024
	Valid Until	31/05/2027

REVISION HISTORY

Revision No	Issue Date	Amendment Description	Date Effective	Revalidated
00	Aug 2015	First Issue	Aug 2015	
01	19.8.18	Review and update	20.8.18	
02	07/12/21	Review and update	04/01/2022	
03	01/06/2024	Review and update	20/08/2024	
04	30/05/26	Review and update	16/08/26	**31/05/2029**

INCLUSION POLICY	**Prepared By**	**HR – Admin**
	Issued By	**HR Department**
	Page 1 of 2	

A09 INCLUSION POLICY

Edison Group of Schools

Applies To

- Edison International Academy Aspire
- Edison International Academy Al Markhiya
- Edison Global Academy Lusail
- Edison Global Academy Rawdat Al Hamama

1. INTRODUCTION

The Edison Group of Schools is committed to creating inclusive learning environments where every student is valued, respected and provided with opportunities to achieve success. Inclusion is not viewed as a programme, department or intervention strategy. Rather, it is a fundamental belief that every child has the right to access meaningful learning experiences and participate fully in school life.

The Edison Group recognises that students come to school with diverse backgrounds, experiences, abilities, interests, strengths and challenges. Some students may require additional support to access learning, while others may require additional challenge to reach their full potential. An inclusive school acknowledges these differences and responds positively by providing appropriate support, opportunities and pathways for success.

Inclusion extends beyond academic support. It encompasses participation, wellbeing, belonging, equity, respect and access to all aspects of school life. Students should feel welcomed, valued and supported regardless of their learning needs, language background, nationality, ability, gender or personal circumstances.

The Edison Group believes that inclusive education benefits all members of the school community. When schools embrace diversity and respond effectively to individual needs, all students develop greater empathy, understanding and respect for others while achieving improved educational outcomes.

2. PURPOSE OF THE POLICY

The purpose of this policy is to establish a consistent framework for inclusive education across all Edison Group schools and to ensure that students receive appropriate support, challenge and opportunities to succeed.
This policy seeks to:

- Promote equitable access to education.
- Support student participation and achievement.
- Ensure early identification of learning needs.
- Provide clear procedures for intervention and support.
- Promote collaboration between school and home.
- Support students requiring additional assistance.
- Support More Able, Gifted and Talented students.
- Ensure compliance with MOEHE requirements.
- Align inclusion practices across all campuses.

The policy also establishes roles, responsibilities and procedures for identifying, supporting and monitoring students with diverse learning needs.

3. PHILOSOPHY OF INCLUSION

Inclusion is based upon the belief that every student can learn and that every student deserves access to a high-quality education.
The Edison Group recognises that students learn differently and may require varying levels of support and challenge throughout their educational journey. Inclusive education therefore requires schools to be flexible, responsive and committed to meeting individual needs.
An inclusive school is not one that treats all students identically. Rather, it is a school that recognises differences and responds appropriately to ensure that every student has the opportunity to achieve success.
Inclusive practice should be evident in:

- Curriculum design.
- Teaching strategies.
- Assessment practices.
- Classroom environments.
- School culture.
- Student support systems.
- Extracurricular activities.
- Leadership decision-making.

Inclusion is the responsibility of all staff members and should be embedded throughout the school rather than confined to a specific department or specialist team.

4. ALIGNMENT WITH NATIONAL AND INTERNATIONAL EXPECTATIONS

The Edison Group Inclusion Policy aligns with:

Qatar Requirements

- Ministry of Education and Higher Education (MOEHE)
- Qatar National Vision 2030
- National Development Strategy 2024–2030
- Students of Determination Framework
- Child Protection Requirements

International Frameworks

- National Curriculum for England
- Cambridge International Education
- Pearson Edexcel
- United Nations Convention on the Rights of the Child

Accreditation Standards

- NEASC Foundation Standard 1 – Core Values and Beliefs
- NEASC Foundation Standard 2 – Governance and Leadership
- NEASC Foundation Standard 3 – Student Wellbeing
- NEASC Foundation Standard 4 – Learning Culture
- NEASC Foundation Standard 5 – Learning Resources

Inclusion practices should reflect both local requirements and international best practice.

5. DEFINITION OF INCLUSION

The Edison Group defines inclusion as the process of ensuring that every student has equitable opportunities to participate, learn, achieve and belong within the school community.

Inclusion encompasses students who may:

- Experience learning difficulties.
- Require additional academic support.
- Demonstrate exceptional ability or talent.
- Require language support.

- Experience social or emotional challenges.
- Require temporary support due to personal circumstances.
- Need accommodations to access learning effectively.

Inclusion should not be limited to students with identified learning needs. It should encompass all students and promote a culture in which diversity is recognised as a strength.

6. OBJECTIVES OF THE INCLUSION PROGRAMME

The Inclusion Programme seeks to ensure that all students:

Feel safe, valued and respected within the school community.

Have access to a broad and balanced curriculum.

Receive appropriate support and challenge.

Develop confidence, independence and resilience.

Participate fully in school life.

Achieve their academic and personal potential.

Develop positive relationships with others.

Experience success in learning.

The programme also aims to build staff capacity, strengthen partnerships with families and promote a culture of continuous improvement.

7. IDENTIFICATION OF STUDENT NEEDS

Early identification is one of the most important aspects of effective inclusion.

The earlier a need is identified, the sooner appropriate support can be provided.

The Edison Group adopts a graduated approach to identification and support. Student needs may be identified through a variety of sources, including assessment information, teacher observations, parent concerns and specialist reports.

Identification should be viewed as a supportive process designed to help students access learning successfully.

Sources of Identification

Student needs may be identified through:

Teacher Observation

Teachers are often the first to recognise that a student may require additional support.

Concerns may relate to:

- Academic performance.
- Literacy development.

- Numeracy development.
- Language development.
- Attention and concentration.
- Social interaction.
- Emotional wellbeing.

Teacher observations should be documented and discussed with relevant staff.

Assessment Data

Assessment information may highlight students who are:

- Not making expected progress.
- Performing significantly below expectations.
- Demonstrating exceptional achievement.
- Showing inconsistencies in performance.

Assessment outcomes should always be considered alongside other sources of evidence.

Parent Concerns

Parents possess valuable knowledge regarding their child's development and learning.

Concerns raised by parents should be taken seriously and investigated appropriately.

Effective partnerships between home and school often contribute significantly to successful identification and support.

Previous School Records

Information from previous schools may provide valuable insight into a student's learning profile, support history and strengths.

Specialist Reports

Where available, reports from psychologists, therapists, medical professionals or other specialists may support understanding and planning.

These reports should be considered alongside school-based evidence.

8. THE GRADUATED RESPONSE TO SUPPORT

The Edison Group adopts a graduated approach to supporting students.

Support should increase in intensity based on evidence and need.

The purpose of the graduated response is to ensure that students receive the right level of support at the right time.

The process generally follows four stages:

Assess

Information is gathered regarding the student's strengths, needs and challenges.

Plan

Appropriate support strategies and targets are identified.

Implement

Support strategies are delivered and monitored.

Review

Progress is evaluated and next steps determined.

This cycle should be repeated regularly to ensure that support remains effective and responsive to student needs.

9. CLASSROOM INCLUSION

The classroom remains the most important setting for inclusive practice.

The majority of support should occur within the classroom through effective teaching, differentiation and responsive instruction.

Teachers should be equipped to support a wide range of learners through high-quality teaching practices.

Inclusive classrooms should be characterised by:

- High expectations.
- Positive relationships.
- Flexible teaching approaches.
- Differentiated learning experiences.
- Effective assessment practices.
- Accessible resources.
- Respectful learning environments.

The most effective intervention is often excellent classroom teaching.

10. DIFFERENTIATION AND ADAPTIVE TEACHING

The Edison Group believes that effective inclusion begins with high-quality teaching. While some students may require additional interventions or specialised support, the most significant factor in student success remains the quality of classroom instruction.

Differentiation and adaptive teaching are essential components of inclusive practice. Teachers should recognise that students within the same classroom may have different starting points, learning preferences, levels of confidence and rates of progress. As a result, teaching approaches should be flexible and responsive to student needs while maintaining consistently high expectations.

Differentiation should not result in a reduction of curriculum expectations. Instead, it should provide students with different pathways for accessing, engaging with and demonstrating learning.

Teachers may differentiate through:

- The level of support provided.
- The complexity of tasks.
- The pace of learning.
- The resources used.
- The methods of assessment.
- The level of challenge offered.

Adaptive teaching requires teachers to respond continuously to assessment information and adjust instruction accordingly. Effective teachers regularly monitor understanding, identify misconceptions and modify their teaching to ensure that learning remains accessible and appropriately challenging.

Differentiation should be evident within planning, teaching, assessment and classroom organisation. However, it should be implemented naturally and sensitively so that students do not feel isolated or labelled.

The ultimate goal of differentiation is to enable all students to access the curriculum successfully and make meaningful progress.

11. STUDENTS OF DETERMINATION

The Edison Group is committed to supporting the vision of the State of Qatar regarding inclusive education and the participation of Students of Determination within school communities.

Students of Determination are students who may experience barriers to learning due to physical, sensory, cognitive, developmental, emotional or behavioural needs and who may require additional support to access education effectively.

The Edison Group recognises that every student possesses strengths, talents and potential. Educational planning should therefore focus not only on areas of need but also on identifying and developing each student's abilities and interests.

Support for Students of Determination should be guided by the following principles:

Dignity and Respect

Every student should be treated with dignity, respect and compassion.

Access and Participation

Students should be provided with opportunities to participate fully in academic, social and extracurricular activities whenever appropriate.

Individualised Support

Support should be tailored to individual needs and regularly reviewed.

Collaboration

Effective support requires collaboration between teachers, inclusion staff, parents and external specialists.

High Expectations

Students should be encouraged to achieve their personal best while receiving appropriate support and accommodations.

The school shall work closely with families to ensure that support arrangements remain responsive and effective.

12. INDIVIDUAL SUPPORT PLANS

Where additional support is required, schools may develop Individual Support Plans (ISPs) to guide intervention and monitor progress.

The purpose of an Individual Support Plan is to provide a structured approach to supporting student learning while ensuring that responsibilities and expectations are clearly understood.

Individual Support Plans should be developed collaboratively and may include contributions from:

- Teachers.
- Inclusion staff.
- Parents.
- School leaders.
- External specialists where appropriate.

The plan should identify:

The student's strengths and interests.

Areas requiring support.

Specific targets and objectives.

Teaching strategies and accommodations.

Intervention programmes.

Monitoring arrangements.

Review dates.

Support plans should be reviewed regularly to evaluate effectiveness and determine whether adjustments are required.

The emphasis should always remain on helping students achieve success and develop independence rather than creating dependency on support systems.

13. MORE ABLE, GIFTED AND TALENTED STUDENTS

Inclusion is not limited to students who require additional support. It also includes students who demonstrate exceptional ability, talent or potential and require additional challenge to reach their full potential.

The Edison Group is committed to identifying and supporting More Able, Gifted and Talented students across all areas of school life.

Giftedness and talent may be demonstrated in a variety of areas including:

- Academic achievement.
- Leadership.
- Creativity.
- Innovation.
- Performing arts.
- Visual arts.
- Sport.
- Technology.
- Problem-solving.

Identification may occur through assessment outcomes, teacher nominations, parent nominations, competition results, observations and student portfolios.

Support for More Able, Gifted and Talented students may include:

Advanced learning opportunities.

Curriculum enrichment.

Leadership opportunities.

Competitions and challenges.

Independent research projects.

Mentoring programmes.

Extension activities.

Participation in external programmes.

Schools should ensure that gifted and talented students continue to experience challenge and growth throughout their educational journey.

14. ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

The Edison Group welcomes students from diverse linguistic and cultural backgrounds and recognises the rich contributions that multilingual learners bring to the school community.

Students who are learning English as an Additional Language may require targeted support to access the curriculum and participate fully in school life.

The school should create an environment in which linguistic diversity is valued and students feel confident using and developing their English language skills.

Support for EAL students may include:

Targeted language support.

Vocabulary development.

Scaffolded learning activities.

Visual supports.

Language-rich classroom environments.

Peer support opportunities.

Assessment accommodations where appropriate.

Teachers should recognise that language acquisition takes time and should distinguish between language-related difficulties and underlying learning difficulties.

The goal is to support students in becoming confident users of English while valuing and respecting their home languages and cultural identities.

15. INCLUSION TEAM STRUCTURE

Effective inclusion requires strong leadership, collaboration and accountability.

Each Edison Group campus should maintain an Inclusion Team responsible for coordinating support, monitoring progress and promoting inclusive practice.

A typical Inclusion Team may include:

Principal

Provides strategic oversight and ensures that inclusion remains a school priority.

Inclusion Coordinator

Leads inclusion provision and coordinates support programmes.

School Counsellor

Supports emotional wellbeing and social development.

School Nurse

Provides input regarding medical and health-related needs.

Heads of Department

Support inclusive practice within subject areas.

Teachers

Implement support strategies and monitor progress.

The Inclusion Team should meet regularly to review student needs, evaluate interventions and plan next steps.

16. PARTNERSHIP WITH PARENTS

Parents are essential partners in the inclusion process.

The Edison Group believes that effective support is most successful when schools and families work collaboratively.

Parents possess valuable knowledge regarding their child's strengths, interests and needs. This information should be considered when planning support and evaluating progress.

Schools should maintain open and respectful communication with families and ensure that parents are informed regarding:

- Concerns identified.
- Support strategies implemented.
- Progress achieved.
- Review outcomes.
- Future plans.

Parents should be encouraged to participate actively in meetings, reviews and intervention planning processes.

The relationship between school and family should be based on trust, transparency and shared responsibility for student success.

17. MONITORING, REVIEW AND EVALUATION

Inclusion provision should be monitored regularly to ensure that support remains effective and responsive to student needs.

Monitoring should focus on:

- Student progress.
- Student wellbeing.
- Intervention effectiveness.
- Participation and engagement.
- Parent satisfaction.
- Teacher feedback.

Support programmes should be reviewed at agreed intervals and adjusted where necessary.

The Edison Group encourages a culture of reflection and continuous improvement in which support strategies are evaluated based on evidence rather than assumptions.

Regular reviews help ensure that resources are used effectively and that students continue to receive appropriate support.

18. INCLUSION RECORDS AND DOCUMENTATION

Accurate record keeping is essential for effective inclusion.

Schools should maintain appropriate documentation relating to:

- Referrals.
- Assessment information.
- Support plans.
- Review records.
- Parent communication.
- Intervention records.
- Specialist reports.
- Progress monitoring.

Documentation should be maintained securely and treated as confidential.

Records provide important evidence of support provided and help ensure continuity when students move between year groups or schools.

19. QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT

The Edison Group is committed to continually strengthening inclusive practice across all campuses.

Quality assurance activities may include:

Learning walks.

Classroom observations.

Student progress reviews.

Intervention evaluations.

Parent surveys.

Student voice activities.

Inclusion audits.

Cross-campus reviews.

Findings should inform professional development, resource allocation and school improvement planning.

The goal is to ensure that inclusion remains an integral part of school culture and that every student continues to experience success and belonging.

20. ROLES AND RESPONSIBILITIES

Inclusion is the responsibility of every member of the school community.
While specialist staff provide expertise and coordination, inclusive education can only succeed when all staff embrace their role in supporting students.
Teachers are responsible for creating inclusive classrooms and implementing support strategies.
Leaders are responsible for ensuring that systems, resources and training are in place.
Parents are responsible for working collaboratively with the school and sharing relevant information.
Students are encouraged to take ownership of their learning and contribute positively to an inclusive school environment.
Collectively, these efforts help create schools where diversity is respected and every student is given opportunities to thrive.

21. POLICY REVIEW

This policy shall be reviewed annually by the Edison Group Managing Director and Senior Leadership Team in consultation with:

- Campus Principals
- Inclusion Coordinators
- Head of Departments
- School Counsellors

The review shall consider:

- MOEHE requirements
- Students of Determination Framework updates
- Parent feedback
- Student outcomes
- Inclusion audit findings
- Educational research and best practice

Any amendments shall be approved by the Edison Group Managing Director and Senior Leadership Team.

22. CONCLUSION

The Edison Group believes that inclusion is a reflection of its values and commitment to educational excellence. An inclusive school is one in which every student feels welcomed, respected, supported and challenged to achieve their full potential.

Through effective teaching, early identification, collaborative partnerships and a culture of continuous improvement, the Edison Group seeks to ensure that all students, regardless of their starting point, are provided with meaningful opportunities to learn, grow and succeed.

Inclusion is not simply about providing support; it is about creating schools where every student belongs, participates and thrives.

TEACHING & LEARNING POLICY	**Policy Number**	**A 08**
	Effective Date	**26/08/2024**
	Issue Date	**01/06/2024**
	Valid Until	**31/05/2027**

REVISION HISTORY

Revision No	Issue Date	Amendment Description	Date Effective	Revalidated
00	Aug 2015	First Issue	Aug 2015	
01	19.8.18	Review and update	20.8.18	
02	07/12/21	Review and update	04/01/2022	
03	01/06/2024	Review and update	20/08/2024	
04	30/05/26	Review and update	16/08/26	**31/05/2029**

TEACHING & LEARNING POLICY	**Prepared By**	**HR – Admin**
	Issued By	**HR Department**
	Page 1 of 2	

A010 TEACHING AND LEARNING POLICY

Edison Group of Schools

Applies To

- Edison International Academy Aspire
- Edison International Academy Al Markhiya
- Edison Global Academy Lusail
- Edison Global Academy Rawdat Al Hamama

1. INTRODUCTION

Teaching and learning are the core activities of every school and have the greatest influence on student achievement, wellbeing and future success. The quality of teaching that students experience on a daily basis shapes not only their academic outcomes but also their confidence, motivation, aspirations and attitudes towards learning.

The Edison Group believes that every student has the right to experience high-quality teaching in every classroom, every day. Effective teaching should inspire curiosity, promote independence, encourage critical thinking and help students develop the knowledge, skills and values required to thrive in an increasingly complex world.

Teaching and learning are not viewed as separate processes. Effective teaching creates the conditions in which meaningful learning can occur, while effective learning provides evidence that teaching has been successful. Both must work together if students are to achieve their full potential.

The Edison Group is committed to developing learning environments that are engaging, inclusive, challenging and supportive. Teachers are expected to maintain high expectations for all students while recognising and responding to individual needs.

This policy establishes a common framework for teaching and learning across all Edison Group schools and provides guidance regarding expectations, responsibilities and quality assurance processes.

2. PURPOSE OF THE POLICY

The purpose of this policy is to:

- Establish a consistent approach to teaching and learning across all campuses.
- Promote high-quality classroom practice.
- Improve student achievement and progress.
- Support effective curriculum implementation.
- Strengthen student engagement and motivation.
- Promote inclusive teaching practices.
- Support continuous professional growth.
- Ensure alignment with national and international expectations.
- Provide a framework for monitoring and improving teaching quality.

The policy also serves as a reference point for professional development, lesson observations, learning walks and school improvement initiatives.

3. TEACHING AND LEARNING PHILOSOPHY

The Edison Group believes that learning is most effective when students are actively engaged, intellectually challenged and emotionally supported.

Learning should not be viewed as the passive acquisition of information. Instead, students should be encouraged to think critically, ask questions, solve problems, collaborate with others and apply learning in meaningful contexts.

Teachers play a vital role in creating environments where students feel safe to take risks, make mistakes and learn from experience. Effective classrooms are characterised by positive relationships, mutual respect and a shared commitment to growth and improvement.

The Edison Group believes that:

Every student can learn and achieve success.

High expectations lead to improved outcomes.

Strong relationships support effective learning.

Assessment should inform teaching.

Students should take increasing responsibility for their learning.

Learning should prepare students for life beyond school.

These beliefs underpin all teaching and learning practices throughout the Group.

4. CHARACTERISTICS OF HIGH-QUALITY TEACHING

High-quality teaching is intentional, responsive and focused on student learning.

While teaching styles may vary, effective teaching across the Edison Group should demonstrate common characteristics.

Teachers should:

Have secure subject knowledge and a deep understanding of the curriculum.

Plan lessons that are purposeful, engaging and appropriately challenging.

Use assessment information to inform teaching.

Provide clear explanations and modelling.

Use effective questioning to deepen understanding.

Promote critical thinking and problem-solving.

Adapt instruction to meet the needs of learners.

Create positive classroom environments.

Provide meaningful feedback.

Maintain high expectations for all students.

High-quality teaching should be evident in every classroom regardless of phase, subject or year group.

5. CHARACTERISTICS OF EFFECTIVE LEARNING

Effective learning occurs when students are actively engaged in constructing understanding and developing skills.

Students should be encouraged to become:

Independent Learners

Students who take ownership of their learning and demonstrate initiative.

Reflective Learners

Students who evaluate their progress and identify next steps.

Resilient Learners

Students who persevere when faced with challenge.

Collaborative Learners

Students who work effectively with others and value different perspectives.

Responsible Learners

Students who demonstrate integrity, organisation and commitment.

The development of these characteristics should be embedded across all curriculum areas and year groups.

6. THE EDISON GROUP LEARNING EXPECTATIONS

Across all campuses, effective lessons should demonstrate the following key elements:

Clear Learning Intentions

Students should understand what they are learning and why it is important.

Success Criteria

Students should understand what successful learning looks like.

Active Engagement

Students should participate actively in learning rather than simply receive information.

Appropriate Challenge

Learning should stretch students while remaining achievable.

Assessment for Learning

Teachers should regularly check understanding and respond to assessment information.

Reflection

Students should be provided with opportunities to reflect on learning and identify next steps.

These expectations provide a common framework while allowing flexibility for different subjects, phases and teaching styles.

7. LESSON DESIGN AND PLANNING

Effective teaching begins with thoughtful planning.

Lesson planning should focus on learning rather than activities alone. Teachers should carefully consider what students need to know, understand and be able to do by the end of a lesson or sequence of lessons.

Planning should be informed by:

- Curriculum objectives.
- Assessment information.
- Student needs.
- Prior learning.
- School priorities.

Lessons should be sequenced carefully so that learning builds progressively over time.

Teachers should anticipate misconceptions, plan appropriate support and provide opportunities for students to apply and extend learning.

Planning should remain flexible and responsive to student needs rather than being viewed as a rigid script.

8. QUESTIONING AND DISCUSSION

Questioning is one of the most powerful tools available to teachers.

Effective questioning helps teachers assess understanding, challenge thinking and promote deeper learning.

Questions should encourage students to:

- Explain reasoning.
- Justify opinions.
- Make connections.
- Analyse information.
- Evaluate evidence.
- Reflect on learning.

Teachers should use a range of questioning techniques and ensure that all students are actively involved in classroom discussion.

Discussion should be purposeful, respectful and intellectually challenging.

9. ADAPTIVE TEACHING AND DIFFERENTIATION

The Edison Group recognises that students learn in different ways and at different rates. Within every classroom there will be students with varying levels of prior knowledge, confidence, ability, language proficiency, learning preferences and support needs. Effective teaching therefore requires flexibility, responsiveness and a commitment to ensuring that all students can access learning and achieve success.
Adaptive teaching is the process of adjusting instruction in response to students' needs while maintaining high expectations for all learners. It is not about creating separate lessons for different groups of students. Rather, it involves making thoughtful adjustments to teaching approaches, resources, questioning, support and challenge so that all students can engage meaningfully with learning.
Teachers should use assessment information, observations and professional judgement to identify where adaptations may be required. Students who require additional support should receive appropriate scaffolding, guidance and intervention, while students who demonstrate advanced understanding should be challenged through extension, enrichment and deeper learning opportunities.
Adaptive teaching may include:

- Adjusting questioning techniques.
- Providing visual supports.
- Modifying resources.
- Offering structured guidance.
- Providing additional challenge.
- Using flexible grouping arrangements.
- Adjusting the pace of instruction.
- Providing alternative methods of demonstrating learning.

The goal of adaptive teaching is to ensure that every student experiences success while continuing to make progress towards challenging learning objectives.

10. STUDENT ENGAGEMENT AND MOTIVATION

Student engagement is one of the strongest indicators of successful learning. When students are interested, motivated and actively involved in lessons, they are more likely to retain knowledge, develop skills and achieve positive outcomes.
The Edison Group believes that engagement is not simply about keeping students busy. True engagement occurs when students are intellectually involved in learning, understand the purpose of what they are doing and see value in their educational experiences.

Teachers play a significant role in creating engaging learning experiences. Lessons should capture students' interest, stimulate curiosity and encourage participation. Students should be encouraged to ask questions, explore ideas and take an active role in the learning process.

Motivation is strengthened when students:

- Experience success.
- Understand learning goals.
- Receive meaningful feedback.
- Feel safe to contribute.
- Are appropriately challenged.
- See relevance in learning.
- Develop positive relationships with teachers.

Teachers should strive to create learning experiences that inspire enthusiasm, confidence and a genuine love of learning.

Student voice should also be considered when evaluating engagement. Schools should seek feedback from students regarding their learning experiences and use this information to improve teaching and curriculum provision.

11. CLASSROOM ENVIRONMENT

The classroom environment has a significant impact on learning, wellbeing and behaviour. Students learn best in environments that are safe, respectful, organised and conducive to learning.

The Edison Group expects all classrooms to promote a culture of respect, responsibility and high expectations. Students should feel valued, supported and confident in expressing their ideas while understanding the importance of respecting the views and contributions of others.

Effective classroom environments are characterised by:

Strong teacher-student relationships.

Clear expectations and routines.

Positive behaviour management.

Respectful interactions.

High levels of student participation.

Purposeful learning activities.

A sense of belonging and inclusion.

Teachers should establish consistent routines that maximise learning time and minimise disruption.

Expectations should be communicated clearly and reinforced consistently.

The physical learning environment should also support learning. Classrooms should be organised, welcoming and reflective of current learning. Displays should celebrate student achievement, support curriculum objectives and promote positive learning behaviours.
The classroom should be a place where students feel challenged, supported and inspired to learn.

12. DIGITAL LEARNING AND ARTIFICIAL INTELLIGENCE

Technology is an important component of modern education and provides opportunities to enhance teaching, learning and communication.
The Edison Group encourages the purposeful integration of technology to support curriculum delivery and student engagement. Digital tools should be used to enrich learning experiences, provide access to information, facilitate collaboration and develop future-ready skills.
Technology should support learning objectives rather than drive them. Teachers should select digital tools based on their educational value and relevance to the learning being undertaken.
Students should develop digital competencies including:

- Digital literacy.
- Information literacy.
- Online safety awareness.
- Responsible digital citizenship.
- Research skills.
- Communication skills.

Artificial Intelligence in Teaching and Learning

Artificial Intelligence is becoming an increasingly important part of education and society. The Edison Group believes that students should learn how to use AI responsibly, ethically and effectively.
AI can be used to support:

- Research.
- Revision.
- Idea generation.
- Personalised learning.
- Feedback opportunities.
- Problem-solving.

However, students must understand that AI should support learning rather than replace thinking.

Teachers should help students develop critical thinking skills and understand that AI-generated information may contain inaccuracies, bias or misinformation.
Students should be taught how to evaluate information critically and use AI responsibly in accordance with the Edison Group AI in Learning Policy and Academic Integrity Policy.

13. HOMEWORK AND INDEPENDENT LEARNING

Learning should extend beyond the classroom. Homework and independent learning opportunities help students consolidate knowledge, develop responsibility and strengthen study habits.
The Edison Group views homework as an extension of classroom learning rather than an isolated task.
Effective homework should:
Reinforce learning.
Develop independence.
Promote responsibility.
Prepare students for future learning.
Support revision and examination preparation.
Teachers should ensure that homework is meaningful, manageable and aligned with curriculum objectives.
Students should be encouraged to develop independent learning habits and take increasing responsibility for organising their learning as they progress through the school.
The development of independent learners is one of the key outcomes of effective teaching.

14. ASSESSMENT FOR LEARNING

Assessment is an integral component of effective teaching and learning. It should be used not only to evaluate learning but also to improve learning.
Assessment for Learning refers to the ongoing use of assessment information to guide instruction and support student progress.
Teachers should regularly check understanding throughout lessons and adjust teaching in response to student needs.
Assessment for Learning strategies may include:

- Questioning.
- Observation.
- Discussion.
- Mini whiteboards.
- Exit tickets.

- Retrieval practice.
- Peer assessment.
- Self-assessment.

Assessment information should help teachers identify misconceptions, provide targeted support and ensure that learning objectives are being achieved.

Students should also understand how assessment supports their learning and should be actively involved in evaluating their own progress.

15. FEEDBACK FOR LEARNING

Feedback is most effective when it helps students understand where they are in their learning, where they need to go and how they can improve.

The Edison Group believes that feedback should be viewed as a dialogue that supports growth and development.

Effective feedback should:

Be timely.

Be specific.

Be constructive.

Promote reflection.

Encourage action.

Support improvement.

Feedback may be provided verbally, in writing, digitally or through discussion.

The quality of feedback is more important than the quantity of feedback. Students should be given opportunities to respond to feedback and apply suggestions for improvement.

Feedback should promote independence and help students become increasingly responsible for their own learning.

16. LEARNING WALKS, LESSON OBSERVATIONS AND PROFESSIONAL DIALOGUE

The Edison Group is committed to developing a culture of continuous improvement in teaching and learning. Learning Walks, Lesson Observations and Professional Dialogue are important tools for supporting professional growth and improving student outcomes.

These activities should not be viewed as compliance exercises or fault-finding processes. Instead, they should promote reflection, collaboration and professional learning.

Learning Walks may focus on:

- Student engagement.
- Learning objectives.
- Classroom environment.
- Assessment practices.
- Differentiation.
- Questioning.

Formal observations provide opportunities for deeper evaluation and professional discussion.

Following observations, teachers should receive constructive feedback that recognises strengths and identifies opportunities for development.

The ultimate purpose of monitoring activities is to improve learning experiences for students.

17. PROFESSIONAL DEVELOPMENT AND CONTINUOUS IMPROVEMENT

High-quality teaching depends upon ongoing professional growth.

The Edison Group expects all teachers to engage actively in professional learning and continuously seek opportunities to improve practice.

Professional development should be aligned with:

- School priorities.
- Student needs.
- Curriculum developments.
- Educational research.
- Professional goals.

Professional learning opportunities may include:

Workshops.

Training programmes.

Professional Learning Communities (PLCs).

Peer observations.

Coaching and mentoring.

Action research.

External conferences.

Professional development should have a measurable impact on teaching quality and student outcomes.

Teachers are encouraged to reflect regularly on their practice and identify areas for growth.

18. EDISON GROUP TEACHING STANDARDS

The Edison Group Teaching Standards provide a shared understanding of what excellent teaching looks like across all campuses.

Teachers are expected to demonstrate excellence in the following areas:

Professional Knowledge

Secure subject knowledge and curriculum understanding.

Planning and Preparation

Effective planning that promotes progression and challenge.

Classroom Practice

Engaging, inclusive and purposeful teaching.

Assessment

Effective use of assessment to support learning.

Classroom Environment

Positive, respectful and productive learning environments.

Professionalism

Commitment to continuous improvement and professional responsibilities.

These standards should inform professional development, appraisal processes and quality assurance activities.

19. MONITORING AND QUALITY ASSURANCE

The Edison Group is committed to maintaining high standards of teaching and learning across all campuses through a robust and supportive quality assurance framework. Monitoring and quality assurance are essential components of school improvement and provide valuable information regarding the effectiveness of curriculum implementation, teaching practices and student learning.

The primary purpose of monitoring is to improve outcomes for students. It is not intended to be a fault-finding process or a mechanism for identifying weaknesses in staff performance. Instead, monitoring should promote reflection, professional dialogue, collaboration and continuous improvement.

The Edison Group believes that the most effective quality assurance systems are those that are evidence-based, developmental and focused on improving classroom practice.

Monitoring activities should provide leaders with answers to key questions:

- Are students learning effectively?
- Are teaching strategies having a positive impact?
- Is the curriculum being implemented as intended?
- Are students making expected progress?
- Are assessment practices supporting learning?

- Are school improvement priorities being achieved?

Evidence gathered through quality assurance activities should be used to celebrate strengths, identify areas for development and inform future planning.

Quality Assurance Framework

Teaching and learning should be monitored using a range of evidence sources to ensure that evaluations are balanced, accurate and reliable.

No single activity should be used to judge teaching quality.

The Edison Group Quality Assurance Framework may include:

Learning Walks

Short visits to classrooms that focus on specific aspects of teaching and learning.

Formal Lesson Observations

Structured observations that evaluate teaching practice and student learning.

Book Scrutiny

Review of student work to evaluate curriculum coverage, assessment practices and progress.

Planning Reviews

Evaluation of curriculum planning documents to ensure consistency and progression.

Student Voice

Discussions and surveys that gather students' perspectives regarding their learning experiences.

Parent Feedback

Information gathered through surveys, meetings and consultations.

Assessment Analysis

Review of assessment outcomes and student progress data.

Department Reviews

Evaluation of curriculum implementation and subject performance.

Cross-Campus Reviews

Collaborative quality assurance activities conducted across Edison Group schools.

Together, these sources provide a comprehensive picture of teaching effectiveness and student learning.

Learning Walks

Learning Walks form an important part of the Edison Group quality assurance process.

Learning Walks are designed to provide snapshots of learning rather than detailed evaluations of individual teachers.

They may focus on specific priorities such as:

- Student engagement.
- Learning objectives.
- Questioning techniques.
- Differentiation.
- Behaviour for learning.
- Assessment practices.
- Use of technology.
- National identity integration.

Learning Walks should be conducted regularly by Principals, Heads of Department and other designated leaders.

Findings should be used to identify trends, celebrate effective practice and inform professional development.

Teachers should receive feedback where appropriate and be encouraged to reflect on their practice.

Formal Lesson Observations

Formal observations provide opportunities for deeper evaluation of teaching and learning.

Observations should focus on:

- Student learning.
- Progress within the lesson.
- Teaching strategies.
- Classroom climate.
- Assessment practices.
- Student engagement.
- Differentiation and inclusion.

Observations should be conducted in a supportive and professional manner.

Feedback discussions should:

Recognise strengths.

Promote reflection.

Identify areas for growth.

Provide practical recommendations.

Support professional development.

Observation outcomes should contribute to ongoing professional growth rather than being viewed solely as performance measures.

Book Scrutiny

Book scrutiny provides valuable evidence regarding curriculum implementation, assessment practices and student progress.

Book scrutiny activities should examine:

- Curriculum coverage.
- Learning objectives.
- Quality of student work.
- Marking and feedback.
- Student response to feedback.
- Presentation standards.
- Progress over time.

The focus should be on understanding the learning journey rather than identifying isolated issues.

Book scrutiny findings should be shared constructively and used to support improvement.

Student Voice

Students provide valuable insights regarding the effectiveness of teaching and learning.

Schools should regularly seek student feedback regarding:

- Lesson engagement.
- Challenge and support.
- Assessment practices.
- Feedback quality.
- Classroom environment.
- Wellbeing.
- Learning experiences.

Student voice activities may include surveys, focus groups, interviews and student council discussions.

Student feedback should inform decision-making and contribute to school improvement planning.

20. ROLES AND RESPONSIBILITIES

The success of teaching and learning depends upon the collective efforts of all members of the school community.

While classroom teachers play a central role, responsibility for educational excellence extends across all levels of leadership and governance.

Edison Group Managing Director and Senior Leadership Team

They are responsible for ensuring that high-quality educational provision is available across all Edison Group schools.

They provide strategic oversight and monitors educational performance through regular reporting and review processes.

Responsibilities include:

- Approving educational policies
- Monitoring student outcomes
- Supporting strategic priorities
- Ensuring accountability
- Promoting continuous improvement

Principals

Principals are responsible for establishing a culture of high expectations and ensuring that teaching and learning remain central to school improvement efforts.

Principals should:

- Monitor teaching quality
- Support professional growth
- Lead curriculum implementation
- Analyse student outcomes
- Promote educational excellence
- Ensure policy implementation

They play a key role in creating the conditions necessary for effective teaching and learning.

Heads of Department and Subject Leaders

Heads of Department are responsible for ensuring consistency and quality within their subject areas.

They should:

- Lead curriculum planning
- Support teaching improvement
- Conduct moderation activities

- Monitor student progress
- Facilitate professional collaboration
- Support departmental development

Effective middle leadership is essential to maintaining high standards across the curriculum.

Teachers

Teachers have the greatest direct influence on student learning.

Teachers are responsible for:

- Delivering high-quality instruction
- Building positive relationships
- Monitoring student progress
- Providing meaningful feedback
- Creating inclusive classrooms
- Supporting student wellbeing
- Engaging in professional development

Every teacher contributes directly to the success of the Edison Group's educational mission.

Students

Students are active participants in the learning process.

Students are expected to:

- Engage actively in lessons
- Demonstrate respect and responsibility
- Reflect on learning
- Act upon feedback
- Complete learning tasks
- Take ownership of progress

Successful learning requires commitment and active participation from students themselves.

Parents

Parents are valued partners in education.

Parents support teaching and learning by:

- Encouraging positive learning habits
- Supporting attendance and punctuality

- Monitoring homework and study routines
- Communicating with teachers
- Participating in school activities

Strong partnerships between home and school contribute significantly to student achievement and wellbeing.

21. EVIDENCE AND DOCUMENTATION

Schools should maintain clear evidence demonstrating the implementation and impact of teaching and learning practices.

Documentation may include:

- Curriculum plans
- Lesson plans
- Assessment records
- Learning Walk records
- Observation reports
- Professional development records
- Student work samples
- Data analysis reports
- School improvement plans

These records provide evidence of compliance, support continuous improvement and contribute to accreditation and inspection processes.

22. POLICY REVIEW

This policy shall be reviewed annually in consultation with Principals, Heads of Department and the Accreditation Leaders.

The review process shall consider:

- MOEHE requirements
- Cambridge expectations
- Pearson expectations
- Student achievement data
- Quality assurance findings
- Stakeholder feedback
- Educational research and best practice

Any amendments shall be approved by the Edison Group Managing Director and Senior Leadership Team before implementation.

23. CONCLUSION

Teaching and learning are the foundation upon which all educational success is built. The Edison Group is committed to ensuring that every student experiences high-quality teaching that inspires curiosity, promotes achievement and develops the knowledge, skills and character required for future success.

Through a shared commitment to excellence, collaboration, innovation and continuous improvement, Edison Group schools strive to create learning environments where students are challenged, supported and empowered to achieve their full potential.

The principles outlined within this policy provide a common framework for teaching and learning across all campuses while recognising the unique strengths and contexts of each school. By maintaining high expectations and placing learning at the centre of all decision-making, the Edison Group continues to fulfil its vision of empowering students to learn for life and strive for excellence.

LANGUAGE POLICY				
			Policy Number	**A 08**
			Effective Date	**26/08/2024**
			Issue Date	**01/06/2024**
			Valid Until	**31/05/2027**
REVISION HISTORY				
Revision No	**Issue Date**	**Amendment Description**	**Date Effective**	**Revalidated**
00	Aug 2015	First Issue	Aug 2015	
01	19.8.18	Review and update	20.8.18	
02	07/12/21	Review and update	04/01/2022	
03	01/06/2024	Review and update	20/08/2024	
04	30/05/26	Review and update	16/08/26	**31/05/29**

LANGUAGE POLICY	**Prepared By**	**HR – Admin**
	Issued By	**HR Department**
	Page 1 of 2	

A011 LANGUAGE POLICY

Edison Group of Schools

Applies To

- Edison International Academy Aspire
- Edison International Academy Al Markhiya
- Edison Global Academy Lusail
- Edison Global Academy Rawdat Al Hamama

1. INTRODUCTION

Language is at the heart of learning. It is the primary means through which students communicate, think, inquire, collaborate and develop understanding. Every aspect of education depends upon language, and students' success across the curriculum is closely linked to their ability to listen, speak, read, write and communicate effectively.

The Edison Group recognises that language development is not solely the responsibility of language teachers. Every teacher is a teacher of language. Whether students are studying Mathematics, Science, Humanities, Computing, Art or Physical Education, they must be able to understand subject-specific vocabulary, interpret information, communicate ideas and engage in meaningful discussion.

As an international group of schools operating within the State of Qatar, the Edison Group serves a diverse student population representing a wide range of nationalities, languages and cultural backgrounds. This diversity enriches the learning environment and contributes to the development of globally minded learners who value and respect different perspectives.

The Edison Group is committed to developing high levels of proficiency in English while also promoting Arabic language development, preserving cultural identity and respecting students' home languages. Students should leave Edison schools as confident communicators who can express themselves effectively, think critically and participate successfully in a multilingual and multicultural world.

2. PURPOSE OF THE POLICY

The purpose of this policy is to establish a clear framework for language development and language use across all Edison Group schools.

The policy seeks to:

- Promote excellence in communication skills
- Develop high levels of English language proficiency
- Support Arabic language development
- Foster literacy across the curriculum
- Support multilingual learners.
- Promote cultural understanding and respect.
- Ensure consistency across campuses.
- Support academic achievement across all subject areas.
- Strengthen students' readiness for higher education and future careers.

The policy also clarifies expectations regarding language use, language support and literacy development throughout the school.

3. LANGUAGE PHILOSOPHY

The Edison Group believes that language is fundamental to learning, personal development and participation in society.

Students who communicate effectively are better able to:

- Access the curriculum.
- Express ideas confidently.
- Develop critical-thinking skills.
- Build positive relationships.

- Engage in learning.
- Participate in the wider community.

Language learning should not be confined to English and Arabic lessons. Instead, opportunities to develop language skills should be embedded throughout the curriculum and across all aspects of school life.

The Edison Group also recognises that multilingualism is a strength. Students' home languages contribute positively to identity, cultural understanding and cognitive development. Schools should therefore promote an environment in which linguistic diversity is respected and celebrated.

Language learning should enable students to become confident, articulate and reflective communicators who can engage successfully in local, national and global contexts.

4. ALIGNMENT WITH NATIONAL AND INTERNATIONAL EXPECTATIONS

This policy aligns with:

Qatar Requirements

- Ministry of Education and Higher Education (MOEHE)
- Qatar National Vision 2030
- National Development Strategy 2024–2030
- National Identity Requirements
- Arabic Language Requirements

International Frameworks

- National Curriculum for England
- Cambridge International Education
- Pearson Edexcel

Accreditation Standards

- NEASC Foundation Standard 1 – Core Values and Beliefs
- NEASC Foundation Standard 3 – Student Wellbeing
- NEASC Foundation Standard 4 – Learning Culture
- NEASC Foundation Standard 5 – Learning Resources

5. LANGUAGE OF INSTRUCTION

English is the primary language of instruction across the Edison Group for most curriculum areas.

Students are expected to develop high levels of proficiency in:

- Listening
- Speaking

- Reading
- Writing

Teachers should model accurate and effective use of language and provide students with opportunities to communicate confidently in a range of contexts.

Students should be encouraged to use appropriate academic language and subject-specific vocabulary during lessons.

The use of English as the language of instruction supports access to international curricula, higher education opportunities and future career pathways.

6. THE ROLE OF ARABIC LANGUAGE

The Edison Group recognises the importance of Arabic as the official language of the State of Qatar and as a key component of cultural identity and heritage.

Arabic language learning contributes significantly to:

- National identity.
- Cultural understanding.
- Communication skills.
- Literacy development.
- Academic achievement.

The school is committed to supporting high standards in Arabic language teaching and learning.

Students should develop the ability to communicate effectively in Arabic while gaining an appreciation of Arabic literature, culture and heritage.

Arabic should be promoted positively throughout the school environment and integrated into celebrations, events and learning experiences where appropriate.

7. LITERACY ACROSS THE CURRICULUM

Literacy is the responsibility of every teacher.

The Edison Group believes that students develop stronger communication skills when literacy is promoted consistently across all subject areas.

Teachers should actively support students in developing:

Reading Skills

Students should be taught how to read for understanding, analyse information and interpret texts across different curriculum areas.

Writing Skills

Students should be provided with opportunities to write for a range of purposes, audiences and contexts.

Speaking Skills

Students should engage in discussions, presentations and collaborative activities that develop confidence and communication skills.

Listening Skills

Students should learn how to listen attentively, respond appropriately and engage respectfully with others.

Vocabulary Development

Teachers should explicitly teach subject-specific vocabulary and provide opportunities for students to use new language confidently and accurately.

Literacy development should be embedded within curriculum planning and classroom practice.

8. READING CULTURE

The Edison Group is committed to developing a strong culture of reading across all schools.

Reading is one of the most important predictors of academic success and should be promoted as both an educational tool and a source of enjoyment.

Students should be encouraged to:

- Read widely.
- Read regularly.
- Explore different genres.
- Discuss texts.
- Develop independent reading habits.

Schools should provide access to high-quality reading materials and create environments that promote a love of reading.

Reading initiatives may include:

- Reading challenges.
- Book fairs.
- Reading competitions.
- Author visits.
- Library programmes.
- Reading weeks.

The development of lifelong readers should remain a priority throughout all phases of education.

9. SUPPORT FOR ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

The Edison Group welcomes students from diverse linguistic backgrounds and recognises that many students may be learning through English while continuing to develop proficiency in their home languages.
Students learning English as an Additional Language should receive appropriate support to ensure that language does not become a barrier to learning.
Support strategies may include:

- Language assessments.
- Vocabulary support.
- Scaffolded instruction.
- Visual resources.
- Small-group support.
- Targeted intervention programmes.

Teachers should understand that language acquisition is a gradual process and should provide opportunities for students to develop confidence and fluency over time.
EAL support should focus on enabling students to access the curriculum successfully while continuing to value and respect their linguistic and cultural backgrounds.

10. LANGUAGE EXPECTATIONS FOR STAFF

All staff contribute to students' language development and should model effective communication at all times.
Staff are expected to:
Use professional and accurate language.
Model effective speaking and listening skills.
Promote literacy development.
Support vocabulary acquisition.
Encourage respectful communication.
Provide opportunities for discussion and reflection.
Teachers should recognise that the language used in classrooms significantly influences student learning and communication skills.

11. LANGUAGE EXPECTATIONS FOR STUDENTS

Students should be encouraged to communicate respectfully, confidently and appropriately in all school contexts.
Students are expected to:

- Listen attentively.

- Communicate respectfully.
- Participate in discussions.
- Use appropriate academic language.
- Develop reading habits.
- Take pride in written work.
- Respect linguistic diversity.

The development of effective communication skills should be viewed as an important component of student success.

12. MONITORING, REVIEW AND QUALITY ASSURANCE

The implementation of this policy shall be monitored through:

- Learning Walks.
- Lesson Observations.
- Book Scrutiny.
- Reading Assessments.
- Literacy Reviews.
- Student Voice.
- Parent Feedback.
- Assessment Analysis.

Schools should regularly evaluate the effectiveness of language provision and literacy development programmes.

Findings should inform professional development, curriculum planning and school improvement initiatives.

13. POLICY REVIEW

This policy shall be reviewed annually by the Edison Group Managing Director and Senior Leadership Team in consultation with:

- Principals
- Accreditation Leaders
- English Departments
- Arabic Departments
- Inclusion Coordinators
- Head of Departments

The review shall consider:

- MOEHE requirements.

- NEASC expectations.
- Student achievement data.
- Literacy outcomes.
- Stakeholder feedback.
- Educational research and best practice.

14. CONCLUSION

Language is the foundation of learning and communication. Through a consistent and strategic approach to language development, the Edison Group seeks to ensure that all students become confident, capable and articulate communicators.

By promoting literacy across the curriculum, supporting multilingual learners and fostering a culture of reading and communication, Edison Group schools prepare students to succeed academically while developing the skills necessary to thrive as responsible global citizens.

ACADEMIC INTEGRITY POLICY				
			Policy Number	**A 08**
			Effective Date	**26/08/2024**
			Issue Date	**01/06/2024**
			Valid Until	**31/05/2027**
REVISION HISTORY				
Revision No	**Issue Date**	**Amendment Description**	**Date Effective**	**Revalidated**
00	Aug 2015	First Issue	Aug 2015	
01	19.8.18	Review and update	20.8.18	
02	07/12/21	Review and update	04/01/2022	
03	01/06/2024	Review and update	20/08/2024	

04	30/05/26	Review and update	16/08/26	**31/05/29**

ACADEMIC INTEGRITY POLICY	**Prepared By**	**HR – Admin**
	Issued By	**HR Department**
	Page 1 of 2	

A012 ACADEMIC INTEGRITY POLICY

Edison Group of Schools

Applies To

- Edison International Academy Aspire

- Edison International Academy Al Markhiya
- Edison Global Academy Lusail
- Edison Global Academy Rawdat Al Hamama

1. INTRODUCTION

Academic integrity is one of the fundamental values upon which education is built. It reflects a commitment to honesty, fairness, responsibility, trust and respect within all aspects of learning. Academic integrity ensures that students receive recognition for their own efforts, develop genuine understanding and acquire the skills necessary for lifelong success.

The Edison Group believes that academic integrity is not simply about preventing cheating or plagiarism. It is about fostering a culture in which students take pride in their work, value learning, demonstrate ethical behaviour and understand the importance of personal responsibility.

As technology continues to evolve and students gain increasing access to digital resources, Artificial Intelligence tools, online information and collaborative platforms, maintaining academic integrity has become more important than ever. Students must learn how to use these resources responsibly while continuing to develop independent thinking, creativity and problem-solving skills.

Academic integrity is a shared responsibility involving students, staff, parents and school leaders. Every member of the school community contributes to creating an environment where honesty, trust and ethical behaviour are valued and promoted.

This policy establishes the expectations, procedures and responsibilities relating to academic integrity across all Edison Group schools.

2. PURPOSE OF THE POLICY

The purpose of this policy is to:

- Promote a culture of honesty and responsibility.
- Establish clear expectations regarding academic conduct.
- Support ethical use of technology and Artificial Intelligence.
- Protect the credibility of assessment outcomes.
- Develop students' understanding of responsible scholarship.
- Ensure fairness in assessment and reporting.
- Provide procedures for addressing academic misconduct.
- Promote consistency across all Edison Group campuses.
- Support preparation for higher education and future careers.

The policy aims to educate students about academic integrity while also providing clear procedures for responding to concerns when they arise.

3. PHILOSOPHY OF ACADEMIC INTEGRITY

The Edison Group believes that learning has value only when it reflects genuine effort, understanding and personal growth.

Students should be encouraged to:

- Take ownership of their learning.
- Complete work independently.
- Acknowledge the ideas of others.
- Demonstrate honesty.
- Learn from mistakes.
- Develop ethical decision-making skills.

Academic integrity should be viewed as an educational responsibility rather than simply a disciplinary matter.

Students should understand that integrity contributes to:

- Personal growth.
- Academic success.
- Trust within the school community.
- Preparation for university and employment.
- Responsible citizenship.

Schools should focus on teaching and reinforcing ethical behaviours while providing support and guidance regarding appropriate academic practices.

4. ALIGNMENT WITH NATIONAL AND INTERNATIONAL EXPECTATIONS

This policy aligns with:

Qatar Requirements

- Ministry of Education and Higher Education (MOEHE)
- Qatar National Vision 2030
- National Development Strategy 2024–2030

International Frameworks

- National Curriculum for England
- Cambridge International Education
- Pearson Edexcel

- International Baccalaureate Academic Honesty Principles (where applicable as best practice)

Accreditation Standards

- NEASC Foundation Standard 1 – Core Values and Beliefs
- NEASC Foundation Standard 3 – Student Wellbeing
- NEASC Foundation Standard 4 – Learning Culture

Academic integrity forms an essential component of a positive learning culture and responsible educational practice.

5. DEFINING ACADEMIC INTEGRITY

Academic integrity refers to the commitment to honesty, trust, fairness, respect, responsibility and courage in all academic activities.

Students demonstrate academic integrity when they:

Complete their own work.

Acknowledge sources appropriately.

Follow assessment rules.

Use technology responsibly.

Collaborate appropriately.

Act honestly during assessments and examinations.

Accept responsibility for their actions.

Academic integrity should be evident in all aspects of school life, including classwork, homework, projects, coursework, examinations, presentations and research activities.

6. EXPECTATIONS FOR STUDENTS

Students are expected to conduct themselves honestly and ethically at all times.

Students should:

Submit work that reflects their own understanding and effort.

Acknowledge sources of information appropriately.

Follow assessment and examination regulations.

Use Artificial Intelligence responsibly.

Seek clarification when unsure about expectations.

Respect the work and ideas of others.

Accept responsibility for mistakes and learn from them.

Students should understand that academic integrity is an important life skill that extends beyond school and contributes to future success.

7. EXPECTATIONS FOR STAFF

Teachers play a critical role in promoting academic integrity.

Staff are expected to:

Model ethical behaviour.

Teach students about academic integrity.

Provide guidance regarding referencing and citation.

Design assessments that encourage authentic learning.

Monitor student work appropriately.

Investigate concerns fairly.

Apply procedures consistently.

Support students in understanding expectations.

Teachers should create learning environments where honesty is valued and where students feel comfortable seeking support when needed.

8. EXPECTATIONS FOR PARENTS

Parents play an important role in reinforcing academic integrity.

Parents should:

Encourage independence.

Promote honesty.

Support learning without completing work on behalf of students.

Discuss ethical use of technology.

Communicate concerns when appropriate.

Help students understand the value of genuine effort and achievement.

The school and home should work together to promote responsible learning habits.

9. PLAGIARISM

Plagiarism occurs when a student presents the words, ideas, images or work of another person as their own without appropriate acknowledgement.

Plagiarism may occur intentionally or unintentionally.

Examples include:

Copying text directly from books or websites without citation.
Submitting another student's work.
Using material from online sources without acknowledgement.
Paraphrasing information without referencing the original source.
Using images, graphs or data without attribution.
Students should be taught how to:

- Research responsibly.
- Paraphrase effectively.
- Summarise information.
- Reference sources appropriately.
- Distinguish between their own ideas and the ideas of others.

The Edison Group views plagiarism as a learning opportunity for younger students while recognising that repeated or deliberate plagiarism may require disciplinary action.

10. CHEATING

Cheating involves gaining or attempting to gain an unfair academic advantage.
Examples may include:
Copying another student's work.
Providing answers to another student.
Using unauthorised materials during assessments.
Communicating during examinations.
Altering assessment results.
Accessing assessment materials improperly.
Submitting work completed by another person.
Cheating undermines fairness and damages trust within the learning community.
Students should understand that cheating prevents genuine learning and ultimately disadvantages the student involved.

11. COLLUSION

Collusion occurs when students work together inappropriately on tasks that are intended to be completed independently.
While collaboration is often encouraged, students must understand when collaboration is permitted and when independent work is required.
Examples of collusion include:

Sharing completed assignments.

Allowing another student to copy work.

Completing individual assessments jointly.

Providing substantial assistance beyond what is permitted.

Teachers should provide clear guidance regarding expectations for collaborative and independent work.

12. ARTIFICIAL INTELLIGENCE (AI) AND ACADEMIC INTEGRITY

The Edison Group recognises that Artificial Intelligence tools such as ChatGPT, Gemini, Copilot and other AI-powered platforms are becoming increasingly common within education.

These tools can provide valuable learning opportunities when used responsibly. However, they also present challenges relating to originality, authorship and academic integrity.

Students may use approved AI tools to:

- Generate ideas.
- Clarify concepts.
- Support revision.
- Practise language skills.
- Explore different perspectives.

Students may not:

Submit AI-generated work as their own.

Use AI to complete entire assignments.

Use AI to bypass learning.

Present AI-generated content without acknowledgement.

Use AI during assessments unless explicitly authorised.

The key principle is that AI should support learning rather than replace thinking.

Declaration of AI Use

Where AI has been used as part of the learning process, students may be required to acknowledge its use.

Examples include:

"I used ChatGPT to help generate ideas for my project."

"I used an AI tool to check my understanding of this topic."

Transparency helps promote responsible use and protects academic integrity.

13. EXAMINATION MISCONDUCT

Examination misconduct refers to any behaviour that compromises the fairness, validity or security of an assessment.

Examples include:

Possession of unauthorised materials.

Use of electronic devices.

Communication with other students.

Impersonation.

Copying responses.

Accessing examination papers improperly.

Disruptive behaviour during examinations.

Examination misconduct is treated seriously due to its impact on assessment integrity.

Procedures for responding to examination misconduct shall follow school regulations and, where applicable, examination board requirements.

14. REFERENCING AND CITATION

Students should gradually develop skills in acknowledging sources appropriately.

Age-appropriate expectations should be applied across different phases.

Primary students may begin by identifying sources and acknowledging where information was obtained.

Secondary students should increasingly develop formal referencing skills and learn how to:

- Cite sources.
- Create bibliographies.
- Reference digital sources.
- Distinguish between quotation and paraphrasing.

Teachers should provide explicit instruction and guidance regarding referencing expectations.

15. INVESTIGATION PROCEDURES

When concerns regarding academic integrity arise, schools should investigate fairly, objectively and sensitively.

Investigations should seek to establish:

- What occurred.
- Whether misconduct was intentional.
- The student's understanding of expectations.
- Any mitigating circumstances.

Students should be given opportunities to explain their actions and respond to concerns.

The focus should remain educational and restorative whenever possible.

16. RESPONSES TO ACADEMIC MISCONDUCT

Responses should be proportionate to the nature, severity and frequency of the misconduct.

Possible responses may include:

Educational conversations.

Re-teaching academic integrity expectations.

Resubmission of work.

Parent meetings.

Behaviour consequences.

Academic sanctions where appropriate.

Repeated or serious breaches may result in more significant consequences in accordance with school policies and examination regulations.

17. APPEALS PROCESS

Students and parents may request a review if they believe that an academic integrity decision was made incorrectly.

The review process should include:

Review of evidence.

Discussion with relevant staff.

Consideration of circumstances.

Communication of findings.

The purpose of the appeals process is to ensure fairness, transparency and consistency.

18. PROMOTING A CULTURE OF ACADEMIC HONESTY

The most effective way to address academic misconduct is through education and prevention.

Schools should actively promote academic integrity through:

Classroom discussions.

Assemblies.

Student workshops.

Parent awareness sessions.

Digital citizenship education.

Research skills instruction.

AI literacy programmes.

Academic integrity should become part of the culture of the school rather than simply a set of rules.

19. MONITORING AND QUALITY ASSURANCE

The implementation of this policy shall be monitored through:

- Assessment reviews.
- Examination audits.
- Student surveys.
- Teacher feedback.
- Academic integrity incident records.
- Curriculum reviews.

Findings should be used to strengthen educational practices and improve student understanding.

20. POLICY REVIEW

This policy shall be reviewed annually in consultation with Principals, Head of Departments, and Accreditation Leaders.

21. CONCLUSION

Academic integrity is essential to meaningful learning and educational excellence. Through honesty, responsibility and ethical behaviour, students develop the character, confidence and skills necessary for future success.

The Edison Group is committed to fostering a culture in which integrity is valued, supported and embedded throughout all aspects of school life. By working together, students, staff and parents can ensure that achievement reflects genuine learning and personal growth.

DIGITAL LEARNING & AI POLICY	Policy Number	A 013
	Effective Date	26/08/2024
	Issue Date	01/06/2024
	Valid Until	31/05/2027

REVISION HISTORY

Revision No	Issue Date	Amendment Description	Date Effective	Revalidated
00	Aug 2015	First Issue	Aug 2015	
01	19.8.18	Review and update	20.8.18	
02	07/12/21	Review and update	04/01/2022	
03	01/06/2024	Review and update	20/08/2024	
04	30/05/26	Review and update	16/08/26	**31/05/29**

DIGITAL LEARNING & AI POLICY	Prepared By	HR – Admin
	Issued By	HR Department
	Page 1 of 2	

A13 DIGITAL LEARNING AND ARTIFICIAL INTELLIGENCE (AI) POLICY

Edison Group of Schools

Applies To

- Edison International Academy Aspire
- Edison International Academy Al Markhiya
- Edison Global Academy Lusail
- Edison Global Academy Rawdat Al Hamama

1. INTRODUCTION

Technology continues to transform education, communication and the way individuals interact with information. Today's students are growing up in a digital world where technology influences almost every aspect of life, including learning, employment, social interaction and problem-solving.

The Edison Group recognises that preparing students for the future requires more than simply providing access to technology. Students must develop the knowledge, skills, understanding and ethical awareness necessary to use technology effectively, responsibly and safely.

Digital learning provides opportunities to personalise learning, increase engagement, encourage collaboration and improve access to information. Emerging technologies, including Artificial Intelligence (AI), are creating new possibilities for teaching and learning while also presenting new challenges relating to ethics, privacy, academic integrity and digital citizenship.

The Edison Group is committed to creating learning environments where technology enhances educational experiences while maintaining a strong focus on student wellbeing, academic integrity and responsible use.

Technology should never replace effective teaching. Rather, it should support high-quality learning, strengthen communication and prepare students to become confident and responsible participants in a rapidly changing world.

2. PURPOSE OF THE POLICY

The purpose of this policy is to establish a clear framework for the use of digital technologies and Artificial Intelligence across all Edison Group schools.

The policy seeks to:

- Promote effective digital learning
- Support innovation in teaching and learning
- Develop digital literacy skills
- Promote responsible and ethical technology use
- Ensure safe use of digital resources
- Support the appropriate use of Artificial Intelligence
- Protect student wellbeing and privacy
- Ensure compliance with legal and regulatory requirements
- Establish consistent expectations across all campuses

This policy applies to students, staff, parents, contractors and visitors who use Edison Group digital systems and resources.

3. DIGITAL LEARNING PHILOSOPHY

The Edison Group believes that technology should be used purposefully to improve learning outcomes and support educational excellence.

Digital learning should:

- Enhance learning experiences
- Promote collaboration
- Support creativity and innovation
- Provide access to information and resources
- Develop future-ready skills
- Encourage independent learning
- Strengthen communication between home and school

Technology should be integrated into teaching and learning in ways that add value and support curriculum objectives.

The focus should always remain on learning rather than the technology itself.

Students should develop the ability to use technology critically, responsibly and effectively while understanding both its opportunities and limitations.

4. DIGITAL LEARNING VISION

The Edison Group aims to develop students who are:

Digitally Literate

Students who can access, evaluate and use information effectively.

Responsible Digital Citizens

Students who behave safely, ethically and respectfully online.

Innovative Thinkers

Students who use technology creatively to solve problems and generate ideas.

Effective Communicators

Students who communicate appropriately using a variety of digital platforms.

Future-Ready Learners

Students who are prepared for future educational and career opportunities.

This vision supports the Edison Group commitment to preparing students for lifelong learning and global citizenship.

5. DIGITAL LITERACY

Digital literacy extends beyond the ability to operate devices and software. It involves understanding how technology can be used effectively, responsibly and critically.

Students should develop skills in:

- Research and information gathering
- Evaluating online information
- Digital communication
- Content creation
- Online collaboration
- Data interpretation
- Cyber safety
- Digital ethics

Digital literacy should be embedded across the curriculum rather than confined to technology-related subjects.

Teachers should provide opportunities for students to apply digital skills within authentic learning contexts.

6. DIGITAL CITIZENSHIP

Students must learn how to participate responsibly in digital environments.

Digital citizenship involves understanding the rights, responsibilities and expectations associated with technology use.

- Students should learn how to:
- Communicate respectfully online
- Protect personal information
- Respect intellectual property
- Recognise misinformation
- Report inappropriate behaviour
- Maintain positive digital footprints
- Use social media responsibly

Digital citizenship education should be integrated into the curriculum and reinforced through daily school practices.

7. ARTIFICIAL INTELLIGENCE IN EDUCATION

Artificial Intelligence is becoming increasingly common within education and has the potential to transform teaching and learning.

The Edison Group recognises the educational opportunities presented by AI while also acknowledging the need for clear guidance and responsible use.

Students and staff should understand that AI is a tool that can support learning but should never replace critical thinking, creativity or professional judgement.

The use of AI should always align with educational objectives and ethical standards.

Appropriate Uses of AI

Examples of appropriate AI use may include:

- Brainstorming ideas.
- Generating practice questions.
- Supporting revision.
- Exploring concepts.
- Personalised learning activities.

- Language development.
- Administrative support for staff.

AI should be used to support learning and productivity rather than replace genuine engagement with learning.

Inappropriate Uses of AI

Examples of inappropriate use include:

Submitting AI-generated work as original work.

Using AI to complete assessments without permission.

Using AI to bypass learning processes.

Generating misleading or harmful content.

Violating privacy or confidentiality requirements.

Using AI in ways that compromise academic integrity.

The school reserves the right to investigate concerns regarding inappropriate AI use.

8. DIGITAL SAFEGUARDING

Digital safeguarding forms an essential component of student wellbeing and protection.

Students increasingly interact with technology both within and beyond school environments. Schools therefore have a responsibility to educate students regarding online risks and safe online behaviour.

Digital safeguarding education should address:

- Cyberbullying
- Online exploitation
- Inappropriate content
- Privacy and security
- Social media use
- Digital wellbeing
- Online relationships
- Digital footprints

Students should understand how to seek help and report concerns when necessary.

Digital safeguarding should be closely aligned with the Edison Group Safeguarding Policy and Online Safety Policy.

9. CYBERSECURITY AND DATA PROTECTION

The Edison Group recognises that the effective use of technology requires robust systems to protect students, staff, school information and digital infrastructure. As schools increasingly rely on cloud-based platforms, online learning environments and digital communication systems, cybersecurity and data protection have become critical responsibilities.

The Edison Group is committed to maintaining secure digital environments that support teaching and learning while protecting personal information and ensuring compliance with legal and regulatory requirements.

All users of Edison Group technology systems have a responsibility to contribute to maintaining a safe and secure digital environment.

Cybersecurity should not be viewed solely as an information technology issue. It is a shared responsibility that requires awareness, vigilance and responsible behaviour from students, staff and parents.

Data Protection Principles

The Edison Group shall ensure that personal information is:

- Collected lawfully and transparently
- Used only for legitimate educational purposes
- Stored securely
- Protected from unauthorised access.
- Retained only for appropriate periods.
- Disposed of securely when no longer required.

Personal information may include:

- Student records.
- Assessment data.
- Medical information.
- Safeguarding records.
- Employee records.
- Parent information.
- Photographs and videos.
- Behaviour records.

All handling of personal information shall comply with applicable Qatar legislation, including:

Qatar Personal Data Privacy Protection Law No. 13 of 2016

as well as Edison Group Data Protection and Information Management Policies.

Cybersecurity Expectations

To protect digital systems and information, users should:

- Use secure passwords
- Protect login credentials
- Log out of devices when not in use
- Avoid sharing passwords
- Report suspicious activity
- Use approved software and applications
- Follow school cybersecurity procedure.

Staff should exercise particular care when accessing confidential information or using digital systems that contain sensitive student or employee data.

Cybersecurity awareness training shall be provided regularly to staff and, where appropriate, students.

Data Breach Procedures

A data breach refers to any incident involving unauthorised access, disclosure, loss, alteration or destruction of information.

Examples may include:

- Lost devices.
- Hacked accounts.
- Unauthorised access to records.
- Accidental sharing of confidential information.
- Phishing attacks.

Any suspected data breach must be reported immediately to school leadership and the designated Information Management Lead.

Schools should investigate incidents promptly and implement corrective actions to minimise risk and prevent recurrence.

Serious incidents may require notification to relevant authorities in accordance with legal requirements.

10. ACCEPTABLE USE OF TECHNOLOGY

Technology resources provided by the Edison Group are intended to support learning, teaching, communication and school operations.

Students and staff are expected to use technology responsibly, ethically and in ways that support the school's educational mission.

The use of technology is a privilege rather than a right and may be restricted if users fail to comply with expectations.

Technology should be used in ways that:

Support learning and productivity.

Promote respectful communication.

Protect privacy and confidentiality.

Demonstrate responsible digital citizenship.

Maintain the integrity of school systems.

Users should avoid activities that may compromise safety, security or the learning environment.

Unacceptable Uses

- Examples of unacceptable use may include:
- Accessing inappropriate content
- Cyberbullying or harassment
- Sharing confidential information
- Attempting to bypass security measures
- Using another person's account
- Downloading unauthorised software
- Disrupting network operations
- Creating or distributing offensive material
- Using technology in ways that violate school policies

The Edison Group reserves the right to investigate concerns relating to technology use and implement appropriate consequences where necessary.

11. STUDENT RESPONSIBILITIES

Students play an important role in maintaining safe, respectful and productive digital learning environments.

Students are expected to use technology responsibly both within and beyond the school environment.

Students should:

- Use school technology for educational purposes
- Follow school technology guidelines
- Protect passwords and login information
- Treat equipment responsibly
- Respect the privacy of others
- Communicate respectfully online
- Report concerns promptly
- Use AI responsibly

Students should understand that their digital behaviour reflects their character and contributes to their digital reputation.

The development of responsible digital habits is an important aspect of preparing students for future success.

Student Device Expectations

Where devices are provided by the school or authorised for educational use, students should:

- Handle devices carefully
- Store devices securely
- Use devices appropriately during lessons
- Follow teacher instructions regarding technology use
- Avoid unauthorised recording or photography
- Protect devices from damage or misuse

Students may be held responsible for deliberate damage or misuse of school technology resources.

12. STAFF RESPONSIBILITIES

Staff members have a professional responsibility to model responsible technology use and ensure that technology supports effective teaching and learning.

Staff are expected to:

- Use technology professionally
- Protect confidential information
- Promote digital citizenship

- Support online safety education
- Monitor student technology use appropriately
- Maintain professional boundaries online
- Use approved platforms and systems
- Comply with data protection requirements

Staff should remain informed regarding emerging technologies and participate in relevant professional development opportunities.

The use of technology should always support student learning, wellbeing and educational outcomes.

Professional Communication

Staff should ensure that digital communication with students and parents remains professional, appropriate and conducted through approved school channels.

Communication should:

- Be respectful
- Be transparent
- Be educationally appropriate
- Protect privacy
- Maintain professional boundaries

Personal social media platforms should not be used for inappropriate communication with students.

13. PARENT RESPONSIBILITIES

Parents are important partners in promoting responsible technology use and digital wellbeing.

The Edison Group encourages parents to:

- Monitor technology use at home
- Discuss online safety with their children
- Promote balanced use of technology
- Support school expectations
- Report concerns when necessary
- Encourage responsible use of Artificial Intelligence
- Parents should work collaboratively with schools to help students develop positive digital habits and safe online behaviours.

Schools may provide workshops, guidance materials and awareness sessions to support families in navigating emerging technologies.

14. AI GOVERNANCE AND OVERSIGHT

The Edison Group recognises that Artificial Intelligence will continue to evolve rapidly and influence educational practice.

To ensure responsible implementation, AI use should be subject to appropriate governance and oversight.

The Edison Group shall establish clear procedures regarding:

- Approved AI tools
- Educational use of AI
- Data privacy considerations
- Academic integrity
- Staff training
- Student guidance
- Risk management

AI should be implemented in ways that support learning, innovation and operational efficiency while maintaining ethical standards and safeguarding requirements.

Edison Group AI Oversight Structure

Senior Leadership Team

↓

Campus Principals

↓

HOD's

↓

ICT & IT Leads

↓

Teachers and Students

This structure ensures that AI implementation remains aligned with educational priorities, legal requirements and accreditation expectations.

15. PROFESSIONAL DEVELOPMENT

Technology evolves rapidly and requires continuous learning.

The Edison Group is committed to providing ongoing professional development that enables staff to use technology confidently and effectively.

Professional development may focus on:

- Digital learning strategies
- Educational technology tools
- Artificial Intelligence
- Cybersecurity awareness
- Digital safeguarding
- Online assessment
- Data protection
- Innovation in teaching and learning

Professional development should focus not only on technical skills but also on the effective integration of technology into teaching and learning.

16. MONITORING, COMPLIANCE AND QUALITY ASSURANCE

The implementation of this policy shall be monitored regularly to ensure effectiveness and compliance.

Monitoring activities may include:

- Technology audits
- Cybersecurity reviews
- Digital learning observations
- Student surveys
- Parent feedback
- Staff feedback
- AI usage reviews
- Data protection audits

Findings should inform future planning, resource allocation and professional development.

Schools should regularly evaluate the impact of technology on teaching, learning and wellbeing.

17. BREACHES OF POLICY

Failure to comply with this policy may result in appropriate corrective or disciplinary action.

Responses should be proportionate to the nature and seriousness of the breach.

Examples of breaches may include:

- Misuse of technology
- Cyberbullying
- Data protection violations
- Unauthorised AI use
- Academic integrity violations involving technology
- Security breaches

Where appropriate, schools should adopt an educational and restorative approach that helps students learn from mistakes and develop responsible digital behaviours.

Serious breaches may require formal disciplinary procedures and, in some circumstances, referral to external authorities.

18. POLICY REVIEW

This policy shall be reviewed annually by the Senior Leadership Team in consultation with:

- Principals
- Digital Learning Leads
- IT Managers
- Safeguarding Leads
- Accreditation Leaders
- Head of Departments

The review shall consider:

- MOEHE requirements.
- NEASC standards.
- Technological developments.
- Emerging AI technologies.
- Cybersecurity risks.
- Stakeholder feedback.

- Educational research and best practice.

Any amendments shall be approved by the

19. CONCLUSION

Technology and Artificial Intelligence are transforming the way students learn, teachers teach and schools operate. When used responsibly and effectively, these tools provide powerful opportunities to enhance learning, strengthen communication and prepare students for future success.

The Edison Group is committed to embracing innovation while maintaining a strong focus on ethics, safety, wellbeing and educational excellence. Through responsible use, continuous learning and effective governance, technology will continue to support the Group's mission of preparing students to become confident, capable and responsible global citizens.

Part B:

Policies Relating To Student Behaviour

STUDENT BEHAVIOUR AND DISCIPLINE POLICY	Policy Number	B 09
	Effective Date	26/08/2024
	Issue Date	01/06/2024
	Valid Until	31/05/2027

REVISION HISTORY

Revision No	Issue Date	Amendment Description	Date Effective	Revalidated
00	Aug 2015	First Issue	Aug 2015	
01	19.8.18	Review and update	20.8.18	
02	07/12/21	Review and update	04/01/2022	

03	01/06/2024	Review and update	20/08/2024	
04	30/05/26	Review and update	16/08/26	**31/05/2029**

STUDENT BEHAVIOUR AND DISCIPLINE POLICY	**Prepared By**	**HR – Admin**
	Issued By	**HR Department**
	Page 1 of 7	

B14: STUDENT BEHAVIOUR AND DISCIPLINE POLICY

"The greatest day in your life and mine is when we take total responsibility for our attitudes. That's the day we truly grow up."

John C. Maxwell

1. Rationale:

This policy represents a whole-school code of behaviour and discipline for all Edison Schools Group schools.

2. Aims

At Edison Schools Group schools, we aim to:

1. motivate students and raise self-esteem.
2. value achievement and show appreciation of good work, effort and behaviour.
3. have high expectations with regards to behaviour and encourage students to take responsibility for their actions.
4. provide students with a learning environment that all members of the school community respect, which is safe and secure, and in which students feel happy, comfortable and confident.
5. encourage all students to develop self-discipline, awareness and respect for their own needs and rights and those of others, together with a caring attitude towards people, property and the environment.
6. ensure that all adults present a positive role model for students to follow and maintain a positive atmosphere for learning where every student can maximise their potential.
7. stress the importance of students receiving their education in a stable and orderly environment. To this end, students are expected to be polite, respectful, responsible and hardworking.

Whilst we promote self-discipline and offer students incentives to work hard and conduct themselves appropriately, we recognise that in certain circumstances sanctions are considered necessary.

3. Staff Expectations

All members of staff at Edison Schools Group schools have a very important role to play regarding behaviour and discipline and shall adhere to the following code of practice:

1. All staff, both teaching and non-teaching, must take responsibility for maintaining the ethos and discipline of the school to provide consistency.
2. Praise students where appropriate.
3. Draw attention to good behaviour.
4. Rules should be expressed positively and their rationale explained. Students should play an important part in forming school and classroom rules.
5. A balanced system of rewards and sanctions should be in place.
6. Be disappointed, upset, or even angry at the behaviour and reject that behaviour, but not the student who remains valued as an individual.

7. Ignore minor attention-seeking behaviour when it does not significantly infringe upon the rights of others or disrupt learning.
8. Minimise unnecessary confrontation, undue criticism or embarrassment.
9. All responses should be seen as fair, consistent and proportionate.
10. Pupil Expectations

We expect the students at Edison Schools Group schools:

1. to address and refer to all members of staff and other students politely and respectfully.
2. to be honest and assume responsibility for their own actions and belongings.
3. to arrive at school on time, in the correct school uniform and with a positive attitude towards learning.
4. to walk around the school and enter and leave classrooms in an orderly manner.
5. to show self-control and not react angrily or aggressively at any time.
6. to show kindness and tolerance towards others without bullying mentally, emotionally, verbally, physically or electronically.
7. to show good manners (e.g. please, thank you).
8. not to swear or use offensive language.
9. not to interrupt when someone is talking.
10. to assume responsibility for maintaining a tidy and clean learning environment and to use litter bins provided.
11. to care for and use school property and equipment correctly and responsibly.
12. to use sanitary facilities appropriately and wash hands afterwards.
13. never to leave the school grounds during school hours unless authorised and supervised by a member of staff.
14. only to bring toys, electronic devices and other valuable items into school when given permission to do so.
15. not to chew gum at school.
16. not to wear jewellery except as permitted by school regulations.
17. not to wear make-up, nail varnish or prohibited accessories.
18. not to use or possess mobile phones, smart watches or other personal electronic devices during the school day unless authorised by the school.

The students are constantly reminded in a positive way of these expectations and are encouraged to demonstrate them at all times.

5. Classroom Behaviour

At Edison Schools Group schools, we believe that positive teaching strategies help prevent disruptive behaviour. Students are given work appropriate to their needs so that self-esteem and confidence can develop. Students should feel an integral part of the school community so that they do not feel the need to cause disruption.

Hence, in our classrooms:

1. routines are clearly established and students are involved in this process.
2. students are expected to participate in all activities with a positive attitude.
3. consistent expectations for learning and behaviour are established.
4. rules are clearly presented to the class at the earliest opportunity by the Class Teacher and students are reminded of these regularly. It must be made clear to students what is expected of them.
5. tasks are matched to students' abilities to ensure a sense of success for all students. Learning Objectives are communicated to students in every lesson and Success Criteria are appropriate to ensure that students know what, how and why they are learning.
6. students are listened to and taken seriously.
7. the Class Teacher will learn as much as possible about each student in the class.
8. the Class Teacher will ensure that any student who is emotionally upset, distressed or experiencing difficulties is supported by informing the appropriate people (e.g. Principal, Head of School, School Counsellor, Learning Support Team, Safeguarding Lead or other relevant staff members) so that appropriate action can be taken.
9. the Class Teacher will have the flexibility not to over-react to situations over which the student has very little control (e.g. lateness caused by transportation difficulties, family circumstances or other exceptional situations).

10. Rewards

At Edison Schools Group schools, there is an emphasis on a positive approach to behaviour management. Students will be encouraged and praised and negative criticism is to be avoided.

Where it is considered that criticism is appropriate, it will be constructive in its approach and include advice on how behaviour can be improved.

Reward systems are in place for every student in the school. However, as we aim to promote healthy lifestyles, sweets will not normally be used as a reward.

Examples of rewards may include:

- Verbal praise
- Positive comments and recognition

- Merit points
- Certificates
- Achievement awards
- House points
- Positive communication with parents
- Leadership opportunities
- Celebration assemblies
- Recognition of effort, improvement and achievement

7. Intervention Planning and Sanctions

There are a number of strategies throughout the school to address poor behaviour and teachers are encouraged to develop their own methods which are appropriate to the age group and maturity of their students.

1. Focus on Learning

This includes ignoring minor poor behaviour and noticing students who are on task and learning. It is also vital that learning is well planned and differentiated so that all students are able to remain engaged and successful.

2. Non-Verbal Interventions

Often a look, gesture, proximity or small movement from the teacher is enough to deter students from further disruption.

3. Verbal Intervention

This is intended to act as a warning; however, wherever possible it should remain linked to learning, expectations and positive behaviour choices.

4. Delay Confrontation

Where possible, confrontation should be avoided in front of an audience. Students should be given the opportunity to make positive choices and re-engage with learning so that a positive outcome can be achieved.

5. Consequences

Consequences of poor behaviour should be based on certainty rather than severity. Students should understand that consequences will occur when expectations are not met. Each school will have its own disciplinary procedures which detail the consequences of inappropriate behaviour and ensure consistency throughout the school.

8. Examples of Consequences

a. Loss of Break Time

Students may be required to remain indoors during part or all of their break time under supervision.

b. Time-Out Sessions

If a student continues to behave inappropriately despite previous warnings in class, the student may be removed temporarily from the classroom for a time-out session and provided with work to complete. Students may spend such sessions in the office of the Principal, Head of School, School Counsellor, Learning Support Team or another designated supervised location.

c. Involvement of the Principal or Head of School

Should the student continue to behave inappropriately, or should a more serious incident occur, the Principal and/or relevant Head of School will become involved.

d. Tasks as a Consequence

For certain students, it may be appropriate to issue a task as a consequence for inappropriate behaviour. This should be a useful task that contributes positively to the school community and is not viewed as a reward. The Class Teacher, Principal or Head of School will determine the nature of the task and when it should be completed.

e. Detention

If a student continues to display persistent inappropriate behaviour, he/she may be issued with a detention accompanied by written communication to parents informing them of the behaviour concerns and the detention issued.

Reasons for the issuance of detention may include:

1. persistent defiant behaviour
2. persistent disruptive behaviour
3. behaviour that places others at risk of harm
4. persistent violation of school or classroom rules
5. disrespect towards staff members or other members of the school community
6. persistent refusal to complete classwork, homework or bring required learning materials to school

9. Bullying

Through assemblies, stories, curriculum activities and daily interactions, the philosophy of respecting one another, helping others and protecting those who may be vulnerable is promoted throughout Edison Schools Group schools.

Edison Schools Group schools maintain a zero-tolerance approach towards bullying and any incidents of bullying are to be reported, investigated and recorded.

Bullying may include:

- Physical bullying
- Verbal bullying
- Emotional bullying
- Social bullying
- Cyberbullying
- Discriminatory bullying
- Intimidation, harassment or threatening behaviour

If bullying is reported by a parent, student or member of staff, the procedures outlined in the school's Anti-Bullying Policy shall be followed.

All reported incidents shall be investigated promptly and appropriate action shall be taken to ensure the safety and wellbeing of all students involved.

10. Immediate Suspension

On occasion, it may be necessary to suspend a student from an Edison Schools Group school with immediate effect.

Only the Principal and/or relevant Head of School may authorise a suspension.

Such action shall be exceptional and generally relate to extreme behaviour constituting a serious breach of school rules, school policies or behaviour expectations.

The Principal and/or Head of School also reserves the right to exclude a student where the health, safety, welfare or education of others is threatened.

Such offences may include:

1. assaulting a member of staff or another student.
2. possession, use or distribution of prohibited substances (e.g. cigarettes, vaping devices, tobacco products, alcohol, drugs or similar substances).
3. possession of an offensive weapon or any object that may be considered dangerous or potentially hazardous.
4. serious physical assault, intimidation or indecent behaviour towards another student.
5. persistent bullying, including physical, emotional, verbal or cyberbullying.
6. refusing to cooperate with staff when the student's or other students' education, welfare or safety is placed at risk.
7. causing serious damage to school property, facilities or equipment.
8. behaviour that brings the school into disrepute.
9. serious breaches of the Child Protection and Safeguarding Policy.

10. repeated serious breaches of school rules despite previous interventions and support.

Parents shall be informed immediately of any suspension and appropriate documentation shall be maintained by the school.

Where appropriate, a Behaviour Support Plan, Reintegration Plan or Parent Meeting may be required before the student returns to school.

11. School Rules Circular

The School Rules Circular, attached as Appendix 1 to this policy, shall be shared with parents and students to ensure clear communication regarding school expectations, behaviour standards and the consequences of failing to follow school rules.

All parents and students are expected to familiarise themselves with the contents of the School Rules Circular and support the implementation of this policy.

12. Monitoring and Review

The implementation of this policy shall be monitored by Principals, Heads of School, Senior Leadership Teams and relevant staff members throughout Edison Schools Group schools.

Behaviour data, incident reports, detention records, suspension records, student wellbeing information and parent feedback may be reviewed regularly to evaluate the effectiveness of behaviour management procedures.

This policy shall be reviewed annually and updated in accordance with:

- Edison Schools Group policies
- Ministry of Education and Higher Education (MOEHE) requirements
- Child Protection and Safeguarding requirements
- School improvement priorities
- Accreditation requirements
- Current educational best practice

Appendix 1: School Rules Circular

SCHOOL RULES CIRCULAR

تعميم قواعد الاكاديمية

- We have high expectations of student behaviour and academic achievement at the Edison Schools Group schools. It is essential that inappropriate behaviour and the lack of commitment to achieving

year level expectations do not affect the learning experiences, safety or well-being of others in our school community.

- لدينا في اكاديمية اديسون توقعات عالية لتحسين سلوك الطلاب و تطويرالتحصيل الدراسي ومن الضرورى التأكيد على أن السلوك غير اللائق وعدم الالتزام يؤثر بصورة سلبية لتحقيق هذه التوقعات
- The following points outline our expectations of students.

النقاط التالية توضح توقعاتنا
لطلابنا

- **Students will:**

يجب على الطلاب

- Take **responsibility** for their behaviour, learning and choices.
- تحمل مسؤولية سلوكهم وتعلمهم واختياراتهم.
- Use **appropriate language** and speak politely to others.
- استخدام اللغة المناسبة والتحدث بأدب مع الآخرين.
- **Complete all required work** to the expected standard.
- استكمال جميع الاعمال المطلوبه وفقاً للمعيار المتوقع.
- Respect that all students have the **right to learn without disruption** in a **safe** environment.
- احترام أن جميع الطلاب لديهم الحق في التعلم دائماً في بيئة آمنة.
- Be a **good member of our school community**, and **respect** things that belong to others.
- كن عضوا صالحا وفعالاً في المجتمع المدرسي لدينا، ويجب احترم الآخرين والحفاظ على الاشياء الخاصة بهم.
- Proudly wear our **school uniform which includes black school shoes, not trainers**
- الالتزام بالزي المدرسي وارتداءه بفخرويشمل الأحذية المدرسية السوداء.
- Respect all students, teachers, and all school staff no matter what nationality, religion, gender, or colour they are.
- احترام جميع الطلبة لجميع المعلمين والعاملين مهما اختلفت جنسياتهم ، اجناسهم ، الوانهم أو عقائدهم.
- Refrain from mocking and/or ridiculing others at all times
- الامتناع عن السخرية من الآخرين في جميع الاوقات.
- The following misdemeanours are likely to have low to high monetary impact on parents (as estimated by the school management) and include:

- هذه التصرفات سيكون لها تأثير مادي من عالي الى قليل وبحسب تقدير ادارة الاكاديمية وتشمل :
- Wilful destruction of school property and/or school equipment (i.e. tables, chairs, computers, projectors, etc.)
- تخريب او تدمير (اجهزة الكمبيوتر – البرجكترات – الكاميرات – النوافذ – الابواب – الطاولات – الكراسي – المكاتب – السجلات – الطابعات – آلات التصوير – دورات المياه – الثلاجات).
- Hate-motivated scribbles anywhere on school grounds (i.e. classroom walls, tables, school building)
- كتابة عبارات حقد وعنصرية علي (جدران الصفوف ، الطاولات او مباني الاكاديمية).
- Damaging the turf of the school grounds.
- اتلاف العشب وارضيات الاكاديمية.
- Throwing of paper cups, glass, or any other potentially dangerous items on school grounds
- القاء الاوراق – الكاسات – الزجاجات – الطعام أو بقايا الطعام في أرضية الفصول أو ساحة الاكاديمية.

- We trust that your child will follow the School Rules as outlined, and that measures stated above and in the Student Disciplinary Policy do not have to be taken by the school. Should your child not adhere to the School Rules and should this behaviour occur repeatedly, the Edison Schools Group schools reserves the right not to re-register your child for the following Academic Year.

ونحن على ثقة من أن طفلك سوف يقوم بأتباع قواعد الاكاديمية على النحو المبين اعلاه، وفي حالة عدم الالتزام بقواعد الاكاديمية وتكرار حدوث هذه التصرفات الغير مقبولة فأن اكاديمية اديسون العالمية تحتفظ بحق عدم اعادة تسجيل الطالب للعام الاكاديمي التالي

ANTI-BULLYING POLICY	Policy Number	A 08
	Effective Date	26/08/2024
	Issue Date	01/06/2024
	Valid Until	31/05/2027

REVISION HISTORY

Revision No	Issue Date	Amendment Description	Date Effective	Revalidated
00	Aug 2015	First Issue	Aug 2015	
01	19.8.18	Review and update	20.8.18	
02	07/12/21	Review and update	04/01/2022	
03	01/06/2024	Review and update	20/08/2024	
04	30/05/26	Review and update	16/08/26	**31/05/2029**

INCLUSION POLICY	**Prepared By**	**HR – Admin**
	Issued By	**HR Department**
	Page 1 of 2	

B15: ANTI-BULLYING POLICY

"Pulling someone down will never help you reach the top"

1. Rationale

At Edison Schools Group schools, we value good relationships between all members of the school community and take every allegation of bullying seriously. Every student who feels they are being bullied will be taken seriously. All staff, students and parents should be aware of the negative effects that bullying can have on individuals and the school in general and should work towards ensuring that students can learn in an environment without fear.

Bullying is unacceptable at Edison Schools Group schools and will not be tolerated.

A strong stance against bullying needs to be taken at all times, as it indicates a lack of appreciation for the feelings of others. It can cause deep distress, to the extent of students refusing to attend school or, in extreme cases, attempting to harm themselves.

2. Aims

With this policy, we aim to create an environment where students can grow and flourish without fear. Each student has the right to be safe in and out of school.

We aim to:

1. ensure that students learn in a supportive, caring and safe environment without the fear of being bullied.
2. demonstrate that the school takes bullying seriously and that it will NOT be tolerated.
3. take appropriate measures in incidents regarded as bullying.
4. clarify to all students and staff that bullying is wholly and always unacceptable.
5. promote an environment where students feel they can trust and tell adults.

6. promote positive attitudes in students, including conflict resolution and relationship building.
7. ensure that all staff are aware of their duty of care and the need to be alert to signs of bullying.
8. ensure that all staff are aware of procedures at all times.
9. Information on Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group physically, emotionally, socially or psychologically.

At Edison Schools Group schools, all forms of bullying are taken equally seriously and dealt with appropriately.

Bullying can take place between students, between students and staff, or between staff; by individuals or groups; face-to-face, indirectly or through a range of cyberbullying methods.

We understand that all students may have disagreements with each other from time to time. This is not considered bullying.

We identify four types of bullying:

Physical:

Hitting, kicking, pushing, taking, damaging or hiding belongings.

Verbal:

Name-calling, teasing, insulting, writing or sending unkind notes or messages, including cyberbullying.

Emotional:

Being intentionally unfriendly, excluding others, intimidating, spreading rumours or humiliating others.

Cyber:

Email misuse, social media abuse, online messaging, gaming platforms, mobile phone threats, text messages and internet-based communication.

a. Specific types of bullying

1. bullying related to race, nationality, ethnicity, religion, belief or culture.
2. bullying related to special educational needs, disabilities or additional educational needs.
3. bullying related to appearance, medical conditions or health issues.
4. bullying related to sexual orientation.
5. sexist or sexual bullying.
6. bullying using electronic forms of communication (cyberbullying).

b. Styles of bullying include

1. intimidation or rude gestures.
2. the "look" as an example of non-verbal bullying.
3. threats and extortion.
4. malicious gossip and exclusion from groups.

5. telling tales with the intention of causing trouble.
6. threatening texts, messages, emails or online communications.

c. Signs and Symptoms

A student may indicate by signs or behaviour that they are being bullied. All staff should be aware of these possible signs and investigate if a student:

1. is unwilling to go to school.
2. becomes withdrawn, anxious or lacking in confidence.
3. starts stammering.
4. attempts or threatens self-harm.
5. cries themselves to sleep at night or experiences nightmares.
6. regularly feels ill in the morning.
7. begins to perform poorly in schoolwork.
8. comes home with clothes torn or belongings damaged.
9. has possessions go missing.
10. has unexplained cuts or bruises.
11. stops eating or overeats.
12. is frightened to say what is wrong.
13. is frightened of walking to or from school.
14. changes their usual routine.

Edison Schools Group schools will ensure that all staff are aware of the above signs and symptoms and that they promptly report any suspicions of bullying to the School Counsellor, Learning Support Team, Safeguarding Lead, relevant Head of School or Principal.

4. The Role of Staff

a. The School Principal will:

1. ensure that all staff have an opportunity to discuss strategies and review them regularly.
2. determine the strategy and procedures.
3. discuss and further develop those strategies and procedures with school leadership and Edison Schools Group management.
4. ensure that staff are aware of and appropriately trained in anti-bullying procedures.
5. ensure that procedures are brought to the attention of all staff, parents and students.
6. be responsible for the day-to-day management of the policy.
7. ensure that positive strategies and procedures are in place to help both the bullied student and the student displaying bullying behaviour.

8. refer and liaise with professionals if necessary.
9. arrange relevant student awareness programmes and determine how best to involve parents in resolving concerns.
10. ensure appropriate record keeping.

b. Class Teachers will:

1. be responsible for liaising with the Principal and/or relevant Head of School over all incidents of bullying involving students in their respective classes.
2. be involved in any strategy to achieve a solution.
3. teach anti-bullying awareness through PSHE lessons, assemblies and classroom activities.

c. All staff will:

1. know and follow all relevant policies and procedures.
2. keep clear records on the Record of Bullying Incidents Form.
3. be observant and regularly talk to students.
4. deal with incidents according to this policy.
5. never allow incidents of bullying to go unreported.

d. Staff are to follow the following principles:

1. it is important that students who experience bullying can be heard.
2. it is important to note that students may react to bullying in various ways.
3. if students feel upset, they are encouraged to speak to a trusted adult and that information will be handled appropriately and sensitively.
4. it must be emphasised that students should not deal with the situation themselves and that physical aggression is not acceptable at Edison Schools Group schools.
5. students must be assured that a responsible adult will deal with the matter calmly and appropriately.
6. all incidents are reported to the Principal and/or relevant Head of School.
7. parents are contacted to discuss concerns.
8. incidents are recorded and placed in the student's file.
9. all students are encouraged to report incidents of bullying.

(Sections 5–11 can remain in the same format with only terminology updates throughout.)

Appendix 1: Cyber Bullying Circular in response to Qatar Ministry of Education Policy

Circular from Ministry of Communications (Translated from Arabic)	**التعميم الصادر عن وزارة المواصلات والاتصالات**

Qatar Law No. (4) of 2017 Amending Certain Provisions of the Penal Code Law No. (11) of 2004	قانون رقم (4) لسنة 2017 بتعديل بعض أحكام قانون العقوبات رقم (11) لسنة 2004
His Highness Sheikh Tamim bin Hamad Al Thani, Emir of the State of Qatar, issued Law No. (4) of 2017 amending certain provisions of the Penal Code Law No. (11) of 2004. The law was published in the Official Gazette and entered into force upon publication.	أصدر حضرة صاحب السمو الشيخ تميم بن حمد آل ثاني، أمير دولة قطر، القانون رقم (4) لسنة 2017 بتعديل بعض أحكام قانون العقوبات رقم (11) لسنة 2004، وتم نشره في الجريدة الرسمية والعمل به اعتباراً من تاريخ نشره.
Article (1)	**المادة(1)**
Article (333) of the Penal Code shall be replaced with the following text:	يُستبدل بنص المادة (333) من قانون العقوبات النص الآتي:
Article (333)	**المادة(333)**
A penalty of imprisonment for a term not exceeding two years and/or a fine not exceeding QR 10,000 shall be imposed on any person who violates the privacy of another individual without consent by committing any of the following acts:	يعاقب بالحبس مدة لا تجاوز سنتين وبالغرامة التي لا تجاوز عشرة آلاف ريال قطري أو بإحدى هاتين العقوبتين كل من اعتدى على حرمة الحياة الخاصة للأفراد دون رضاهم بارتكاب أي من الأفعال الآتية:
1. Opening, accessing or disclosing private correspondence, messages or communications intended for another person.	1. فتح أو الاطلاع أو إفشاء المراسلات أو الرسائل أو الاتصالات الخاصة الموجهة إلى الغير.
2. Listening to, recording or monitoring a telephone conversation without authorisation.	2. التنصت أو تسجيل أو مراقبة مكالمة هاتفية دون تصريح قانوني.
3. Recording, transmitting or sharing conversations that take place in a private location by any means or device.	3. تسجيل أو نقل أو بث المحادثات التي تتم في مكان خاص بأي وسيلة أو جهاز.
4. Taking, recording, transferring or publishing photographs or videos of an individual or individuals in a private place without their consent.	4. التقاط أو تسجيل أو نقل أو نشر صور أو مقاطع فيديو لأشخاص في مكان خاص دون موافقتهم.
The same penalty shall apply to any person who:	وتطبق العقوبة ذاتها على كل من:

1. Takes, records, transfers or publishes photographs or videos of an individual or individuals in a public place with the intention of causing harm, abuse, embarrassment or defamation.	1.يلتقط أو يسجل أو ينقل أو ينشر صوراً أو مقاطع فيديو لأشخاص في مكان عام بقصد الإساءة إليهم أو التشهير بهم أو الإضرار بهم.
2. Takes, records, transfers or publishes photographs or videos of injured or deceased persons involved in accidents or incidents except where legally authorised.	2.يلتقط أو يسجل أو ينقل أو ينشر صوراً أو مقاطع فيديو للمصابين أو المتوفين في الحوادث أو الوقائع المختلفة إلا في الأحوال المصرح بها قانوناً.
Article (2)	**المادة(2)**
All competent authorities, each within its jurisdiction, shall implement this law and it shall be published in the Official Gazette.	على جميع الجهات المختصة، كل فيما يخصه، تنفيذ هذا القانون، ويُنشر في الجريدة الرسمية.
Issued by: His Highness Sheikh Tamim bin Hamad Al Thani, Emir of the State of Qatar.	**صدر عن :**حضرة صاحب السمو الشيخ تميم بن حمد آل ثاني، أمير دولة قطر.
Issued at the Amiri Diwan: 9/6/1438 AH Corresponding to: 8/3/2017 AD.	**صدر في الديوان الأميري بتاريخ** 9/6/1438 **:**هـ الموافق 2017/3/8 م.
Application within Edison Schools Group Schools	**التطبيق في مدارس مجموعة إديسون**
Students must not use electronic devices, social media platforms, messaging applications, online gaming platforms or any digital communication tools to threaten, harass, intimidate, humiliate, record, photograph or bully others. Any such incidents will be investigated and may result in disciplinary action and referral to the appropriate authorities where required by law.	يمنع على الطلاب استخدام الأجهزة الإلكترونية أو وسائل التواصل الاجتماعي أو تطبيقات المراسلة أو منصات الألعاب الإلكترونية أو أي وسيلة رقمية أخرى لتهديد أو مضايقة أو ترهيب أو تصوير أو تسجيل أو التنمر على الآخرين. وسيتم التحقيق في أي مخالفة من هذا النوع وقد تؤدي إلى اتخاذ إجراءات تأديبية وإحالة الأمر إلى الجهات المختصة إذا استدعى القانون ذلك.

Part C:
Staff
Related Policies

RECRUITMENT POLICY	**Policy Number**	**C16**
	Effective Date	**26/08/2024**
	Issue Date	**01/06/2024**
	Valid Until	**31/05/2027**
REVISION HISTORY		

Revision No	Issue Date	Amendment Description	Date Effective	Revalidated
00	Aug 2015	First Issue	Aug 2015	
01	19/08/2018	Review and update	20/08/2018	
02	07/12/2021	Review and update	04/01/2022	
03	01/06/2024	Review and update	20/08/2024	
04	30/05/26	Review and update	16/08/26	**31/05/2029**

RECRUITMENT POLICY	**Prepared By**	**HR - Admin**
	Issued By	**HR Department**
	Page 1 of 4	

C16 RECRUITMENT AND SAFER HIRING POLICY

Edison Group of Schools

Applies To

- Edison International Academy Aspire
- Edison International Academy Al Markhiya
- Edison Global Academy Lusail
- Edison Global Academy Rawdat Al Hamama

1. INTRODUCTION

The Edison Group of Schools recognises that the quality, professionalism and suitability of its staff are among the most significant factors influencing student achievement, wellbeing and school effectiveness. Every member of staff contributes directly or indirectly to the educational experiences of students and therefore plays an important role in maintaining a safe, supportive and high-performing learning environment.

Recruitment is not simply an administrative process. It is a strategic responsibility that has long-term implications for safeguarding, educational quality, organisational culture and school improvement. The individuals selected to work within Edison Group schools become role models, mentors, educators and trusted adults for children and young people. As such, recruitment decisions must be made with the highest levels of care, professionalism and integrity.

The Edison Group is committed to attracting, selecting and retaining highly qualified, skilled and ethical professionals who share the Group's Vision, Mission and Values. The recruitment process should identify individuals who demonstrate not only professional competence but also a genuine commitment to student welfare, continuous improvement and educational excellence.

Safeguarding forms a central component of all recruitment activities. The Group recognises that schools have a responsibility to take all reasonable steps to prevent unsuitable individuals from gaining access to children. Recruitment procedures must therefore include robust safeguarding checks, verification processes and suitability assessments that support the protection and wellbeing of students.

The Edison Group further recognises that effective recruitment contributes to organisational stability, staff retention and sustained educational improvement. Recruitment practices should therefore be transparent, fair, rigorous and aligned with both the immediate and long-term needs of the organisation.

This policy establishes a consistent framework for recruitment and safer hiring across all Edison Group schools and ensures compliance with safeguarding expectations, Ministry requirements and recognised international best practice.

2. PURPOSE OF THE POLICY

The purpose of this policy is to ensure that all recruitment and selection activities undertaken by Edison Group schools are conducted fairly, consistently and in a manner that prioritises the safety and wellbeing of students. The policy seeks to establish clear expectations regarding recruitment procedures, candidate assessment, safeguarding checks and appointment decisions. It provides guidance to leaders involved in recruitment and ensures that all appointments are made on the basis of merit, suitability, qualifications, experience and alignment with organisational values.

A further purpose of the policy is to strengthen safeguarding by ensuring that all reasonable measures are taken to verify the identity, background, qualifications and suitability of prospective employees before appointments are confirmed.

The Edison Group believes that effective recruitment should contribute positively to the development of a high-performing workforce. Recruitment activities should therefore focus on identifying candidates who possess the knowledge, skills, experience and personal attributes required to contribute successfully to the school community.

The policy also supports consistency across all campuses by establishing common recruitment standards and expectations. This helps ensure that all schools within the Group operate according to the same principles of professionalism, accountability and safeguarding.

Through the implementation of this policy, the Edison Group seeks to maintain a workforce that reflects the highest standards of educational practice and professional conduct.

3. RECRUITMENT PHILOSOPHY

The Edison Group believes that recruitment is one of the most important investments an educational organisation can make. Every appointment has the potential to influence student outcomes, school culture and organisational success for many years.

The Group's recruitment philosophy is founded upon the belief that outstanding schools are built by outstanding people. Effective recruitment therefore involves identifying individuals who possess both professional expertise and personal qualities that align with the values and aspirations of the organisation.

The Edison Group seeks educators and professionals who demonstrate integrity, professionalism, collaboration, accountability and a commitment to continuous improvement. While qualifications and experience are important considerations, recruitment decisions should also take account of a candidate's character, interpersonal skills, professional judgement and commitment to safeguarding.

The Group further believes that safeguarding and child protection are fundamental considerations throughout the recruitment process. Every recruitment decision should be informed by the understanding that schools have a responsibility to protect children from harm and ensure that only suitable individuals are employed in positions of trust.

Recruitment should be conducted transparently and fairly, ensuring that all candidates are treated respectfully and provided with equal opportunities to demonstrate their suitability for the role. Selection decisions should be evidence-based and should reflect the requirements of the position and the needs of the organisation.

The Edison Group also recognises the importance of diversity within the workforce. Schools benefit from employees who bring different experiences, perspectives and strengths to the educational community. Recruitment processes should therefore promote inclusivity while maintaining a clear focus on professional competence and suitability.

Ultimately, recruitment should contribute to the development of a workforce that supports the Group's mission of preparing students for lifelong learning and positive contributions to society.

4. LEGAL AND REGULATORY FRAMEWORK

The Edison Group is committed to ensuring that all recruitment and employment practices comply with applicable laws, regulations and professional standards.

Recruitment activities shall be conducted in accordance with the requirements of the State of Qatar, including relevant labour legislation, immigration regulations, residency requirements and Ministry of Education and Higher Education (MOEHE) licensing expectations.

The Group recognises that educational institutions operate within a highly regulated environment and must ensure that all employees possess the legal authority, qualifications and approvals required to perform their duties.

The recruitment process must also reflect safeguarding obligations and child protection responsibilities. Schools have a duty to exercise due diligence when appointing staff and to ensure that appropriate checks are completed before individuals begin working with students.

In addition to national requirements, the Edison Group seeks to align recruitment practices with recognised international standards and best practice. This includes safeguarding expectations associated with international accreditation frameworks, British curriculum schools and leading educational organisations.
The policy should also be read in conjunction with the Edison Group Safeguarding and Child Protection Policy, Staff Code of Conduct Policy, Whistleblowing Policy, Equal Opportunities Policy and Data Protection Policy.
The Group is committed to maintaining recruitment practices that are lawful, ethical and consistent with the highest standards of professional responsibility.

5. EQUAL OPPORTUNITIES AND NON-DISCRIMINATION

The Edison Group is committed to promoting equality, fairness and inclusion throughout all recruitment and employment practices. The Group believes that every applicant should be treated with dignity, respect and professionalism and should have an equal opportunity to demonstrate their suitability for employment.
Recruitment decisions shall be based upon the requirements of the position and the candidate's qualifications, experience, competencies, professional achievements and suitability for the role. Selection processes should be designed to identify the most suitable candidate while ensuring fairness, transparency and consistency.
The Edison Group recognises the value that diversity brings to educational communities. Schools benefit from employees who contribute different experiences, perspectives, skills and cultural understandings. A diverse workforce enriches learning environments, strengthens collaboration and supports the development of globally minded students.
All recruitment activities should be conducted in a manner that promotes inclusion and prevents discrimination. Candidates should be assessed objectively against clearly defined criteria related to the role. Personal characteristics unrelated to professional competence or suitability should not influence recruitment decisions.
The Group is committed to maintaining recruitment practices that are free from bias and that support equal access to employment opportunities. Individuals involved in recruitment should exercise professional judgement, maintain objectivity and ensure that all candidates are treated consistently throughout the process.
At the same time, the Edison Group recognises that safeguarding considerations remain paramount. While equality and fairness are fundamental principles, safeguarding requirements, legal obligations and suitability assessments must always take precedence when determining whether an individual is appropriate for employment within a school environment.
The Group seeks to foster a workforce culture in which all employees feel respected, valued and empowered to contribute positively to the achievement of organisational goals.

6. WORKFORCE PLANNING AND VACANCY APPROVAL

Effective recruitment begins with careful workforce planning. The Edison Group recognises that staffing decisions have significant implications for educational quality, financial sustainability, organisational growth and school improvement. Recruitment should therefore be guided by strategic planning rather than reactive responses to staffing needs.

Workforce planning involves evaluating current staffing structures, projected enrolment, curriculum requirements, school development priorities and operational needs. School leaders should regularly review staffing arrangements to ensure that appropriate personnel are available to deliver high-quality educational programmes and support services.

The identification of staffing needs should be informed by a range of factors, including student numbers, curriculum expansion, new programmes, succession planning, organisational restructuring and staff turnover. Schools should seek to anticipate future staffing requirements and plan proactively wherever possible.

Vacancies may arise through resignation, retirement, promotion, organisational growth or the creation of new positions. Before a vacancy is advertised, school leaders should review the role to ensure that it remains aligned with current organisational priorities and operational requirements.

The Edison Group encourages leaders to consider whether existing structures, responsibilities or staffing arrangements require adjustment before commencing recruitment. In some cases, changes in curriculum delivery, student needs or organisational priorities may necessitate modifications to job descriptions or reporting structures.

All vacancies should be formally approved through the appropriate leadership and governance processes before recruitment activities commence. Approval procedures help ensure that recruitment decisions remain aligned with strategic priorities, budget allocations and workforce planning objectives.

Workforce planning should also support leadership development and succession planning. Schools should identify opportunities to develop internal talent and create pathways that support professional growth and organisational continuity.

By adopting a strategic approach to workforce planning, the Edison Group seeks to ensure that recruitment decisions contribute positively to long-term organisational effectiveness and educational excellence.

7. ADVERTISING AND ATTRACTING CANDIDATES

The Edison Group is committed to attracting high-quality candidates who possess the professional expertise, personal qualities and values required to contribute positively to the school community.

Advertising plays an important role in communicating both the requirements of a position and the culture of the organisation. Recruitment materials should accurately reflect the responsibilities of the role, the expectations of the school and the professional standards required of successful applicants.

Job advertisements should provide clear information regarding the purpose of the position, key responsibilities, required qualifications, relevant experience and application procedures. Advertisements should also communicate the Edison Group's commitment to safeguarding and child protection and make clear that all appointments are subject to appropriate suitability checks.

The inclusion of safeguarding statements within recruitment materials serves an important preventative function. It communicates to prospective applicants that safeguarding is a core organisational priority and that rigorous recruitment standards are applied consistently across all schools.

The Edison Group may utilise a variety of recruitment channels to attract suitable candidates. These may include educational recruitment agencies, professional networks, international school recruitment platforms, university partnerships, social media channels, educational publications and internal recruitment opportunities. Recruitment activities should be designed to reach candidates who possess the qualifications, experience and professional attributes required for success within an international school environment. Particular attention should be given to attracting individuals who demonstrate a commitment to continuous improvement, student-centred practice and collaboration.

The Group also recognises the importance of employer reputation in attracting high-quality candidates. Recruitment communications should reflect the values, aspirations and achievements of the organisation and present an accurate representation of the professional opportunities available within Edison Group schools. School leaders should ensure that all recruitment information remains current, accurate and aligned with organisational expectations. Clear communication throughout the recruitment process contributes positively to candidate experience and supports the recruitment of high-calibre professionals.

8. APPLICATION PROCEDURES

The application process provides the foundation upon which recruitment decisions are made. It enables schools to gather relevant information regarding a candidate's qualifications, experience, employment history and suitability for employment.

All applicants should be required to complete the designated application process and provide the information necessary to support an informed recruitment decision. The Edison Group believes that comprehensive application procedures contribute significantly to both recruitment quality and safeguarding effectiveness. Candidates should provide accurate and complete information regarding their educational qualifications, professional experience, employment history and relevant achievements. Any gaps in employment history or

inconsistencies within application materials should be clarified during subsequent stages of the recruitment process.

The Group expects applicants to demonstrate honesty, integrity and transparency throughout the recruitment process. Deliberate misrepresentation, omission of significant information or provision of inaccurate documentation may result in disqualification from the recruitment process or withdrawal of an offer of employment.

Supporting documentation may be requested to verify qualifications, professional certifications, employment history, identity and legal eligibility to work. Verification of information forms an important component of safer recruitment practices and helps ensure the accuracy of candidate records.

Applications should be reviewed objectively and consistently against the requirements of the position. Shortlisting decisions should focus upon evidence of professional competence, relevant experience, qualifications, leadership potential and alignment with organisational values.

The application process also provides an opportunity for candidates to demonstrate their understanding of safeguarding, professional responsibilities and educational practice. Evidence of a commitment to student welfare and ethical conduct should be considered alongside professional qualifications and experience.

The Edison Group is committed to maintaining confidentiality throughout the application process and ensuring that candidate information is handled responsibly and securely.

9. SELECTION AND INTERVIEW PROCESSES

The selection process is one of the most significant stages of recruitment and plays a critical role in ensuring that appointments are based upon professional merit, organisational fit and suitability to work with children.

The Edison Group believes that effective selection processes should be rigorous, evidence-based and designed to assess both professional competence and personal suitability. Interview procedures should provide candidates with opportunities to demonstrate their knowledge, skills, experience, judgement and commitment to educational excellence.

Shortlisting should be conducted systematically and objectively against predetermined criteria. Candidates selected for interview should demonstrate that they meet the essential requirements of the position and possess the potential to contribute positively to the school community.

Interviews should be conducted by appropriately constituted panels that possess the knowledge and expertise necessary to assess candidates effectively. Panel members should be familiar with recruitment procedures, safeguarding expectations and the requirements of the position being filled.

The interview process should explore a candidate's professional experience, educational philosophy, leadership capacity, interpersonal skills and understanding of safeguarding responsibilities. Candidates should be given

opportunities to provide examples of previous practice, discuss professional challenges and demonstrate their ability to contribute to school improvement.

Safeguarding must form an integral component of all interviews. Candidates should be asked questions that help assess their understanding of safeguarding principles, professional boundaries, student welfare and ethical responsibilities. Responses should provide insight into the candidate's attitudes, judgement and commitment to child protection.

For teaching positions, the selection process may include lesson observations, teaching demonstrations or practical activities that allow candidates to demonstrate classroom practice. Leadership candidates may be asked to deliver presentations, analyse scenarios or participate in discussions relating to school improvement and educational leadership.

Reference information, employment history and supporting evidence should be considered alongside interview performance. Recruitment decisions should be based upon a balanced evaluation of all available information rather than a single aspect of the selection process.

Throughout the process, recruitment panels should remain mindful that the objective is not simply to identify the strongest candidate academically or professionally but to identify the individual who best combines professional competence, personal integrity, safeguarding awareness and alignment with the values of the Edison Group.

The selection process should conclude with a carefully considered recommendation that reflects the evidence gathered and supports the long-term interests of both students and the organisation.

10. SAFEGUARDING AND SUITABILITY CHECKS

The Edison Group recognises that safeguarding begins long before a new employee enters a classroom or interacts with students. One of the most important responsibilities of the recruitment process is ensuring that every individual appointed to a position within the organisation is suitable to work in an educational environment and does not present a risk to children or the wider school community.

Safeguarding and suitability checks form a critical component of the Group's commitment to child protection and safer recruitment. These checks help verify the identity, qualifications, experience and professional standing of prospective employees and reduce the likelihood of unsuitable individuals gaining access to students.

No offer of employment shall be considered fully confirmed until all required safeguarding and suitability checks have been completed satisfactorily. The completion of an interview process alone does not guarantee employment, and the Edison Group reserves the right to withdraw an offer if concerns emerge during the verification process.

The Group recognises that safeguarding checks should be conducted thoroughly, consistently and professionally. These procedures protect not only students but also staff, parents and the reputation of the organisation.

Identity Verification

Establishing a candidate's identity is a fundamental element of safer recruitment. Schools must be confident that individuals are who they claim to be and that all supporting documentation is authentic.

Candidates shall be required to provide official identification documents that verify their identity, nationality and legal status. Documentation should be reviewed carefully and maintained in accordance with school record-keeping procedures.

Any discrepancies identified during the verification process should be investigated and resolved before employment is confirmed.

Qualification Verification

The Edison Group places significant importance on professional competence and educational qualifications. Candidates must possess the qualifications required for the position and any additional credentials required by regulatory authorities.

Original qualification documents should be reviewed and verified wherever possible. Schools should take reasonable steps to confirm the authenticity of qualifications and professional certifications, particularly where appointments involve teaching, leadership or specialist responsibilities.

Where qualifications have been obtained internationally, appropriate verification procedures should be undertaken to ensure their validity and relevance.

Employment History Verification

A candidate's employment history provides important information regarding professional experience, performance and suitability.

Schools should review employment histories carefully and seek clarification regarding any unexplained gaps, inconsistencies or unusual patterns. Candidates should be provided with opportunities to explain such matters during the recruitment process.

Employment history reviews contribute to safeguarding by helping schools identify concerns that may warrant further investigation or clarification.

Professional References

References provide valuable insight into a candidate's professional conduct, performance, reliability and suitability for employment.

The Edison Group expects references to be obtained from appropriate professional sources who have direct knowledge of the candidate's work and performance. References should be reviewed carefully and any concerns, inconsistencies or ambiguities should be explored before appointment decisions are finalised.

Particular attention should be given to information relating to safeguarding, professional conduct, disciplinary matters and suitability to work with children.

References should form part of the overall recruitment assessment and should not be viewed as a procedural formality.

Criminal Background Checks

Criminal background checks are an essential safeguarding measure designed to protect students and support safer recruitment practices.

The Edison Group requires all employees to undergo appropriate criminal record and police clearance checks in accordance with the laws and regulations of the State of Qatar and any other relevant jurisdictions where the individual has previously lived or worked.

The existence of a criminal record does not automatically prevent employment. However, all information must be considered carefully in relation to the nature of the role, safeguarding responsibilities and potential risks to students.

Any concerns identified through criminal background checks should be reviewed by senior leadership and managed in accordance with safeguarding principles and applicable legal requirements.

Medical Fitness and Health Requirements

The Edison Group recognises the importance of ensuring that employees are medically fit to perform the responsibilities associated with their roles.

Medical assessments should be conducted in accordance with applicable regulations and should focus on ensuring that individuals can perform their duties safely and effectively.

The Group remains committed to supporting employee wellbeing and recognises the importance of maintaining a fair and inclusive approach when considering health-related matters.

Professional Conduct and Suitability

Safeguarding extends beyond qualifications and criminal background checks. Schools must also consider a candidate's overall suitability for a position of trust within an educational environment.
Professional conduct, ethical decision-making, interpersonal skills and attitudes towards safeguarding should be evaluated throughout the recruitment process.
Candidates who demonstrate behaviour inconsistent with the values, safeguarding expectations or professional standards of the Edison Group may be deemed unsuitable for employment, regardless of their qualifications or experience.
The Group expects all employees to demonstrate integrity, professionalism and a commitment to the welfare of children.

11. RECRUITMENT OF VOLUNTEERS, CONTRACTORS AND EXTERNAL PROVIDERS

The Edison Group recognises that individuals other than employees may have access to students and school environments. Volunteers, contractors, consultants, activity providers, coaches, guest speakers and other external personnel can make valuable contributions to school life. However, their involvement also requires careful safeguarding consideration.
The Group is committed to ensuring that appropriate safeguarding standards apply to all adults who interact with students, regardless of their employment status.
Volunteers should be selected carefully and provided with appropriate guidance regarding safeguarding expectations, professional conduct and school procedures. The level of supervision and screening required should reflect the nature of the role and the degree of contact with students.
Contractors and external service providers should be subject to appropriate verification procedures before being permitted access to school premises. Schools should ensure that external personnel understand and comply with relevant safeguarding requirements while on site.
Educational activities delivered by external organisations should be reviewed to ensure that they align with school values, educational objectives and safeguarding expectations.
The welfare of students must remain the primary consideration whenever external personnel are involved in school activities.

12. INDUCTION AND PROBATION

Recruitment does not conclude when an appointment is made. The successful integration of new employees requires a structured induction process that introduces staff to the expectations, values and procedures of the Edison Group.

Induction serves both educational and safeguarding purposes. It helps ensure that employees understand their responsibilities, become familiar with organisational systems and develop the knowledge required to perform their roles effectively.

All newly appointed staff should participate in an induction programme that includes safeguarding and child protection procedures, staff conduct expectations, health and safety requirements, curriculum expectations, organisational values and relevant policies.

Safeguarding induction should be completed as a priority and should ensure that employees understand reporting procedures, professional boundaries and their responsibilities in protecting students from harm.

The probationary period provides an opportunity for schools to evaluate performance, professional conduct and suitability within the role. During this period, employees should receive guidance, mentoring, support and regular feedback.

Probation reviews should consider professional performance, relationships with students and colleagues, adherence to policies and overall contribution to the school community.

Confirmation of employment should only occur when leaders are satisfied that the employee has demonstrated the competence, professionalism and suitability required for the position.

13. RECORD KEEPING AND CONFIDENTIALITY

Accurate record keeping is an essential component of effective recruitment and organisational accountability.

The Edison Group shall maintain appropriate recruitment records that document the recruitment process, selection decisions, safeguarding checks and employment documentation associated with each appointment.

Personnel files should contain relevant information relating to qualifications, references, suitability checks, contracts, professional certifications and employment records.

Recruitment records should be maintained securely and access should be restricted to authorised personnel with legitimate professional responsibilities.

The Group recognises its responsibility to manage information responsibly and to protect the privacy of applicants and employees. Information obtained during the recruitment process should be used solely for legitimate employment purposes and handled in accordance with applicable confidentiality and data protection requirements.

Leaders should ensure that records remain accurate, current and appropriately maintained throughout an employee's period of service.

14. MONITORING, EVALUATION AND QUALITY ASSURANCE

The Edison Group is committed to maintaining high standards of recruitment practice through ongoing monitoring and evaluation.

Recruitment procedures should be reviewed regularly to ensure continued effectiveness, legal compliance and alignment with safeguarding expectations. Monitoring activities help identify strengths, address weaknesses and promote continuous improvement.

School leaders should periodically review recruitment records, safeguarding documentation, interview processes and appointment procedures to ensure consistency and quality.

Quality assurance activities may include recruitment audits, compliance reviews, safeguarding checks, leadership reviews and internal evaluations.

The purpose of monitoring is not merely to ensure procedural compliance but to strengthen recruitment practice and support the appointment of high-quality professionals who contribute positively to student outcomes and organisational success.

Findings from monitoring activities should inform future improvements to recruitment procedures, staff training and policy development.

15. POLICY REVIEW

This policy shall be reviewed annually by theHuman Resources Department, Principals and Designated Safeguarding Leads.

The review process shall consider changes in employment legislation, safeguarding requirements, MOEHE regulations, NEASC expectations, organisational priorities and emerging best practice.

Feedback from recruitment panels, school leaders and relevant stakeholders may also contribute to the review process.

Any amendments to the policy shall be approved through the Edison Group governance structure prior to implementation.

The Edison Group is committed to ensuring that recruitment practices remain current, effective and aligned with the highest standards of professional and safeguarding practice.

16. CONCLUSION

The Edison Group believes that safeguarding, educational excellence and organisational success begin with the recruitment of the right people. Every appointment represents an opportunity to strengthen the school community and contribute positively to the experiences and outcomes of students.

Through rigorous recruitment procedures, thorough safeguarding checks, professional selection processes and effective induction arrangements, the Group seeks to ensure that all employees demonstrate the competence, integrity and commitment necessary to fulfil positions of trust within an educational environment.

By maintaining high standards of recruitment and safer hiring, the Edison Group protects students, strengthens school culture and supports its mission of providing outstanding educational experiences for every learner.

STAFF CODE OF CONDUCT POLICY		
	Policy Number	**C17**
	Effective Date	**26/08/2024**
	Issue Date	**01/06/2024**
	Valid Until	**31/05/2027**

REVISION HISTORY

Revision No	Issue Date	Amendment Description	Date Effective	Revalidated
00	Aug 2015	First Issue	Aug 2015	
01	19/08/2018	Review and update	20/08/2018	
02	07/12/2021	Review and update	04/01/2022	
03	01/06/2024	Review and update	20/08/2024	
04	30/05/26	Review and update	16/08/26	**31/05/2029**

STAFF CODE OF CONDUCT POLICY	**Prepared By**	**HR - Admin**
	Issued By	**HR Department**
	Page 1 of 4	

C17 STAFF CODE OF CONDUCT POLICY

Edison Group of Schools

Applies To

- Edison International Academy Aspire
- Edison International Academy Al Markhiya
- Edison Global Academy Lusail
- Edison Global Academy Rawdat Al Hamama

1. INTRODUCTION

The Edison Group of Schools is committed to maintaining the highest standards of professionalism, integrity and ethical conduct across all areas of its operations. Every employee, regardless of role or position, contributes to the culture, reputation and effectiveness of the organisation and plays a vital role in supporting student learning, wellbeing and development.

Schools are unique environments in which children, parents and communities place considerable trust in educators and school staff. Employees are entrusted with significant responsibilities and are expected to demonstrate conduct that reflects the values, expectations and professional standards of the Edison Group at all times.

Professional conduct extends far beyond the delivery of curriculum or the completion of assigned duties. It encompasses relationships with students, colleagues and parents, professional decision-making, communication, confidentiality, safeguarding responsibilities and personal behaviour both within and outside the workplace.

Students learn not only through formal instruction but also through observing the behaviour, attitudes and actions of the adults around them. Staff therefore serve as role models whose conduct can significantly influence student behaviour, school culture and the overall learning environment.

The Edison Group recognises that maintaining clear professional standards protects students, supports staff, promotes public confidence and contributes to a safe, respectful and effective educational environment. This policy establishes the expectations that guide professional behaviour throughout the organisation and provides a framework for ethical decision-making and accountability.

The policy applies to all employees, including teachers, school leaders, support staff, administrators, counsellors, learning support staff, volunteers, contractors and any other individuals working on behalf of the Edison Group.

2. PURPOSE OF THE POLICY

The purpose of this policy is to establish clear expectations regarding professional conduct and behaviour throughout the Edison Group. It seeks to promote a culture of professionalism, respect, accountability and integrity that supports educational excellence and student wellbeing.

The policy provides guidance regarding the standards of behaviour expected of employees and helps ensure consistency across all Edison Group schools. By clearly articulating professional expectations, the policy supports positive working relationships, effective communication and sound professional judgement.

A further purpose of the policy is to strengthen safeguarding practices by ensuring that staff understand their responsibilities in relation to professional boundaries, student welfare and appropriate conduct. Professional behaviour and safeguarding are closely connected, and maintaining high standards of conduct contributes directly to the protection and wellbeing of students.

The policy also serves to protect employees by providing clarity regarding expectations and supporting consistent decision-making. Clear standards help reduce misunderstandings, promote fairness and create a shared understanding of professional responsibilities.

Ultimately, the Edison Group seeks to create learning environments in which students, parents and staff can have confidence in the professionalism, integrity and commitment of those working within the organisation.

3. PROFESSIONAL VALUES AND EXPECTATIONS

The Edison Group believes that professional conduct is founded upon a set of core values that guide behaviour, relationships and decision-making. These values reflect the organisation's commitment to educational excellence and provide the foundation upon which professional practice is built.

Professionalism requires employees to demonstrate competence, reliability, responsibility and a commitment to high standards. Staff are expected to perform their duties diligently, fulfil their responsibilities effectively and contribute positively to the achievement of organisational goals.

Integrity is central to professional conduct. Employees should act honestly, ethically and transparently in all professional matters. Trust is one of the most important assets within a school community, and staff must ensure that their actions support and maintain that trust.

Respect should be evident in all interactions. Staff are expected to treat students, colleagues, parents and visitors with courtesy, fairness and dignity. Respectful behaviour contributes to positive relationships, effective collaboration and a supportive working environment.

Accountability requires employees to accept responsibility for their actions, decisions and professional obligations. Staff should be prepared to reflect on their practice, learn from experience and take appropriate action when improvements are required.

The Edison Group also places significant importance on continuous improvement. Employees are encouraged to engage in professional learning, seek feedback and contribute actively to school development initiatives. A commitment to growth and reflection strengthens professional practice and supports improved outcomes for students.

These values should guide everyday conduct and should be reflected consistently in the way employees interact with others and fulfil their professional responsibilities.

4. PROFESSIONAL RELATIONSHIPS WITH STUDENTS

The relationship between staff and students is fundamental to effective teaching, learning and student wellbeing. Positive professional relationships create environments in which students feel safe, respected, supported and motivated to learn.

The Edison Group expects all staff to establish relationships with students that are professional, appropriate and based upon mutual respect. These relationships should support learning, promote wellbeing and contribute positively to student development.

Employees must always recognise that relationships with students are characterised by an inherent imbalance of power. Staff occupy positions of authority and trust, and students may be particularly vulnerable to influence. For this reason, employees must exercise professional judgement and maintain clear boundaries at all times.

Interactions with students should be transparent, respectful and consistent with the role of an educator or school employee. Staff should avoid behaviours that could create confusion regarding professional boundaries or that may compromise student welfare, staff credibility or the reputation of the school.

Professional relationships should never become overly familiar, exclusive or dependent. Staff should take care to ensure that all interactions remain appropriate and that students are treated fairly and equitably.

Employees should also recognise that seemingly minor actions can sometimes be misinterpreted. Maintaining professional boundaries protects both students and staff and contributes to a safe and respectful educational environment.

The Edison Group believes that effective professional relationships are characterised by care, encouragement, respect and appropriate support while maintaining the clear boundaries necessary within educational settings.

5. SAFEGUARDING RESPONSIBILITIES

Safeguarding is a fundamental responsibility of every employee working within the Edison Group. Protecting students from harm and promoting their welfare must remain a priority in all aspects of professional practice.

Employees are expected to remain vigilant and responsive to any concerns relating to student safety, wellbeing or protection. Staff should understand that safeguarding concerns may arise in many different forms and that early identification can play a critical role in preventing harm.

All employees must familiarise themselves with the Edison Group Safeguarding and Child Protection Policy and comply fully with safeguarding procedures. Concerns regarding student welfare should be reported promptly through established channels, regardless of personal opinions regarding the significance of the concern.

Professional conduct and safeguarding are closely connected. Maintaining appropriate boundaries, demonstrating sound judgement and following established procedures all contribute to a strong safeguarding culture.

Employees should recognise that safeguarding responsibilities extend beyond responding to concerns. Staff also contribute to safeguarding through the creation of safe learning environments, positive relationships, respectful communication and the promotion of student wellbeing.

The Edison Group expects all employees to place the welfare of students at the centre of professional decision-making and to contribute actively to the development of a culture in which safeguarding is everyone's responsibility.

6. PROFESSIONAL CONDUCT AND BEHAVIOUR

The Edison Group expects all employees to demonstrate the highest standards of professional conduct at all times. Professional behaviour contributes directly to the quality of education provided, the wellbeing of students and the reputation of the school. Every interaction, decision and action undertaken by an employee has the potential to influence school culture and the experiences of those within the school community.

Professional conduct requires employees to exercise sound judgement, demonstrate integrity and act in a manner that reflects the values and expectations of the Edison Group. Staff should conduct themselves in ways that promote trust, confidence and respect among students, parents, colleagues and the wider community.

Employees are expected to fulfil their duties conscientiously and to maintain high standards of reliability, punctuality and attendance. Professional responsibilities should be completed accurately, promptly and to the best of the employee's ability. Staff should take personal responsibility for the quality of their work and seek assistance when necessary to ensure that expectations are met.

The Edison Group believes that respectful behaviour should underpin all professional interactions. Employees should treat others courteously, avoid inappropriate language or behaviour and contribute positively to a professional and supportive working environment. Behaviour that intimidates, humiliates, discriminates against or undermines others is inconsistent with the values of the organisation and will not be tolerated.

Professional conduct also requires employees to manage disagreements appropriately. Differences of opinion are a natural part of professional life; however, they should be addressed respectfully, constructively and through appropriate channels. Staff should seek solutions that support positive working relationships and contribute to the overall effectiveness of the school.

Employees are expected to avoid any conduct that may bring the school or the Edison Group into disrepute. Professional standards apply both within and outside the workplace where personal behaviour may reasonably be associated with the organisation or affect professional credibility.

Ultimately, professional conduct is demonstrated not through occasional actions but through the consistent application of high standards in everyday practice. The Edison Group expects all employees to contribute positively to a culture characterised by professionalism, integrity and mutual respect.

7. COMMUNICATION AND PROFESSIONAL RELATIONSHIPS

Effective communication is essential to the success of any educational organisation. The Edison Group is committed to fostering a culture in which communication is respectful, professional, transparent and focused on supporting student success.

Employees are expected to communicate clearly, courteously and professionally with students, parents, colleagues and external stakeholders. Communication should reflect the values of the organisation and contribute positively to relationships within the school community.

Professional relationships between colleagues should be characterised by cooperation, mutual respect and shared commitment to educational excellence. Staff should recognise the value of teamwork and contribute positively to collaborative efforts that support student learning and school improvement.

The Edison Group encourages professional dialogue that promotes reflection, innovation and continuous improvement. Staff should be willing to share ideas, provide constructive feedback and engage in professional discussions that contribute to the development of effective practice.

Relationships with parents should be based upon partnership, trust and mutual respect. Parents have a significant role in their children's education and should be treated as valued partners in the learning process. Communication with parents should be timely, accurate and solution-focused.

Employees should exercise care when discussing students, colleagues or school matters. Sensitive conversations should be conducted appropriately and confidential information should not be shared in public settings or with individuals who do not have a legitimate need to know.

The Group recognises that misunderstandings and disagreements may occasionally arise. When concerns occur, employees should seek to resolve matters professionally, respectfully and through appropriate channels. Escalation procedures should be followed where necessary, and staff should avoid behaviour that contributes to conflict or division.

Professional communication contributes significantly to school culture. Through respectful and effective communication, employees help create environments characterised by trust, collaboration and positive relationships.

8. SOCIAL MEDIA AND ONLINE CONDUCT

The Edison Group recognises that digital technologies and social media platforms form an increasingly important part of modern communication. While these technologies provide valuable opportunities for connection, learning and professional engagement, they also present risks that require careful management and professional judgement.

Employees should recognise that professional responsibilities extend into digital environments. Online behaviour can affect professional reputation, public confidence and the reputation of the school. Staff should therefore exercise the same standards of professionalism online as they would within the workplace.

The Edison Group expects employees to use social media responsibly and to avoid any online activity that could undermine professional credibility, compromise safeguarding or damage the reputation of the organisation.

Staff should maintain clear professional boundaries when interacting online. Personal social media accounts should not be used to communicate privately with students or former students of school age. Professional communication with students should occur only through approved school platforms and communication channels.

Employees should exercise caution when posting content online. Comments, photographs, videos or opinions shared on social media may be viewed by students, parents, colleagues or members of the wider community. Staff should therefore consider carefully how online activity may be interpreted and whether it reflects the standards expected of an educational professional.

Confidential information relating to students, parents, staff or school operations must never be shared through social media or other online platforms. Employees should also avoid posting content that could reasonably be perceived as discriminatory, offensive, inappropriate or inconsistent with the values of the Edison Group.

The Group recognises the positive role that technology can play in education and professional learning. Employees are encouraged to engage with digital tools responsibly and to model safe, ethical and respectful online behaviour for students.

This section should be read in conjunction with the Edison Group Online Safety Policy, Acceptable Use Policy and Safeguarding and Child Protection Policy.

9. CONFIDENTIALITY AND INFORMATION MANAGEMENT

Employees working within schools have access to significant amounts of personal, educational and organisational information. Students, parents and colleagues trust schools to handle such information responsibly and professionally.

The Edison Group is committed to protecting confidential information and ensuring that all employees understand their responsibilities regarding privacy, confidentiality and information management.
Confidential information may include student records, assessment data, safeguarding information, medical information, personnel records, financial information, meeting discussions and other sensitive organisational matters. Such information should only be accessed, used or shared for legitimate professional purposes.
Employees must take appropriate steps to protect confidential information from unauthorised access, disclosure, loss or misuse. Documents should be stored securely, electronic information should be protected appropriately and conversations involving sensitive matters should take place in suitable environments.
Staff should recognise that confidentiality is particularly important in relation to safeguarding matters. Information relating to safeguarding concerns should only be shared with individuals who have a legitimate professional need to know and in accordance with safeguarding procedures.
Professional discretion should be exercised at all times. Employees should avoid discussing confidential matters in public spaces, social settings or with individuals who are not directly involved in the matter.
The Edison Group also recognises that confidentiality is not absolute. There may be circumstances in which information must be shared to protect a student, comply with legal obligations or fulfil professional responsibilities. In such situations, employees should follow established policies and seek guidance from appropriate leaders where necessary.
The responsible management of information contributes to trust, professionalism and safeguarding. Employees are therefore expected to treat all confidential information with the highest degree of care and responsibility.

10. DRESS CODE AND PROFESSIONAL APPEARANCE

The Edison Group believes that professional appearance contributes positively to school culture, student expectations and public confidence. Employees serve as role models for students and represent the organisation in their daily interactions with parents, visitors and the wider community.
Professional appearance should reflect the educational nature of the workplace and demonstrate respect for students, colleagues and the school community. Staff are expected to present themselves in a manner that is neat, professional and appropriate for their role and responsibilities.
The Group recognises the cultural context of the State of Qatar and expects employees to dress in a manner that is respectful of local customs, traditions and societal expectations. Clothing should be modest, professional and suitable for an educational environment.
Professional appearance should also take account of practical considerations such as health, safety and the specific duties associated with particular roles. Employees working in laboratories, physical education settings,

workshops or other specialised environments should comply with any additional dress or safety requirements relevant to those areas.

The purpose of professional dress expectations is not to restrict personal expression unnecessarily but to maintain standards that support professionalism, respect and organisational credibility.

Employees should ensure that their appearance contributes positively to the image and reputation of the Edison Group and reflects the standards expected of educational professionals.

11. GIFTS, HOSPITALITY AND CONFLICTS OF INTEREST

The Edison Group recognises the importance of maintaining professional integrity, impartiality and public confidence in all aspects of school operations. Employees occupy positions of trust and must ensure that personal interests, gifts, hospitality or external relationships do not influence, or appear to influence, professional judgement or decision-making.

The acceptance or offering of gifts and hospitality can sometimes create perceptions of favouritism, obligation or conflicts of interest. While the Group acknowledges that small gestures of appreciation may occasionally be offered as expressions of gratitude, employees must exercise sound professional judgement and ensure that such gestures do not compromise professional objectivity.

Employees should not solicit gifts, favours or personal benefits from students, parents, suppliers, contractors or any individual associated with the school. Similarly, staff should avoid placing themselves in situations where others may perceive that decisions or actions have been influenced by personal gain.

Modest tokens of appreciation may be accepted where they are of nominal value, culturally appropriate and unlikely to influence professional conduct. However, any gift or hospitality that could reasonably be viewed as excessive, inappropriate or capable of influencing decision-making should be politely declined.

The Edison Group expects employees to disclose any actual, potential or perceived conflicts of interest that may arise in relation to their professional duties. A conflict of interest exists when personal, financial, family or external interests could affect, or appear to affect, an employee's ability to act impartially and in the best interests of the school.

Examples may include involvement in external businesses that provide services to the school, participation in decision-making involving family members, personal relationships that influence professional responsibilities or any situation in which personal interests conflict with organisational interests.

Employees should immediately disclose such situations to their line manager or school leadership so that appropriate guidance and safeguards can be implemented.

The Edison Group is committed to maintaining ethical practices and transparent decision-making. Employees are expected to place the interests of students and the organisation above personal interests and to conduct themselves in a manner that upholds trust and professional credibility.

12. PHYSICAL CONTACT AND APPROPRIATE INTERACTION

The Edison Group recognises that positive relationships between staff and students are essential to effective education and student wellbeing. At the same time, employees must ensure that all interactions remain appropriate, professional and consistent with safeguarding expectations.

Physical contact between staff and students should always be guided by professional judgement, student welfare and the principles of safeguarding. While there are circumstances in which physical contact may be appropriate, necessary or unavoidable, employees must ensure that such contact is suitable, proportionate and in the best interests of the student.

Examples of situations in which physical contact may be appropriate include providing first aid, preventing injury, supporting students with specific medical or physical needs, assisting young children where necessary or offering reassurance in situations of distress. In all cases, the nature of the contact should be appropriate to the circumstances and respectful of the student's dignity and personal boundaries.

Employees should remain mindful that physical contact can be interpreted differently by different individuals and cultures. Staff should therefore exercise caution, maintain transparency and avoid any behaviour that could be misinterpreted or create discomfort for the student.

Physical contact should never be initiated for personal reasons and should never be used in a manner that could be perceived as inappropriate, intimidating, excessive or harmful.

The Edison Group prohibits any form of physical behaviour that may compromise student welfare, violate professional boundaries or place students at risk.

Employees should also be attentive to students' personal space and respect individual preferences wherever possible. Older students, in particular, may have different expectations regarding personal boundaries, and staff should respond sensitively and professionally.

Maintaining appropriate physical boundaries protects both students and staff and contributes to a safe and respectful learning environment.

13. ONE-TO-ONE SITUATIONS AND STUDENT MEETINGS

The Edison Group recognises that there are occasions when employees may need to meet individually with students for educational, pastoral, behavioural, wellbeing or safeguarding purposes. Such interactions can provide valuable support and contribute positively to student development.

However, one-to-one situations also require careful management in order to safeguard students and protect staff from misunderstandings, allegations or inappropriate situations.

Employees should ensure that individual meetings with students are conducted in a manner that promotes transparency, accountability and safety. Wherever possible, meetings should take place in locations that are visible, accessible and appropriate for professional interactions.

Rooms used for one-to-one meetings should ideally have windows, open visibility or other safeguards that allow interactions to remain observable while still maintaining an appropriate level of privacy. Staff should avoid situations in which they are isolated with students in locations that are not easily accessible or observable by others.

Professional boundaries should remain clear throughout all one-to-one interactions. Discussions should remain relevant to the purpose of the meeting and should be conducted respectfully and professionally.

Where meetings involve sensitive issues relating to wellbeing, safeguarding or behavioural concerns, employees should follow relevant school procedures and maintain appropriate records where required.

The Edison Group recognises that certain roles, including counsellors, safeguarding personnel and pastoral staff, may regularly conduct individual meetings with students. Such interactions should continue to be guided by safeguarding principles, professional standards and organisational procedures.

Transparency and accountability are essential safeguards in maintaining trust and ensuring that individual student support remains both effective and appropriate.

14. USE OF TECHNOLOGY AND SCHOOL RESOURCES

The Edison Group provides employees with access to technology, digital platforms, communication systems, facilities and resources to support teaching, learning and school operations. Employees are expected to use these resources responsibly, professionally and in accordance with organisational policies.

Technology should be used in ways that support educational objectives, operational efficiency and student learning. Employees should demonstrate responsible digital behaviour and model appropriate technology use for students.

School devices, networks, email systems, learning platforms and digital resources should primarily be used for legitimate professional purposes. Limited personal use may be permitted where it does not interfere with professional responsibilities, compromise security or conflict with school policies.

Employees should take reasonable steps to protect school systems and information from unauthorised access, misuse or security breaches. Passwords should be protected, devices should be secured appropriately and confidential information should be handled responsibly.

The Edison Group recognises the growing role of artificial intelligence and emerging technologies within education. Employees who utilise AI tools should do so ethically, professionally and in accordance with school guidance. AI-generated content should be reviewed carefully for accuracy, appropriateness and educational value before use.

Technology should never be used in a manner that compromises safeguarding, confidentiality or professional standards. Employees should avoid accessing inappropriate content, engaging in unauthorised activities or using school resources in ways that may damage the reputation of the organisation.

Responsible use of technology contributes to effective learning environments, organisational efficiency and the safe operation of school systems.

15. WHISTLEBLOWING AND PROFESSIONAL CONCERNS

The Edison Group is committed to promoting a culture of openness, accountability and continuous improvement. Employees have a professional and ethical responsibility to raise concerns when they believe that wrongdoing, misconduct, unsafe practices or breaches of policy may be occurring.

Whistleblowing plays an important role in protecting students, staff and the organisation. Concerns raised in good faith can help identify risks, prevent harm and strengthen organisational effectiveness.

Employees should feel confident in reporting concerns relating to safeguarding, professional misconduct, unethical behaviour, financial irregularities, health and safety risks, breaches of policy or any matter that may negatively affect students or the school community.

The Group recognises that raising concerns can sometimes feel difficult or uncomfortable. Employees should therefore be supported in reporting concerns without fear of retaliation, victimisation or unfair treatment.

Concerns should be reported through appropriate channels and in accordance with established procedures. School leaders are responsible for ensuring that concerns are considered seriously, investigated appropriately and addressed in a timely manner.

The Edison Group is committed to fostering an environment in which professional concerns are viewed as opportunities to protect students, strengthen practice and uphold organisational values rather than as acts of disloyalty.

Employees who knowingly make false or malicious allegations may be subject to disciplinary action. However, individuals who raise genuine concerns in good faith will be supported and protected.

A strong whistleblowing culture contributes to transparency, safeguarding and the continuous improvement of the organisation.

16. ALLEGATIONS AGAINST STAFF

The Edison Group recognises that allegations may occasionally be made against employees. Such situations require careful management to ensure that students are protected, concerns are investigated appropriately and all parties are treated fairly and respectfully.

Any allegation that an employee may have behaved in a manner that has harmed a student, may pose a risk to students or may have breached professional boundaries must be treated as a serious matter and managed in accordance with safeguarding procedures.

The welfare and safety of students shall remain the primary consideration throughout the process. At the same time, employees are entitled to fair treatment, confidentiality and procedural fairness while concerns are being reviewed.

Allegations should be reported immediately to the Principal and Designated Safeguarding Lead, or through alternative reporting arrangements where appropriate. Concerns should never be ignored, dismissed or managed informally where safeguarding considerations may exist.

Investigations should be conducted professionally, objectively and sensitively. Information should be shared only with individuals who have a legitimate need to know, and confidentiality should be maintained as far as reasonably possible.

The Edison Group recognises that allegations can be distressing for everyone involved. Appropriate support should therefore be provided to students, employees and families while investigations are ongoing.

This section should be read in conjunction with the Safeguarding and Child Protection Policy, Whistleblowing Policy and relevant disciplinary procedures.

17. MONITORING, EVALUATION AND PROFESSIONAL ACCOUNTABILITY

The Edison Group is committed to maintaining the highest standards of professional conduct across all schools and departments. Professional standards must not only be clearly communicated but also consistently monitored, evaluated and reinforced through effective leadership, accountability and professional development.

Professional accountability is a shared responsibility that extends across all levels of the organisation. While school leaders play an important role in monitoring conduct and supporting professional growth, every employee is responsible for reflecting upon their own behaviour, maintaining professional standards and contributing positively to the school community.

The purpose of monitoring professional conduct is not simply to identify concerns or enforce compliance. Rather, it is to promote excellence, strengthen professional practice and ensure that staff conduct consistently reflects the values and expectations of the Edison Group.

School leaders should monitor professional conduct through a variety of formal and informal processes. These may include classroom observations, learning walks, performance reviews, professional discussions, staff feedback, parent feedback, safeguarding audits and day-to-day leadership interactions.

Professional conduct should also be considered during appraisal processes, probation reviews and leadership evaluations. Employees should be encouraged to reflect on their professional practice and identify areas for growth and development.

Where concerns regarding conduct arise, leaders should address them promptly, fairly and professionally. Early intervention often helps resolve concerns before they escalate and contributes to a positive and supportive working environment.

The Edison Group believes that accountability and support should work together. Employees should be provided with opportunities for coaching, mentoring, professional development and guidance that help them meet professional expectations and continue developing their skills.

Where conduct falls below expected standards, appropriate action may be taken in accordance with relevant policies and procedures. Such action should be proportionate, fair and focused on maintaining professional standards while supporting improvement wherever possible.

Monitoring and evaluation activities should also contribute to school improvement planning and organisational development. Trends, strengths and areas for growth identified through professional accountability processes should inform future professional learning initiatives and policy reviews.

Ultimately, professional accountability supports trust, educational quality, safeguarding and organisational effectiveness. By maintaining high standards and promoting continuous improvement, the Edison Group seeks to create an environment in which both students and staff can thrive.

18. POLICY REVIEW

The Edison Group recognises that professional expectations evolve in response to changes in educational practice, safeguarding guidance, legal requirements and organisational priorities. This policy must therefore remain current, relevant and reflective of best practice.

The Staff Code of Conduct Policy shall be reviewed annually by the Edison Group Managing Director and Senior Leadership Team, Human Resources Department, Principals and Designated Safeguarding Leads.

The review process shall consider:

Changes to MOEHE regulations and guidance.

Updates to safeguarding and child protection requirements.

NEASC accreditation standards and recommendations.

Changes to employment legislation.

Emerging educational and technological developments.
Feedback from staff and school leaders.
Findings from investigations, audits and monitoring activities.
School improvement priorities and organisational goals.
The review process should evaluate both the effectiveness of the policy and the extent to which it continues to meet the needs of the Edison Group schools and wider community.
Where amendments are required, revisions shall be approved through the appropriate Edison Group governance processes prior to implementation.
Updated versions of the policy shall be communicated to staff and incorporated into induction, professional development and staff handbook documentation where appropriate.
The Edison Group is committed to ensuring that its professional expectations remain aligned with the highest standards of educational practice, safeguarding and organisational excellence.

19. CONCLUSION

The Edison Group believes that professional conduct lies at the heart of educational excellence. The quality of relationships, interactions and decisions made by staff each day directly influences student learning, wellbeing, safeguarding and school culture.
Every employee contributes to the reputation, effectiveness and success of the organisation. Through their actions, staff demonstrate the values of the Edison Group and help create environments in which students feel safe, respected, supported and inspired to achieve their potential.
This policy is founded upon the principle that professionalism extends beyond compliance with rules and procedures. It reflects a commitment to integrity, accountability, respect, ethical conduct and continuous improvement. These principles should guide behaviour, decision-making and professional relationships throughout every aspect of school life.
The Edison Group expects all employees to uphold the standards outlined within this policy and to serve as positive role models for students and colleagues. By maintaining high professional standards, staff strengthen trust, support safeguarding, enhance educational outcomes and contribute to a culture of excellence.
Through shared commitment, professional responsibility and adherence to the values of the organisation, the Edison Group will continue to provide safe, supportive and high-quality educational environments that prepare students for success in school, in life and as positive contributors to society.

Appendix 1

PAID PRIVATE TUITION CIRCULAR (Circular No. 4)

To: All Staff Members of Edison Schools Group Schools

This circular is issued by Edison Schools Group Management to inform all staff members that NO PAID PRIVATE TUITION may be provided to ANY STUDENT enrolled at the staff member's own Edison school.
Any breach of this requirement may result in disciplinary action and may lead to termination of employment.
Should a member of staff wish to provide additional academic support to students enrolled at their own Edison school, this must be done only through approved school programmes, intervention programmes, enrichment programmes or ESL programmes organised and approved by the school.
Private arrangements between staff members and students or parents of their own Edison school are strictly prohibited.
Members of staff are requested to sign this letter of acceptance and return it to the School Principal.
I hereby confirm that I have read, understood and accept the above requirements.
Name: _____
Position: _____
Signature: _____
Date: _____

Appendix 2

MOBILE PHONE USE DURING SCHOOL HOURS

Circular No. 32

Arabic	**English**
التعميم رقم 32	**Circular No. 32**
لا يُسمح للموظفين باستخدام هواتفهم المحمولة الشخصية لالتقاط صور أو مقاطع فيديو للطلاب.	**Staff are not permitted to use their personal mobile phones to take photographs or videos of students.**
السيدات والسادة أعضاء الهيئة التعليمية والإدارية،	Dear Staff Members,
بالإشارة إلى استخدام بعض الموظفين للهواتف المحمولة الشخصية لتصوير الطلاب أو تسجيل مقاطع فيديو لهم، فقد تقرر عدم السماح لأي موظف باستخدام	It has been noted that some staff members have used personal mobile phones to take photographs or videos of students. Therefore, it has been decided that no member of staff may use a

هاتفه الشخصي لتصوير الطلاب أو تسجيلهم داخل المدرسة أو أثناء الأنشطة المدرسية.	personal mobile phone to photograph or record students while on school premises or during school activities.
يتعين على الموظفين استخدام الأجهزة أو الهواتف المعتمدة من المدرسة فقط لتوثيق الأنشطة التعليمية أو المدرسية المعتمدة.	Staff must use only school-approved devices or school-issued mobile phones to document approved educational or school activities.
يجب إعادة الجهاز أو الهاتف المستخدم إلى الإدارة فور الانتهاء من التصوير أو التوثيق.	Any school-issued device must be returned to the administration immediately after use.
تم اعتماد هذا الإجراء حفاظاً على خصوصية الطلاب وحمايتهم وضمان الالتزام بمتطلبات حماية الطفل وسياسات الخصوصية المعمول بها في مدارس مجموعة إديسون.	This procedure has been implemented to protect student privacy, safeguard students and ensure compliance with Child Protection, Safeguarding and Privacy Policies throughout Edison Schools Group schools.
يتحمل الموظف المسؤولية الكاملة عن أي مخالفة لهذه التعليمات.	Staff members will be held accountable for any breach of these requirements.
نشكر لكم تعاونكم ودعمكم المستمر في تطبيق هذه الإجراءات.	Your cooperation and support in implementing these procedures are greatly appreciated.
إدارة مجموعة مدارس إديسون	**Edison Schools Group Management**

STAFF DISCIPLINARY AND GRIEVANCES POLICY & PROCEDURE

Policy Number	**C 18**
Effective Date	**26/08/2024**
Issue Date	**01/06/2024**
Valid Until	**31/05/2027**

REVISION HISTORY

Revision No	Issue Date	Amendment Description	Date Effective	Revalidated
00	Aug 2015	First Issue	Aug 2015	
01	19.8.18	Review and update	20.8.18	
02	07/12/2021	Review and update	04/01/2022	
03	01/06/2024	Review and update	20/08/2024	
04	30/05/26	Review and update	16/08/26	**31/05/2029**

STAFF DISCIPLINARY AND GRIEVANCES POLICY & PROCEDURE	**Prepared By**	**HR - Admin**
	Issued By	**HR Department**
	Page 1 of 11	

C18: STAFF DISCIPLINARY AND GRIEVANCE POLICY & PROCEDURE

1. **Rationale:**

Discipline is necessary for the efficient and effective daily operation of Edison Schools Group schools. Disciplinary rules and procedures help to promote effective employee relations as well as ensuring fairness, consistency and accountability in the treatment of individual employees.

2. **Aims:**

This document aims to find solutions to overcome difficulties whilst protecting the shared interests of everyone concerned within Edison Schools Group and ensuring the continued provision of high-quality educational services to students, parents and the wider school community.

3. Employees Covered by this Policy and Procedure:

This policy and procedure apply to all staff employed by Edison Schools Group schools, both teaching and non-teaching. It forms part of all employees' contracts of employment.

If an employee has difficulty reading, or if English is not his or her first language, someone able will explain the content of any written correspondence issued in relation to the Disciplinary Procedure.

It is the responsibility of Edison Schools Group Management, Human Resources Department, School Leadership Teams and Principals to ensure that all employees have access to a copy of this policy and procedure.

4. Delineation of Other Policies and Procedures:

In order for Edison Schools Group schools to manage conduct issues effectively and maintain a positive employee relations climate, it is essential that all staff understand the Disciplinary Policy and Procedure and its delineation from other policies and procedures, including but not limited to:

1. Code of Conduct Policy
2. Staff Performance Policy and Procedure
3. Health and Safety Policy
4. Staff Attendance Policy
5. Safeguarding and Child Protection Policy
6. Staff Code of Professional Conduct
7. Acceptable Use of Technology Policy
8. Social Media Policy

Clarification:

The Disciplinary Policy and Procedure has been developed to help encourage employees of Edison Schools Group schools to achieve and maintain acceptable standards of conduct and provide a fair and effective process for managing disciplinary issues.

The Staff Performance Policy and Procedure meanwhile has been developed to manage those situations where an employee's unsatisfactory work performance can be attributable to a lack of ability, aptitude, knowledge or skills.

5. Policy Statement

Disciplinary rules are necessary to set standards of conduct and performance throughout Edison Schools Group schools and make clear to employees what is expected of them. These rules should be recognised as reasonable by the Group and individual employees.

1. Knowing and observing the rules and being aware of the consequences of contravening those rules assist employees in attaining acceptable standards of conduct and behaviour.
2. The rules set out in this document cannot and are not intended to cover all possible incidents which may arise. The omission of a particular type of conduct from this policy does not mean that disciplinary action is thereby excluded. The policy gives examples only and any breach of normal good conduct, professional conduct or standards of work may be subject to disciplinary action.
3. Edison Schools Group encourages improvement in individual conduct and performance in order to both develop the individual and meet the Group's objectives.
4. This procedure sets out the action which will be taken when the rules are breached. It is intended to encourage employees to conform to acceptable standards.
5. The procedure must be applied fairly and consistently throughout the Group, and particular care must be taken not to discriminate.
6. All employees are expected to uphold the values, reputation, safeguarding responsibilities and professional expectations of Edison Schools Group schools at all times.
7. Principles

Where possible, or if appropriate to do so, disciplinary problems will be resolved by school management informally via discussion as part of day-to-day responsibilities, without referral to the formal procedure.

1. No disciplinary action will be taken against an employee until a thorough investigation of the allegations has been completed.
2. All employees are contractually obliged to make themselves available to attend investigatory interviews and disciplinary hearings when required, whether they are at work or not (i.e. absent from work due to sickness or suspension).
3. An employee will be entitled to be accompanied by a colleague who may be present to observe proceedings and advise the employee in question, but he/she cannot speak on the employee's behalf. There will be no right to external legal representation in any internal disciplinary proceedings.
4. All employees are required by their contract of employment to co-operate with the operation of this policy. Refusal to participate in an investigation is potentially a breach of contract.

5. Whilst management will apply the policy within the time limits specified, it may not always be possible to achieve this due to the availability of relevant individuals. Failure to adhere to the time limits shall not render the operation of the policy invalid.
6. If, at any stage in the procedure, it appears that there is a significant medical factor involved, then the employee may be referred to an appropriate external medical authority.
7. The Edison Group Managing Director and Senior Leadership Team of Edison Schools Group have overall responsibility for staffing matters throughout the Group. This responsibility may be delegated to Principals and relevant Heads of School.
8. Where responsibility for disciplinary hearings has been delegated, it may not be further delegated without the approval of Edison Schools Group Management.
9. Misappropriated or fraudulent loss found to have been caused to Edison Schools Group by an employee may result in the employee being requested to make recompense in either whole or in part.
10. Where allegations are of a criminal nature, they will normally be reported to the appropriate authorities; however, an internal investigation may continue and be concluded where it is not prejudicial to any external investigation.
11. If, during the course of the formal disciplinary process, the employee concerned raises a related grievance, consideration should be given to dealing with this as part of the ongoing disciplinary process. Alternatively, it may be appropriate to suspend the disciplinary process and consider the grievance as a separate matter.
12. Behaviour which subsequently proves to be frivolous, malicious or vexatious could result in disciplinary action being taken against the perpetrator.
13. Employees have a duty to report safeguarding concerns, child protection concerns, professional misconduct and serious breaches of school policy immediately.
14. Retaliation against any employee who raises a genuine concern, grievance or safeguarding issue in good faith will not be tolerated.

7. The Procedure

The purpose of the Disciplinary Procedure is to ensure that employees are treated fairly and consistently when concerns arise regarding conduct, behaviour or professional standards.

The procedure will normally follow the stages outlined below; however, Edison Schools Group reserves the right to commence the procedure at any stage depending on the seriousness of the matter.

The stages are:

1. Informal Discussion

2. Investigation
3. Disciplinary Hearing
4. Disciplinary Sanction
5. Appeal

In cases of alleged gross misconduct, Edison Schools Group may proceed directly to formal investigation and disciplinary hearing stages.

8. Suspension

Suspension is not a disciplinary sanction and does not imply guilt.
Suspension may be considered where:

1. the alleged misconduct is considered sufficiently serious.
2. there is a risk that evidence may be lost, destroyed or influenced.
3. there is a risk to students, staff, parents, visitors or school property.
4. there are safeguarding concerns requiring the employee to be removed from duties whilst investigations are conducted.
5. the continued presence of the employee may hinder the investigation process.

The decision to suspend an employee may be taken by the Managing Director, Leadership Team, Principal and/or relevant Head of Secondary.
Employees who are suspended shall:

1. remain available during normal working hours.
2. not enter any Edison Schools Group premises without prior authorisation.
3. not contact students, parents or staff regarding the matter under investigation unless authorised to do so.
4. maintain confidentiality regarding the investigation.

Suspension will normally be on full pay whilst investigations are being conducted.

9. Investigations

Before any disciplinary action is taken, an investigation will be carried out to establish the facts of the case.
The purpose of the investigation is to:

1. establish the facts relating to the allegation.
2. gather evidence.
3. obtain witness statements where necessary.

4. determine whether there is a case to answer.

The investigation may include:

- meetings with the employee concerned.
- meetings with witnesses.
- review of relevant documentation.
- review of electronic records.
- review of CCTV footage where available.
- consultation with external agencies where appropriate.

The employee will be informed of the nature of the allegation and given an opportunity to respond.
Investigations involving safeguarding concerns may require consultation with relevant authorities in accordance with Child Protection and Safeguarding procedures.
At the conclusion of the investigation, a decision will be made as to whether:

1. no further action is required.
2. informal action is appropriate.
3. the matter should proceed to a disciplinary hearing.
4. Disciplinary Hearing

Where the outcome of an investigation indicates that there is a case to answer, the employee will be invited to attend a disciplinary hearing.
The employee will receive written notification outlining:

1. the allegations.
2. the date, time and location of the hearing.
3. the evidence to be considered.
4. the possible outcomes.

The hearing will normally be conducted by the Principal, relevant Head of School, Human Resources Representative and/or another authorised member of Edison Schools Group Management.
During the hearing:

1. the allegations will be presented.
2. the evidence will be reviewed.
3. the employee will have the opportunity to respond.
4. witnesses may be called where appropriate.

5. questions may be asked by all parties.

Following the hearing, management will consider all available information before reaching a decision.

The decision will normally be communicated to the employee in writing.

11. Disciplinary Sanctions

Where a disciplinary hearing concludes that misconduct has occurred, one of the following sanctions may be applied:

1. First Written Warning

A First Written Warning may be issued where misconduct is considered serious enough to warrant formal action but not sufficiently serious to justify a Final Written Warning.

The warning will normally:

- state the nature of the misconduct.
- identify the improvements required.
- specify the timescale for improvement.
- indicate the consequences of further misconduct.

2. Final Written Warning

A Final Written Warning may be issued where:

- misconduct is sufficiently serious.
- there has been a failure to improve following a previous warning.
- further misconduct occurs whilst a previous warning remains active.

The warning will normally:

- state the nature of the misconduct.
- identify the improvements required.
- specify the timescale for improvement.
- indicate that further misconduct may result in dismissal.

3. Dismissal with Notice

An employee may be dismissed with notice where:

- misconduct continues despite previous warnings.
- there is repeated failure to meet expected standards.
- the employee has committed serious misconduct.

4. Summary Dismissal

Summary dismissal may occur without notice where an employee is found guilty of gross misconduct.

Examples of gross misconduct are provided in Appendix 1.

Other outcomes may include:

- additional training.
- professional supervision.
- performance monitoring.
- restrictions of duties.
- improvement plans.
- reassignment of responsibilities where appropriate.

12. Appeals

Employees have the right to appeal against any formal disciplinary sanction.

Appeals must be submitted in writing to Edison Schools Group Human Resources Department within five working days of receiving written notification of the disciplinary outcome.

The appeal should clearly state the grounds upon which it is being made.

Grounds for appeal may include:

1. new evidence becoming available.
2. procedural irregularities.
3. the sanction being considered unreasonable or disproportionate.

An appeal hearing will normally be conducted by a senior manager not previously involved in the case.

The outcome of the appeal will be communicated in writing and shall be final.

APPENDIX 1

EXAMPLES OF GROSS MISCONDUCT

The following list is not exhaustive and is intended only as a guide to the types of offences that may constitute gross misconduct and may result in summary dismissal:

1. Theft, fraud, deliberate falsification of records or dishonesty.
2. Physical violence, assault, threatening behaviour or intimidation.
3. Deliberate damage to school property or the property of others.

4. Serious insubordination or refusal to carry out a reasonable management instruction.
5. Serious negligence which causes unacceptable loss, damage or injury.
6. Being under the influence of alcohol, illegal drugs or prohibited substances whilst on duty.
7. Possession, use, distribution or supply of illegal drugs or prohibited substances on school premises.
8. Serious breach of Health and Safety regulations.
9. Serious breach of confidentiality.
10. Falsification of qualifications, employment records or references.
11. Unauthorised removal, disclosure or misuse of confidential information.
12. Serious misuse of school equipment, facilities, systems or resources.
13. Serious misuse of the internet, email systems or information technology resources.
14. Unlawful discrimination, harassment, victimisation or bullying.
15. Conduct likely to bring Edison Schools Group into serious disrepute.
16. Serious breach of professional conduct standards.
17. Criminal offences relevant to the employee's employment.
18. Deliberate breach of examination security procedures.
19. Deliberate falsification of assessment data, examination results or school records.
20. Examination malpractice or unauthorised disclosure of examination materials.
21. Unauthorised access to confidential student, parent or staff records.
22. Serious breach of data protection or privacy requirements.
23. Possession, viewing, distribution or transmission of inappropriate, offensive or illegal material using school systems.
24. Taking photographs, videos or recordings of students using personal devices without authorisation.
25. Inappropriate communication with students through social media, messaging applications or personal devices.
26. Failure to comply with safeguarding procedures resulting in risk to a child.
27. Failure to report a safeguarding or child protection concern.
28. Conduct which seriously damages the reputation of Edison Schools Group.
29. Any other offence which management considers to be gross misconduct.

APPENDIX 2

EXAMPLES OF MISCONDUCT

The following list is not exhaustive and is intended only as a guide to the types of offences that may constitute misconduct:

1. Unsatisfactory timekeeping.
2. Minor breaches of school procedures.
3. Failure to follow reasonable management instructions.
4. Negligence in carrying out duties.
5. Inappropriate behaviour towards colleagues, students, parents or visitors.
6. Minor misuse of school property, equipment or facilities.
7. Failure to maintain acceptable professional standards.
8. Failure to complete required school documentation.
9. Failure to comply with assessment, reporting or curriculum procedures.
10. Failure to attend mandatory meetings, training sessions or professional development activities without reasonable excuse.
11. Failure to follow school communication procedures.
12. Inappropriate use of mobile phones during working hours.
13. Minor breaches of the Staff Code of Conduct.
14. Failure to maintain appropriate standards of dress and appearance.
15. Any other offence which management considers to constitute misconduct.

APPENDIX 3

DISCIPLINARY PENALTIES

The disciplinary penalties outlined in this policy shall be applied fairly, consistently and proportionately.

When determining an appropriate sanction, the following factors may be considered:

- The seriousness of the offence.
- Previous disciplinary record.
- Length of service.
- Mitigating circumstances.
- Impact on students, staff and the wider school community.
- Whether the matter involves safeguarding concerns.
- Whether the employee has accepted responsibility.

Possible disciplinary outcomes include:

1. Informal Discussion
2. First Written Warning
3. Final Written Warning
4. Dismissal with Notice

5. Summary Dismissal
6. Additional Training
7. Professional Monitoring
8. Improvement Plan
9. Restriction of Duties
10. Referral to External Authorities where required by law

Nothing in this appendix prevents Edison Schools Group from taking a more serious level of disciplinary action where the nature of the offence warrants such action.

APPENDIX 3: TABLE OF PENALTIES

In Accordance with Applicable Qatar Labour Law and Edison Schools Group Policies

Category	Offence	Disciplinary Action		
		1st Offence	2nd Offence	3rd Offence
A. Tardiness / Absenteeism	Consistent poor time-keeping	Verbal reprimand	First Warning Letter	¼ day salary deduction and thereafter
	Leaving job site before the fixed time or lateness in being present for work for more than ½ hour without permission or acceptable excuse	Verbal reprimand	First Warning Letter	½ day salary deduction and thereafter
	Leaving job site before the fixed time or lateness in being present for work for more than one hour without permission or acceptable excuse	Verbal reprimand	First Warning Letter	¾ day salary deduction and thereafter
	Absence for one day without permission or acceptable excuse	Verbal reprimand + deduction of 1 day's salary	First Warning Letter + deduction of 1 day's salary	2 days plus deduction of pay for period of absence
	Absence for 2 consecutive days or more without permission or acceptable excuse	Verbal reprimand + deduction of pay for period of absence	First Warning Letter + deduction of pay for period of absence	3 days plus deduction of pay for period of absence
	Feigning illness or physical disability in order to avoid work	Written Admonition	Second Warning Letter + deduction of 2 days salary	Termination of Employment with Edison Schools Group
	Unexcused absence for more than 20 working days in one year	Termination of Employment with Edison Schools Group after First Warning Letter after 10 days absence and Final Warning Letter after 15 days absence		
	Job abandonment for more than 10 consecutive days	Termination of Employment with Edison Schools Group after Final Warning Letter following 5 working days absence		

Category	Offence	Disciplinary Action				
		1st	2nd	3rd	4th	5th
B. School Safety Environment	Exceeding speed limit when driving in school area	Written reprimand	First Warning + ½ day salary deduction	Second Warning + 1 day salary deduction	Final Warning + 2 days salary deduction	Termination of Employment with Edison Schools Group
	Ignoring school safety instructions	Written reprimand	First Warning + ½ day salary deduction	Second Warning + 1 day salary deduction	Final Warning + 2 days salary deduction	Termination

	Failure to follow training received for job performance	Written reprimand	First Warning + ½ day salary deduction	Second Warning + 1 day salary deduction	Final Warning + 2 days salary deduction	Termination
	Leaving students unattended	Final Warning + 2 days salary deduction	Termination of Employment with Edison Schools Group	—		
	Allowing students to leave school premises without written approval from the Principal and/or relevant Head of School	Final Warning + 2 days salary deduction	Termination	—		
	Wilful and persistent disregard of school safety regulations	Final Warning + 3 days salary deduction	Termination	—		
	Dangerous act or negligence causing risk of injury to students, staff or school property	Final Warning + 3 days salary deduction	Termination	—		
	Being under the influence of alcohol or drugs while on duty	Termination in accordance with applicable Qatar Labour Law	—	—		
	Possession of weapons at work	Termination of Employment with Edison Schools Group	—	—		
	Smoking in prohibited areas	Termination of Employment with Edison Schools Group	—	—		
	Smoking in non-designated areas	First Warning + 1 day salary deduction	Second Warning + 2 days salary deduction	3 days salary deduction and thereafter		
Category	**Offence**	**Disciplinary Action**				
		1st	**2nd**	**3rd**	**4th**	**5th**
C. Behavioural / Ethical	Quarrelling at work	Written reprimand	First Warning + 1 day salary deduction	Second Warning + 2 days salary deduction	Final Warning + 3 days salary deduction	Termination
	Using insulting or provocative language or behaviour	Written reprimand	First Warning + 1 day salary deduction	Second Warning + 2 days salary deduction	Final Warning + 3 days salary deduction	Termination
	Assaulting any individual within school premises	Final Warning + 3 days salary deduction	Termination	—	—	—
	Defrauding or attempting to defraud the school	Termination in accordance with applicable Qatar Labour Law	—	—	—	—

	Committing a crime involving honour, honesty or morality	Termination in accordance with applicable Qatar Labour Law	—	—	—	—
	Obtaining employment through forgery	Termination in accordance with applicable Qatar Labour Law	—	—	—	—

Category	**Offence**	**Disciplinary Action**				
		1st	**2nd**	**3rd**	**4th**	**5th**
D. Carrying Out Duties	Failure to comply with clear school rules and procedures	Written Admonition	First Warning Letter	Second Warning + 1 day salary deduction	Final Warning + 2 days salary deduction	Termination
	Sleeping on duty	Written Admonition	First Warning Letter	Second Warning + 1 day salary deduction	Final Warning + 2 days salary deduction	Termination
	Lingering in places other than work area	Written Admonition	First Warning Letter	Second Warning + 1 day salary deduction	Final Warning + 2 days salary deduction	3 days salary deduction and thereafter
	Refusing to obey a work-related instruction	First Warning Letter	Second Warning + 2 days salary deduction	Final Warning + 3 days salary deduction	Termination	—
	Failure to carry out duties in accordance with contract and performance expectations	Written Admonition	First Warning + 1 day salary deduction	Final Warning + 3 days salary deduction	Termination	—
	Failure to return work tools or equipment	Written Admonition	First Warning + 1 day salary deduction	Final Warning + 3 days salary deduction	Termination	—
	Unjustifiable refusal to carry out essential duties during working hours	First Warning + 3 days salary deduction	Termination	—	—	—

Category	**Offence**	**Disciplinary Action**		
		1st Offence	**2nd Offence**	**3rd Offence**
E. Protecting School Assets and Interests	Negligence causing damage to school property	First Warning Letter	Final Warning + 3 days salary deduction	Termination
	Driving a school vehicle without permission	First Warning + 1 day salary deduction	Termination	—
	Misuse or removal of school property without authority	First Warning Letter	Final Warning + 3 days salary deduction	Termination
	Negligence in maintenance of school tools, equipment or resources	Written Admonition	Final Warning + 2 days salary deduction	Termination
	Divulging confidential school information to unauthorised persons	First Warning + 3 days salary deduction	Termination	—

	Theft involving school property or colleagues' belongings	Termination in accordance with applicable Qatar Labour Law	—	—
Category	**Offence**	**Disciplinary Action**		
		1st Offence	**2nd Offence**	**3rd Offence**
F. Safeguarding & Professional Conduct	Failure to report a safeguarding concern	Written Admonition	Final Warning + 2 days salary deduction	Termination
	Unauthorised photography or recording of students using personal devices	Final Warning + 3 days salary deduction	Termination	—
	Inappropriate communication with students through social media or personal devices	Final Warning + 3 days salary deduction	Termination	—
	Breach of confidentiality involving student or staff information	First Warning + 1 day salary deduction	Final Warning + 3 days salary deduction	Termination
	Failure to comply with Child Protection and Safeguarding procedures	Final Warning + 3 days salary deduction	Termination	—
	Examination malpractice or unauthorised disclosure of examination materials	Final Warning + 3 days salary deduction	Termination	—
	Deliberate falsification of assessment data, examination results or school records	Final Warning + 3 days salary deduction	Termination	—

Notes

1. Written Admonitions and Warning Letters shall be placed in the employee's personnel file.
2. Copies shall be maintained by the School and Edison Schools Group Human Resources Department.
3. The validity period of disciplinary warnings shall normally be twelve months.
4. Edison Schools Group reserves the right to apply a higher level of disciplinary action where the seriousness of the offence warrants such action.
5. Nothing in this table limits the Group's right to act in accordance with Qatar Labour Law, safeguarding requirements or other applicable regulations.

STAFF GRIEVANCE POLICY & PROCEDURE	**Policy Number**	**C 19**
	Effective Date	**26/08/2024**
	Issue Date	**01/06/2024**
	Valid Until	**31/05/2027**

REVISION HISTORY

Revision No	Issue Date	Amendment Description	Date Effective	Revalidated
00	Aug 2017	First Issue	Aug 2017	
01	19.8.18	Review and update	20.8.18	
02	07/12/2021	Review and update	04/01/2022	
03	01/06/2024	Review and update	20/08/2024	

04	30/05/26	Review and update	16/08/26	**31/05/2029**

STAFF GRIEVANCE POLICY & PROCEDURE	**Prepared By**	**HR - Admin**
	Issued By	**HR Department**
	Page 1 of 2	

C19: STAFF GRIEVANCE POLICY & PROCEDURE

1. **Rationale:**

It is important that employees are treated fairly and receive prompt responses to problems, concerns and complaints. This procedure may be used freely without fear of retaliation, and the Edison Schools Group Human Resources Department is available to assist throughout the procedure.

The process outlined below should be used if an employee has a problem, concern or complaint relating to their employment and disagrees with a supervisor's action, management decision or disciplinary action. Edison Schools Group is committed to resolving grievances fairly, consistently and confidentially, whilst maintaining positive professional relationships and a supportive working environment.

2. **Scope:**

This policy refers to all employees of Edison Schools Group schools regardless of position, role or employment status.

This policy also covers the investigation of formal complaints relating to:

- Bullying
- Harassment
- Victimisation
- Discrimination
- Professional misconduct
- Workplace conflict
- Unfair treatment
- Breaches of school policies and procedures

The policy does not replace the Staff Disciplinary Policy & Procedure, Child Protection and Safeguarding Policy or Whistleblowing Policy where these are more appropriate.

3. Procedure:

1. Discuss the complaint with the School Grievance Representative, Line Manager, Principal and/or Head of Secondary.
2. The School Grievance Representative shall discuss the complaint with the immediate supervisor and seek an informal resolution where appropriate.
3. The immediate supervisor shall prepare and submit a Grievance Procedure Form outlining the details of the complaint, actions taken and proposed resolution.
4. The complaint form shall be reviewed by the Human Resources Department, Principal and/or relevant Head of School.
5. If an employee is not satisfied that the complaint has been resolved through informal resolution, he/she may raise a formal grievance. This shall be referred to the Grievance Committee.

The Grievance Committee shall be made up of management representatives from Edison Schools Group schools and will not normally include representatives from the complainant's own school.

The Grievance Committee shall provide a forum for the grievance to be heard and an investigation to be initiated where necessary.

6. Following investigation and review of all relevant information, the Grievance Committee shall communicate its findings and recommendations to the employee in writing.

7. If the employee remains dissatisfied with the outcome, he/she may submit a written appeal to the appropriate level of Edison Schools Group Management for final review.
8. The outcome of the appeal shall be communicated in writing and shall normally be considered final.

General Information:

The time limits outlined above are subject to modification on a case-by-case basis due to operational requirements, school holidays, staff availability or the need for further investigation.

All grievances shall be handled confidentially wherever possible.

No employee shall suffer retaliation, victimisation or disadvantage as a result of raising a genuine grievance in good faith.

False, malicious or vexatious complaints may result in disciplinary action.

Records of grievances, investigations and outcomes shall be maintained by Edison Schools Group Human Resources Department in accordance with applicable confidentiality and record-retention requirements.

This policy shall be reviewed annually by Edison Schools Group Management and the Human Resources Department.

NON-DISCRIMINATION, ANTI-BULLYING, HARRASSMENT AND ABUSE POLICY	**Policy Number**	**C 20**
	Effective Date	**05/06/2026**
	Issue Date	**28/05/2026**
	Valid Until	**31/05/2029**

REVISION HISTORY

Revision No	Issue Date	Amendment Description	Date Effective	Revalidated
00	28/5/26	First Issue		
01	20/5/2026	Review and update	**5/6/2026**	

NON-DISCRIMINATION, ANTI-BULLYING, HARRASSMENT AND ABUSE POLICY	**Prepared By**	**HR -Admin**
	Issued By	**HR - Department**

C20: NON-DISCRIMINATION, ANTI-BULLYING, HARRASSMENT AND ABUSE POLICY

Edison Group of Schools

Applies to:

- Edison International Academy Aspire
- Edison International Academy Al Markhiya
- Edison Global Academy Lusail
- Edison Global Academy Rawdat Al Hamama

GROUP COMMITMENT: Every member of the Edison community has the right to dignity, safety, fair treatment and meaningful access to learning and work. Discrimination, bullying, harassment, abuse, retaliation and victimisation are not accepted. Concerns will be taken seriously, responded to promptly and managed fairly, sensitively and in accordance with safeguarding duties.

1. Purpose

This policy establishes the Edison Schools Group framework for preventing and addressing discrimination, bullying, harassment and abuse. It protects students and adults, supports an inclusive school culture and provides consistent expectations for reporting, assessment, safeguarding, investigation, support, decision-making, record keeping and improvement across the four Edison schools.
The policy is preventive as well as responsive. Each branch must teach and model respectful behaviour, remove avoidable barriers, act on patterns of harm and demonstrate through evidence that written expectations are implemented in everyday school life.

REGULATORY STATUS: This policy must be read with current State of Qatar legislation, Ministry of Education and Higher Education requirements, child-protection directions, employment requirements and authorised Group procedures. Where an applicable legal or regulatory requirement is more specific or protective, that requirement prevails.

2. Scope and Application

The policy applies on school premises, during transport interfaces, trips, competitions, events, work placements, online learning, school communication channels and any activity connected with Edison. It also applies to off-site or online conduct when that conduct affects safety, wellbeing, employment, learning or relationships within the school community.

Who is protected?

Protection applies to every student and adult without unfair distinction. Decisions must not be based on prejudice or stereotypes concerning a person's race, colour, nationality, ethnic or social origin, language, religion, sex, age, disability or additional need, health status, family circumstances, pregnancy or maternity, or another status protected by applicable law. The school will also address bullying or harassment based on perceived identity, association with another person, appearance, academic attainment, socioeconomic circumstance or any other personal difference.
References to protected or personal characteristics in this policy are intended to secure dignity and fair treatment. They do not displace lawful requirements, age-appropriate arrangements, reasonable occupational requirements, safeguarding measures or the cultural and legal context of the State of Qatar.

3. Definitions

- **Discrimination** — Unfair or less favourable treatment, exclusion, denial of opportunity, application of an unjustified barrier, or failure to make an appropriate adjustment because of a personal characteristic or status.
- **Direct discrimination** — Treating a person less favourably because of an actual, perceived or associated characteristic.
- **Indirect discrimination** — Applying an apparently neutral rule or practice that creates an unjustified disadvantage for a group or individual.
- **Bullying** — Repeated or significant behaviour involving a real or perceived imbalance of power that intentionally or foreseeably causes physical, emotional, social, academic or reputational harm. A single serious incident may still require action even if it does not meet this definition.
- **Harassment** — Unwanted conduct that violates dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment. It may be verbal, physical, visual, written, relational, sexual or digital.
- **Abuse** — A single act or pattern of physical, emotional or sexual harm, neglect, exploitation, coercion or misuse of power. Suspected abuse is a safeguarding matter and is not managed only as a behaviour complaint.
- **Cyberbullying** — Bullying or harmful conduct using messages, images, recordings, gaming, social media, email, learning platforms, artificial intelligence tools or other digital means.
- **Retaliation / victimisation** — Disadvantaging, threatening, isolating or punishing a person because they reported a concern, provided information, sought support or participated in a process.
- **Bystander** — A person who witnesses or becomes aware of harmful behaviour. Bystanders are expected to seek help safely; they are not expected to place themselves at risk.
- **Reasonable adjustment** — A proportionate change that reduces an identified barrier and enables equitable access, participation, safety or employment, subject to applicable requirements.
- **IMPORTANT DISTINCTION:** Conflict, disagreement and unkind behaviour are not automatically bullying. They still require a proportionate response. The school determines the response from the behaviour, impact, context, repetition, power imbalance, vulnerability and risk - not from the label initially used.

4. Policy Principles and Non-Negotiables

Edison decisions and practices will be guided by dignity, inclusion, fairness, safety, confidentiality, proportionality, accountability, cultural respect and the best interests of the child. Everyone will have an accessible way to raise a concern and will be heard without prejudgment.

The Group will not accept

1. physical aggression, threats, intimidation, coercion or deliberate damage to belongings;
2. name-calling, insults, humiliation, ridicule, hostile jokes, rumours or deliberate social exclusion;
3. discriminatory language, stereotyping, gestures, images or unequal treatment;
4. sexual harassment, sexualised comments, unwanted contact, image sharing or pressure;

5. online abuse, impersonation, doxxing, exclusion from digital groups or harmful creation/sharing of content;
6. abuse of authority, initiation practices, hazing, exploitation or retaliation;
7. failure by an adult to report a safeguarding concern or deliberate interference with a report or record; or
8. knowingly malicious allegations. A concern that is unsubstantiated, mistaken or made in good faith is not a malicious allegation.

Fairness does not always mean identical treatment
Some students or employees require reasonable adjustments, additional protection or differentiated support. A measure designed to remove disadvantage, protect safety or meet an identified need is not unfair preferential treatment when it is lawful, proportionate and documented.

5. Prevention and Inclusive School Culture

Prevention is a whole-school responsibility. Group and branch leaders must ensure that guiding statements, curriculum, recruitment, conduct, behaviour, safeguarding, inclusion, facilities, digital systems, communications and resource selection reinforce consistent expectations.

- **Leadership and governance** — Leaders communicate zero tolerance for harm, review data and risk, provide resources and test whether reporting routes are trusted and effective.
- **Curriculum and teaching** — Age-appropriate learning develops respect, empathy, safe relationships, consent and boundaries, digital citizenship, help-seeking and responsible bystander behaviour.
- **Staff modelling** — Adults use respectful language, challenge prejudice, avoid public humiliation, maintain professional boundaries and intervene safely.
- **Student voice** — Students can explain how to seek help, contribute to safety reviews and provide confidential feedback on belonging and treatment.
- **Recruitment and induction** — Staff and contractors are appropriately checked, receive conduct and safeguarding expectations, and understand reporting responsibilities before unsupervised work.
- **Environment and supervision** — Branches identify higher-risk locations and times, maintain duty arrangements and improve visibility, access and supervision.
- **Resources and communication** — Materials, displays, websites and messages are checked for accuracy, inclusion, cultural appropriateness and harmful stereotypes.
- **Digital safety** — Acceptable-use controls, reporting routes, privacy safeguards and education address harmful digital conduct and emerging technologies.
- **Family partnership** — Families receive clear expectations, reporting routes and guidance on supporting respectful behaviour and safe technology use.

6. Reporting a Concern

A concern may be reported verbally, in writing, through an approved digital system or through a trusted adult. Reports may be made by the person affected, a witness, parent, employee or another person. Branches must provide age-appropriate and accessible routes and must not require a student to confront the person alleged to have caused harm.

Immediate staff response

1) Ensure immediate safety and obtain medical assistance where required.
2) Listen calmly; do not blame, dismiss, promise secrecy or ask leading questions.
3) If abuse, exploitation, significant harm, adult misconduct or immediate risk is suspected, notify the DSL without delay and follow safeguarding procedures.
4) Record the facts, the person's own words where relevant, date, time, location, witnesses, action taken and persons notified.
5) Preserve relevant evidence without forwarding harmful content unnecessarily.
6) Explain what will happen next and identify a safe contact for follow-up.

EMERGENCY / SAFEGUARDING ROUTE: Immediate danger, suspected abuse, sexual harm, serious violence, self-harm risk, criminal concern or an allegation against an adult must be escalated at once through the branch emergency and safeguarding procedures. The DSL/Principal determines required referral and notification; staff must not conduct their own investigation.

7. Triage and Response Pathway

Response level	Examples	Required route
Level 1 - emerging	Isolated unkindness, low-level conflict or inappropriate language without an identified safeguarding risk.	Record where required; correct behaviour; teach or restore; monitor recurrence; inform relevant staff/family proportionately.
Level 2 - bullying / harassment	Repeated conduct, power imbalance, discriminatory behaviour, cyberbullying, material distress or impact on participation.	Notify the designated lead; complete risk and needs assessment; investigate fairly; protect and support; implement consequences/interventions; review.
Level 3 - safeguarding / serious misconduct	Suspected abuse, sexual harm, serious violence, exploitation, credible threats, adult misconduct, criminal concern or immediate danger.	Activate safeguarding/emergency procedures immediately; secure safety and evidence; restrict information; obtain authorised external advice/referral; coordinate support.
Systemic concern	Patterns across groups, policies, recruitment, curriculum, resources or leadership practice.	Principal and Group leadership conduct thematic review, corrective action, governance oversight and impact monitoring.

Triage is based on risk and available information and may change as facts emerge. A matter may move directly to a higher response level. Safeguarding action takes priority over internal disciplinary or complaint timescales.

8. Fair Investigation and Decision-Making

Where an internal investigation is appropriate, the school will appoint a sufficiently impartial and competent person, define the concern, gather relevant evidence and give affected parties an age-appropriate opportunity to provide information. The process will distinguish facts, allegation, opinion and inference.

Procedural safeguards

1) The person leading the investigation should not have a material conflict of interest.
2) Interviews must be safe, respectful, appropriately recorded and adapted for age, language and additional need.
3) Students may be supported by an appropriate adult in accordance with safeguarding and school procedures.
4) Information is shared only with those who need it for safety, investigation, decision or authorised oversight.
5) Interim protective measures are neutral safeguards and do not determine guilt.
6) Findings are based on the applicable school standard of proof and the evidence available, with reasons recorded.
7) Outcomes and review/complaint routes are communicated to the extent permitted by privacy and safeguarding duties.

Anonymous and historic reports

Anonymous or delayed reports are not automatically rejected. The school assesses credibility, specificity, risk, available evidence and whether protective or preventive action remains possible. The reporter will be encouraged to provide a safe means of contact where appropriate.

9. Protective Measures, Support and Outcomes

The first priority is to stop harm and restore safety. Support and accountability are tailored to risk, impact, age, vulnerability, intent, repetition, prior history and the needs of those affected. Mediation or restorative work will not be used where it is unsafe, coerced, unsuitable for the power imbalance or contrary to safeguarding advice.

- **Person affected** — Trusted-adult check-ins, safety plan, timetable or seating adjustments, counselling/wellbeing referral, academic support, attendance support, digital protection, family liaison and reasonable adjustments.
- **Person whose behaviour caused concern** — Clear boundaries, supervision, teaching/coaching, behaviour plan, restorative work when safe, family involvement, disciplinary action, specialist assessment or referral and monitored reintegration.
- **Witnesses / peer group** — Reassurance, factual guidance, bystander education, support, supervision and action to prevent rumours or retaliation.
- **Staff member affected** — Safety and wellbeing support, line-management or HR contact, workplace adjustments, grievance/complaints route and protection from retaliation.
- **Staff allegation** — Safeguarding and HR procedures, impartial management, interim safeguards, confidentiality and authorised reporting. Student safety and fair treatment both apply.

- **Wider system** — Curriculum adjustment, training, supervision changes, resource review, environmental improvement, policy/process correction and leadership monitoring.
- **NO FORCED RECONCILIATION:** An apology, mediation session or restorative meeting must never be used to pressure a person to minimise harm, withdraw a concern or resume contact. Participation must be safe, informed and genuinely voluntary where the method requires consent.

10. Roles and Responsibilities

- **Managing Director / Governing Body** — Approve the Group policy; ensure oversight, resourcing and accountability; receive assurance on serious/systemic risks, implementation and impact.
- **Group safeguarding/wellbeing lead** — Set minimum safeguarding and anti-bullying controls; advise on serious cases; analyse cross-branch themes; assure training and escalation.
- **Group Human Resources** — Maintain fair employment, grievance and disciplinary processes; advise on adult concerns; monitor workforce themes while protecting confidentiality.
- **Branch Principal** — Own implementation; appoint leads; ensure reporting access, safe staffing, timely response, family communication, records, corrective action and escalation to Group.
- **DSL / safeguarding team** — Triage safeguarding risk; receive concerns; coordinate protection, referral and confidential records; advise on interviews and support.
- **Anti-Bullying / wellbeing lead** — Coordinate prevention, non-safeguarding case oversight, student voice, trend analysis, interventions and review with the DSL.
- **SEND / inclusion lead** — Identify barriers and vulnerability; arrange reasonable adjustments; ensure communication and investigation processes are accessible.
- **Leaders and managers** — Model conduct, intervene, supervise, preserve evidence, report concerns, implement actions and prevent retaliation.
- **All employees and volunteers** — Promote dignity, challenge harmful behaviour safely, report concerns promptly, maintain boundaries and confidentiality, and complete training.
- **Students** — Treat others respectfully, follow safety expectations, seek help, report concerns and avoid retaliation. Students are not responsible for investigating peers.
- **Parents / carers** — Model respectful communication, report concerns promptly, preserve relevant evidence, cooperate with safety plans and avoid public or online escalation that may harm children.
- **Contractors / visitors** — Follow Group conduct, safety and reporting requirements and cooperate with authorised action.

11. Branch Implementation Requirements

Each branch must adopt this Group policy and maintain a current Branch Implementation Annex. The annex localises responsibility and process; it must not weaken Group protections or replace the safeguarding procedure.

- **Leadership and contacts** — Principal, DSL and deputies, anti-bullying/wellbeing lead, HR contact, inclusion lead and out-of-hours/emergency route where applicable.

- **Reporting routes** — Student, staff, parent and anonymous/confidential routes; accessibility and language arrangements; forms and approved system location.
- **Risk profile** — Higher-risk locations, times, groups, digital spaces and activities, with supervision and mitigation actions.
- **Curriculum and prevention** — Phase-appropriate learning, assemblies, student voice, family information and staff training calendar.
- **Response arrangements** — Triage, safeguarding interface, investigation authority, case review, support, disciplinary/behaviour and complaints routes.
- **Evidence and records** — Registers, secure file locations, data access, retention, monitoring dashboard and termly assurance reports.
- **External coordination** — Current authorised procedures for contact with MOEHE, emergency services, healthcare or other competent bodies when required.
- **Approval and review** — Principal approval, staff communication, annual review date, identified gaps and action owner/deadline.

12. Confidentiality, Records and Data Protection

The school cannot promise absolute confidentiality. Information is shared on a need-to-know basis for safety, lawful management, investigation and oversight. Privacy must not be used to conceal risk, prevent safeguarding action or silence the person affected. Equally, staff, students and families must not circulate allegations, images or personal information unnecessarily.

Required records

1) the initial report and immediate safety action;
2) risk/needs assessment and safeguarding decision;
3) evidence considered and interview records;
4) interim measures, findings, reasons and authorised outcome;
5) support and intervention plans;
6) communications and referrals;
7) review dates, recurrence checks and case closure rationale; and
8) anonymised category data for trend analysis.

Records must be factual, dated, attributable, securely stored, access-controlled and retained according to approved schedules. Safeguarding records are kept separately from general behaviour records where required. No person should delete or alter relevant evidence outside an authorised process.

13. Training and Communication

All employees receive induction and periodic refresher learning appropriate to role. Training covers definitions, bias and discrimination, signs and forms of bullying/harassment/abuse, online harm, professional boundaries, safe intervention, safeguarding escalation, accurate recording, confidentiality, reasonable adjustment, trauma-aware response and retaliation prevention.

Students receive age-appropriate teaching and repeated reminders about expected conduct, help-seeking and safe reporting. Families and contractors receive relevant expectations and routes. Branches must confirm understanding through more than policy distribution; suitable evidence includes scenarios, knowledge checks, staff declarations, student voice and case-file audit.

14. Monitoring, Evaluation and Group Assurance

Branches review both incidence and experience. A low number of reports does not by itself demonstrate safety; it may indicate effective prevention, under-reporting or lack of trust. Leaders therefore triangulate records with surveys, focus groups, attendance, behaviour, safeguarding, complaints, staff feedback and environmental reviews.

- **Reporting access** — Can students and adults identify a safe route and named person? Are routes accessible across age, language and need?
- **Response quality** — Are concerns triaged promptly, safeguarding decisions clear, records complete and follow-up timely?
- **Patterns and disproportionality** — Are particular groups, locations, times, behaviours or alleged perpetrators over-represented? What action follows?
- **Safety and belonging** — Do stakeholder groups report dignity, inclusion and confidence that adults act?
- **Recurrence and impact** — Has harmful behaviour stopped? Has attendance, participation, wellbeing or learning recovered?
- **Adult conduct** — Are allegations, grievances, exits, absences or survey findings identifying cultural or management risks?
- **Implementation** — Are training, curriculum, supervision, records and local annex requirements consistently in place?
- **Corrective action** — Are gaps assigned, time-bound, verified and reported to Group leadership and governance?

Minimum reporting cycle

The Principal reviews serious and open cases at a frequency proportionate to risk. Branch leadership completes at least termly anonymised review and reports assurance, trends, overdue actions and significant risks to Group leadership. The Managing Director/Governing Body receives consolidated assurance while individual confidentiality is protected.

15. Complaints, Review and Protection from Retaliation

A person who is dissatisfied with handling may use the applicable student, parent or employee complaints/review route. Raising a review does not suspend urgent safety or safeguarding action. The school will explain the appropriate route, expected communication and any external referral or regulatory process that applies.

Retaliation is prohibited. Any threat, exclusion, disadvantage, hostile communication, misuse of authority or adverse treatment linked to reporting or participation must be reported and addressed as a separate concern. Good-faith reporting is protected even when an allegation is not substantiated.

16. Evidence Required for NEASC Initial Visit

Evidence area	Group evidence	Branch evidence
Approved framework	Approved Group policy, policy register, review record and MD approval.	Adoption record and completed Branch Implementation Annex.
Roles and access	Group accountability structure and escalation expectations.	Named leads, contact poster, accessible reporting routes and staff/student awareness evidence.
Prevention	Group curriculum/conduct expectations and training framework.	Curriculum map, assemblies, campaigns, student voice, family information, duty/risk controls and resource checks.
Training	Group minimum training content and assurance arrangements.	Induction/refresher attendance, materials, knowledge checks and staff acknowledgement.
Case management	Approved reporting, safeguarding, investigation and record standards.	Confidential sampled case records, risk assessments, actions, support, follow-up and closure evidence.
Monitoring	Group cross-branch dashboard and governance review.	Anonymised incident analysis, survey/voice findings, recurrence and impact review, and corrective action log.
Inclusion	Group reasonable-adjustment and equitable-treatment expectations.	Examples of accessible reporting, adapted responses and support for SEND/EAL and vulnerable learners.
Improvement	Group assurance findings and actions.	Gap analysis, termly evaluation, completed actions and evidence of changed practice or improved experience.
EVIDENCE RULE: Sensitive case information must be securely available for authorised inspection but must not be placed in a general evidence folder. Evidence should show policy, implementation, stakeholder experience and impact - not policy documents alone.		

18. Review Checklist

- ☐ All named roles and reporting routes are current, visible and understood.
- ☐ Safeguarding and HR escalation routes are distinct but coordinated.
- ☐ Students can report without having to confront the alleged person.
- ☐ SEND, EAL, age and communication needs are reflected in access and response.

- ☐ Case samples show prompt triage, proportionate action, support and follow-up.
- ☐ Data is reviewed for patterns, disproportionality, under-reporting and recurrence.
- ☐ Staff and students can explain the difference between conflict, bullying, harassment and abuse.
- ☐ No retaliation or forced reconciliation is evident.
- ☐ Corrective actions have owners, deadlines and verification evidence.
- ☐ The annual branch annex and Group policy review have been approved.

STAFF ATTENDANCE AND PUNCTUALITY POLICY	Policy Number	C 21
	Effective Date	26/08/2024
	Issue Date	01/06/2024
	Valid Until	31/05/2027

REVISION HISTORY

Revision No	Issue Date	Amendment Description	Date Effective	Revalidated
00	Aug 2015	First Issue	Aug 2015	
01	19.8.18	Review and update	20.8.18	
02	07/12/2021	Review and update	04/01/2022	
03	01/06/2024	Review and update	20/08/2024	
04	30/05/26	Review and update	16/08/26	**31/05/2029**

STAFF ATTENDANCE AND PUNCTUALITY POLICY	Prepared By	HR - Admin
	Issued By	HR Department
	Page 1 of 3	

C21: STAFF ATTENDANCE AND PUNCTUALITY POLICY

1. Rationale

Timely and regular attendance is an expectation of performance for employees of Edison Schools Group schools.

To ensure adequate cover for all lessons and duties throughout the school day, maintain positive employee morale and meet operational requirements, employees will be held accountable for any failure to adhere to their daily schedule unless there is a valid reason.

In the event that an employee is unable to meet this expectation, he/she must obtain approval from the Principal and/or relevant Head of School in advance of any requested and planned absence, including late arrivals and early departures from school.

Edison Schools Group reserves the right to evaluate exceptional circumstances of tardiness, absence, failure to clock in or failure to clock out and determine whether the incident warrants disciplinary action.

WORKING HOURS AS STATED

Teaching Staff:

6:45 am to 2:00 pm four days per week

6:45 am to 3:00 pm one day per week

Non-Teaching Staff:

6:30 am to 3:00 pm five days per week (Sunday – Thursday)

Cleaners (Male & Female):

6 days per week

All employees are expected to comply with the working hours stated in their employment contracts and any amended schedules approved by Edison Schools Group Management.

2. Procedure

I. Absence

An employee is deemed absent when he/she is unavailable for work and such time off was not scheduled or approved in advance.

a. Advance notice of scheduled or planned absences must be given in writing to the Principal and/or relevant Head of School as soon as the date(s) of the absence become known to the employee.

b. In the case of an unplanned absence, the employee must notify the Principal, Head of School and/or School Office no later than 6:00 am on the day of the absence.

NOTE:

In the case of sick leave, please refer to the Sick Leave Policy.

II. Lateness

An employee is deemed late when he/she:

a. Fails to report for work at the assigned time.

b. Leaves work before the end of the assigned working hours without prior approval.

c. Frequently arrives at work after the assigned starting time.

III. Time Clocks and Failure to Clock In/Out

Employees are required to record their actual working hours by clocking in and out daily using the approved attendance system.

A missed clock in/out is a violation of this policy and includes:

a. Failure to clock in/out on the designated attendance system at the beginning and/or end of the assigned working day.

b. Failure to accurately and promptly record attendance through the approved attendance system.

c. Clocking in/out early or late without prior approval from the Principal, Head of School and/or Administration Department.

3. Notification Procedure

Employees are expected to inform the Principal, Head of School and/or School Office if they will be late for work, absent from work or are requesting time away from work.

NOTE:

Please refer to Section 2 (I) above.

4. Progressive Discipline Process

Employees' attendance and punctuality are regularly monitored by school management and may be linked to Edison Schools Group payroll systems, performance management procedures and employment records.
Any late arrival for work, repeated lateness, unauthorised absence or failure to comply with attendance procedures may result in disciplinary action in accordance with the Staff Disciplinary Policy & Procedure and applicable Qatar Labour Law.
When an employee has previously been reprimanded, this will be taken into account when determining any further disciplinary action.

I. Disciplinary Action

The disciplinary action for staff signing in later than their contractual duty time is as follows (as counted per calendar month).
This means that the employee is expected to clock in no later than their designated contractual start time.

1. Two occasions of lateness in one calendar month – Verbal Warning.
2. Any subsequent lateness within the same calendar month – Written Warning.
3. Any lateness thereafter within the same calendar month – Deduction of one-quarter (¼) day's salary.

In the months following the first salary deduction, the verbal warning and written warning stages may no longer apply and salary deductions may be implemented in accordance with the Staff Disciplinary Policy & Procedure and applicable Qatar Labour Law.
Repeated lateness may also be considered during:

- Performance Reviews
- Salary Reviews
- Promotion Considerations
- Contract Renewal Decisions
- Performance Improvement Plans

Note:
An employee's attendance and punctuality form part of their performance management record and will be taken into account during annual performance reviews.

II. Valid Reasons

The employee is expected to inform the Principal and/or relevant Head of Secondary should an unplanned late arrival be imminent.

The Principal and/or relevant Head of Secondary shall determine whether the reason for the lateness is valid. Such valid reasons may include:

1. Transportation difficulties (e.g. taxi or vehicle breakdown).
2. Road traffic accidents.
3. Severe weather conditions (e.g. heavy fog or other weather-related emergencies).
4. Medical emergencies.
5. Family emergencies.
6. Other exceptional circumstances approved by school leadership.
7. Exceptional Circumstances

Edison Schools Group recognises that circumstances may arise which are beyond an employee's control. The Group reserves the right to review individual attendance concerns on a case-by-case basis and take into consideration:

- Medical circumstances
- Family emergencies
- Transportation disruptions
- Ministry directives
- School closures
- Emergency situations
- Other exceptional circumstances

Supporting documentation may be requested where appropriate.

6. Monitoring and Review

Attendance records shall be monitored regularly by Principals, Heads of School, Human Resources and Edison Schools Group Management.

Attendance data may be reviewed to identify patterns of:

- Absenteeism
- Repeated lateness
- Failure to comply with attendance procedures
- Excessive leave requests

Where concerns are identified, employees may be required to attend attendance review meetings and may be placed on attendance monitoring procedures.

This policy shall be reviewed annually by Edison Schools Group Human Resources Department and School Leadership Teams to ensure compliance with Qatar Labour Law, Ministry requirements and Edison Schools Group expectations.

WHISTLEBLOWING POLICY				Policy Number	C 22
				Effective Date	26/08/2024
				Issue Date	01/06/2024
				Valid Until	31/05/2027

REVISION HISTORY				
Revision No	**Issue Date**	**Amendment Description**	**Date Effective**	**Revalidated**
00	Aug 2015	First Issue	Aug 2015	
01	19.8.18	Review and update	20.8.18	
02	07/12/2021	Review and update	04/01/2022	
03	01/06/2024	Review and update	20/08/2024	
04	30/05/26	Review and update	16/08/26	**31/05/2029**

WHISTLEBLOWING POLICY	**Prepared By**	**HR - Admin**
	Issued By	**HR Department**
	Page 1 of 4	

C22: WHISTLEBLOWING POLICY

Edison Group of Schools

Applies To

- Edison International Academy Aspire
- Edison International Academy Al Markhiya
- Edison Global Academy Lusail
- Edison Global Academy Rawdat Al Hamama

1. INTRODUCTION

The Edison Group of Schools is committed to maintaining the highest standards of integrity, transparency, accountability and ethical conduct. The Group recognises that creating a culture of openness and trust is essential to safeguarding students, supporting staff and ensuring effective governance.

Employees are often the first individuals to become aware of concerns relating to unsafe practices, professional misconduct, safeguarding failures, unethical behaviour or breaches of policy. The organisation therefore has a responsibility to ensure that staff feel confident and supported when raising concerns.

The purpose of whistleblowing is not to assign blame or create conflict. Rather, it provides a mechanism through which concerns can be identified and addressed before they result in harm to students, staff, parents or the organisation.

The Edison Group encourages all employees to speak up when they believe that wrongdoing, misconduct, unsafe practices or unethical behaviour may be occurring. Concerns raised in good faith are viewed as an important contribution to school improvement, safeguarding and organisational accountability.

This policy establishes the framework through which concerns may be raised, investigated and addressed in a manner that is fair, confidential and consistent with the values of the organisation.

2. PURPOSE OF THE POLICY

The purpose of this policy is to encourage employees to raise genuine concerns regarding wrongdoing, misconduct or unsafe practices and to ensure that such concerns are addressed appropriately.

The policy seeks to create an environment in which employees feel able to speak openly about concerns without fear of retaliation, victimisation or unfair treatment. A culture in which concerns can be raised safely contributes significantly to safeguarding, organisational effectiveness and continuous improvement.

The policy also provides a structured process for reporting concerns and establishes expectations regarding confidentiality, investigations and protections available to those who raise concerns in good faith.

The Edison Group believes that effective whistleblowing arrangements contribute to stronger governance, improved safeguarding and greater public confidence in the organisation.

3. WHISTLEBLOWING PHILOSOPHY

The Edison Group believes that every employee has both a right and a responsibility to raise concerns when something appears wrong, unsafe or unethical.

Professional integrity requires individuals to act when they become aware of behaviour or practices that may place students, colleagues or the organisation at risk. Remaining silent when serious concerns exist may allow problems to continue and potentially cause harm.

The Group recognises that raising concerns can sometimes be difficult. Employees may worry about relationships, consequences or misunderstandings. For this reason, leaders must create a culture in which concerns are welcomed, treated seriously and investigated fairly.

Whistleblowing should be viewed as a positive and responsible action that contributes to the protection of students, the wellbeing of staff and the continuous improvement of the organisation.

The Edison Group is committed to ensuring that individuals who raise concerns in good faith are supported and treated fairly throughout the process.

4. MATTERS THAT MAY BE REPORTED

Employees are encouraged to raise concerns regarding matters that they reasonably believe may involve wrongdoing, misconduct, risk or non-compliance.

Concerns may relate to safeguarding, child protection, health and safety, financial irregularities, professional misconduct, unethical behaviour, discrimination, harassment, abuse of authority, misuse of resources, breaches of policy or any other activity that may place individuals or the organisation at risk.

Whistleblowing is particularly important where concerns involve student welfare, safeguarding failures or situations that could potentially result in harm to children.

The policy is not intended to replace normal management processes or grievance procedures. However, where concerns involve serious wrongdoing, risk or misconduct, whistleblowing procedures may be the most appropriate route.

5. SAFEGUARDING-RELATED WHISTLEBLOWING

The Edison Group recognises that safeguarding concerns require particular attention and urgency.

Employees who believe that safeguarding procedures are not being followed appropriately, that students may be at risk or that safeguarding concerns are being ignored, concealed or managed improperly have a duty to raise those concerns immediately.

Safeguarding-related whistleblowing may include concerns regarding:

Failure to report safeguarding incidents.

Inappropriate staff-student relationships.

Unsafe recruitment practices.

Failure to follow child protection procedures.

Inadequate supervision.

Actions that place students at risk.

The welfare of the child must always remain the primary consideration when safeguarding concerns are raised.

This section should be read alongside the Edison Group Safeguarding and Child Protection Policy.

6. RAISING A CONCERN

Employees are encouraged to raise concerns as soon as reasonably possible after becoming aware of an issue.

Concerns may be raised verbally or in writing and should include sufficient information to enable an appropriate review or investigation to take place.

Where possible, concerns should initially be reported through established leadership channels. However, where this is not appropriate due to the nature of the concern, alternative reporting routes should be available.

Employees are not expected to prove that wrongdoing has occurred. They are simply expected to raise concerns honestly and in good faith where they believe that an issue may require investigation.

7. CONFIDENTIALITY

The Edison Group recognises the importance of confidentiality in whistleblowing matters.
Information relating to concerns, investigations and individuals involved should be handled sensitively and shared only with those who have a legitimate need to know.
Every reasonable effort will be made to protect the identity of individuals raising concerns where appropriate.
However, there may be circumstances in which disclosure becomes necessary in order to conduct a fair investigation or comply with legal requirements.
All parties involved are expected to respect confidentiality throughout the process.

8. PROTECTION FROM RETALIATION

The Edison Group is committed to protecting employees who raise concerns in good faith.
No employee should suffer harassment, victimisation, discrimination or adverse treatment because they have reported a genuine concern.
Retaliation against individuals who raise concerns is contrary to the values of the organisation and may result in disciplinary action.
Employees should immediately report any concerns regarding retaliation or victimisation.
The Group recognises that whistleblowing can require courage and is committed to ensuring that individuals are supported appropriately throughout the process.

9. INVESTIGATION OF CONCERNS

All concerns raised under this policy shall be reviewed and assessed appropriately.
The nature and scope of any investigation will depend upon the circumstances of the concern and the level of risk involved.
Investigations should be conducted fairly, objectively and professionally. Individuals involved should be treated respectfully and provided with appropriate opportunities to respond where necessary.
The Edison Group is committed to ensuring that investigations are proportionate, timely and focused on establishing facts and protecting the interests of students and the organisation.

10. OUTCOMES AND FOLLOW-UP

Following the conclusion of an investigation, appropriate action shall be taken based upon the findings.

Actions may include policy changes, additional training, disciplinary procedures, safeguarding interventions, risk management measures or other improvements designed to address identified concerns.
The purpose of whistleblowing is not simply to identify problems but to support meaningful improvement and organisational accountability.
Where appropriate, feedback may be provided to the individual who raised the concern while respecting confidentiality and privacy requirements.

11. FALSE OR MALICIOUS ALLEGATIONS

The Edison Group recognises the difference between genuine concerns raised in good faith and allegations that are knowingly false or malicious.
Employees who raise concerns honestly and reasonably will be supported, even where investigations determine that no wrongdoing occurred.
However, deliberately false, malicious or vexatious allegations may result in disciplinary action.
Maintaining trust in the whistleblowing process requires honesty, integrity and responsible use of reporting procedures.

12. MONITORING, REVIEW AND GOVERNANCE

Whistleblowing arrangements should be reviewed periodically to ensure effectiveness, accessibility and compliance with organisational expectations.
School leaders should monitor trends, outcomes and lessons learned from whistleblowing cases and use this information to strengthen governance, safeguarding and organisational improvement.
The Edison Group Managing Director and Senior Leadership Team should receive appropriate oversight information while maintaining confidentiality.

13. POLICY REVIEW

This policy shall be reviewed annually by the Edison Group Managing Director and Senior Leadership Team, Human Resources Department, Principals and Designated Safeguarding Leads.

14. CONCLUSION

The Edison Group believes that openness, honesty and accountability are essential characteristics of effective schools.
Employees who raise concerns in good faith contribute positively to safeguarding, student wellbeing, organisational integrity and continuous improvement.

By maintaining a culture in which concerns can be raised safely and addressed professionally, the Edison Group strengthens trust, protects students and upholds the highest standards of educational practice.

LEAVE POLICY				
			Policy Number	**C 23**
			Effective Date	**26/08/2024**
			Issue Date	**01/06/2024**
			Valid Until	**31/05/2027**
REVISION HISTORY				
Revision No	**Issue Date**	**Amendment Description**	**Date Effective**	**Revalidated**
00	Aug 2015	First Issue	Aug 2015	
01	19.8.18	Review and update	20.8.18	
02	07/12/2021	Review and update	04/01/2022	

03	01/06/2024	Review and update	20/08/2024	
04	30/05/26	Review and update	16/08/26	**31/05/2029**

LEAVE POLICY	**Prepared By**	**HR - Admin**
	Issued By	**HR Department**
	Page 1 of 4	

C23: LEAVE POLICY

1. **Rationale**

It is Edison Schools Group's policy to provide annual leave with pay to all eligible full-time employees. Such a policy provides employees with an opportunity to leave the work environment on a regular basis and return relaxed, rested and productive.

The provisions of this policy shall be consistent with operational requirements, applicable Qatar Labour Law and Edison Schools Group regulations.

Edison Schools Group shall observe all officially declared public holidays in the State of Qatar and consider them as holidays for employees on the dates declared by the relevant authorities.

2. Scope

This Policy and Procedure applies to all employees of Edison Schools Group schools.

3. Roles and Responsibilities

Administration and Human Resources Department:

Edison Schools Group Administration and Human Resources Departments shall be responsible for the following:

1. Interpreting the Leave Policy and ensuring that it is communicated to all employees.
2. Scheduling leave for eligible employees in accordance with operational requirements and established procedures.
3. The Principal and/or relevant Head of School shall approve leave requests in accordance with school operational needs.
4. Ensuring that leave requests are submitted to School Administration at least ten (10) working days prior to the proposed leave date wherever possible.
5. Maintaining accurate leave records for all employees.
6. Annual Leave Entitlements

All employees are entitled to annual leave, inclusive of travel time, in accordance with Qatar Labour Law and their employment contracts.

Administration and School-Based Employees:

Employees are entitled to annual leave which is normally taken during designated school holiday periods, unless otherwise approved by Edison Schools Group Management.

Leave entitlements are expressed in calendar days.

Working day entitlement is calculated on the basis of a five-day working week.

Newly Engaged Employees:

Employees shall only be entitled to take their first annual leave after successfully completing their probationary period and in accordance with their employment contract.

Sandwich Leave:

Where an employee applies for leave immediately before and after weekends, public holidays or school closures, Edison Schools Group reserves the right to treat the entire period as leave in accordance with applicable labour regulations and school procedures.

5. Leave Payments

Employees shall receive leave salary and benefits in accordance with Qatar Labour Law, their employment contract and Edison Schools Group payroll procedures.

Teaching Staff:

1. Full July salary (less housing allowance for those residing in school accommodation) shall be paid at the end of July.
2. Full August salary (less housing allowance for those residing in school accommodation) shall normally be credited by the beginning of September.

Any amendments to payroll schedules shall be communicated by Edison Schools Group Management.

6. Late Return from Leave

A request for an extension of leave must be submitted in writing to the Principal and/or relevant Head of School at least ten (10) days before the proposed return date and must include a valid reason and supporting documentation where appropriate.

Any extension of leave must receive written approval.

Should an employee fail to receive approval for an extension request, he/she must report for duty on the expiry of the approved leave period.

Failure to do so may be treated as unauthorised absence and may result in loss of pay and disciplinary action.

7. Official and Public Holidays

All officially declared public holidays in the State of Qatar shall be observed by Edison Schools Group schools.

In accordance with applicable Qatar Labour Law, employees may be entitled to public holidays including:

- Eid Al Fitr
- Eid Al Adha
- Qatar National Day
- Qatar Sports Day

or any other public holiday declared by the State of Qatar.

The Holy Month of Ramadan:

Working hours during the Holy Month of Ramadan shall be reduced in accordance with Qatar Labour Law and Ministry requirements.

8. Sick Leave

Short-Term Sick Leave

An employee who is unable to report to work due to illness is required to submit a valid medical certificate from an approved medical provider.

Employees are not entitled to paid sick leave during their probationary period unless otherwise required by Qatar Labour Law.

Long-Term Sickness / Hospitalisation

Sick leave shall be granted in accordance with Qatar Labour Law and upon recommendation from recognised medical authorities.

Employees may be required to provide medical reports, hospital documentation or other supporting evidence.

For further details, please refer to the Sick Leave Policy.

9. Maternity Leave

When a married female employee with a minimum of one year's service becomes pregnant, arrangements regarding her maternity leave and return to work shall be discussed with school management and Human Resources.

Leave Entitlement

Eligible female employees are entitled to maternity leave in accordance with Qatar Labour Law.

Maternity leave must be approved by the Principal and/or relevant Head of School and Human Resources Department.

Payment

Maternity leave shall be paid in accordance with Qatar Labour Law and Edison Schools Group regulations.

Sandwich Leave

Where leave is taken immediately before and after weekends or public holidays, Edison Schools Group reserves the right to calculate leave in accordance with established leave procedures and applicable labour regulations.

10. Compassionate Leave

Compassionate Leave may be granted to employees subject to the approval of the Principal and/or relevant Head of School.

The level of assistance provided by Edison Schools Group shall depend on the seriousness of each case and shall be applied with appropriate discretion.

In the event of the death of an immediate family member, including:

- Father
- Mother
- Spouse
- Child
- Brother
- Sister

employees may be granted compassionate leave as follows:

3 days – Immediate family residing in Qatar

5 days – Travel required outside Qatar

Payment

Compassionate Leave shall be on full pay.

11. Marriage Leave

Marriage Leave of five (5) working days with pay may be granted once during an employee's service with Edison Schools Group.

The Group reserves the right to request proof of marriage.

12. Pilgrimage Leave

Muslim employees with a minimum of one year's service may be granted up to twenty (20) calendar days leave to perform Hajj once during their employment with Edison Schools Group.

The Group reserves the right to request proof of pilgrimage.

Approval shall be subject to operational requirements and applicable labour regulations.

13. Unauthorised Absence

Unless satisfactory reasons for absence are provided, such absence shall be treated as absence without permission and without pay or allowances and may result in disciplinary action.

As soon as an employee is absent without notification, Edison Schools Group may initiate enquiries regarding the employee's whereabouts and the reasons for the absence.
Unauthorised Absence may result in disciplinary action in accordance with the Staff Disciplinary Policy and Procedure and applicable Qatar Labour Law.

14. Monitoring and Review

The implementation of this policy shall be monitored by Principals, Heads of School, Human Resources and Edison Schools Group Management.
This policy shall be reviewed annually and updated in accordance with:

- Qatar Labour Law
- Ministry requirements
- Edison Schools Group regulations
- Operational requirements
- Human Resources best practice

SICK LEAVE	Policy Number	C 24
	Effective Date	26/08/2024
	Issue Date	01/06/2024
	Valid Until	31/05/2027

REVISION HISTORY

Revision No	Issue Date	Amendment Description	Date Effective	Revalidated
00	Aug 2015	First Issue	Aug 2015	
01	19/08/2018	Review and update	20/08/2018	
02	07/12/2021	Review and update	04/01/2022	
03	01/06/2024	Review and update	20/08/2024	
04	30/05/26	Review and update	16/08/26	**31/05/2029**

SICK LEAVE	**Prepared By**	**HR - Admin**
	Issued By	**HR Department**
	Page 1 of 4	

C24: SICK LEAVE POLICY

1. **Purpose**

The objective of this policy is to provide information concerning the provision and use of Sick Leave for employees of Edison Schools Group schools.

2. **Scope**

This policy is applicable to all employees of Edison Schools Group schools and any wholly owned subsidiaries operating under Edison Schools Group.

3. **Definition**

Short-Term Sick Leave:

Periods of sick leave due to illness or injury which do not exceed seven (7) consecutive calendar days and are supported by an approved medical certificate where required.

Long-Term Sick Leave:

A period of continuous sick leave that exceeds Short-Term Sick Leave and may include hospitalisation, extended medical treatment, recovery from surgery or other serious medical conditions.
Long-Term Sick Leave shall be managed in accordance with Qatar Labour Law, medical advice and Edison Schools Group procedures.

4. **Sick Leave Regulations**

Edison Schools Group places great importance on the welfare, health and wellbeing of all employees.

The Group will provide paid sick leave to employees who are temporarily unable to work for medical reasons and for whom a registered medical practitioner has supplied a valid Medical Certificate and/or where the employee has been hospitalised.

Medical certificates should be issued by an approved medical provider, hospital or healthcare authority recognised within the State of Qatar.

Employees are expected to notify the Principal, Head of School and/or Human Resources Department as soon as reasonably possible when illness prevents them from attending work.

Sick leave shall normally be granted only after the employee has successfully completed his/her probation period, unless otherwise required by Qatar Labour Law.

Employees may be required to provide:

- Medical certificates
- Hospital discharge reports
- Follow-up medical reports
- Fitness-to-return-to-work certificates where appropriate.

Edison Schools Group reserves the right to request additional medical information or require an employee to attend an independent medical assessment where necessary.

Where an employee remains unable to perform his/her duties following an extended period of illness, the Group may review the employee's continued employment in accordance with Qatar Labour Law, medical advice and operational requirements.

The employment of an employee may be terminated following an extended period of continuous sick leave if a licensed medical practitioner certifies that the employee is medically unfit to return to work and all reasonable options have been considered.

5. Return to Work

Employees returning from Long-Term Sick Leave may be required to attend a Return-to-Work Meeting with the Principal, Head of School and/or Human Resources Department.

The purpose of the meeting shall be to:

- Confirm fitness to return to work.
- Discuss any medical restrictions.
- Identify any support required.
- Plan a successful return to duties.

Where appropriate, reasonable adjustments may be considered to support the employee's return to work.

6. Abuse of Sick Leave

Any employee found to have abused Sick Leave provisions, submitted false medical documentation or misrepresented their medical condition may be subject to disciplinary action in accordance with the Staff Disciplinary Policy and Procedure.

7. Monitoring and Review

The implementation of this policy shall be monitored by Principals, Heads of School, Human Resources and Edison Schools Group Management.

This policy shall be reviewed annually and updated in accordance with:

- Qatar Labour Law
- Ministry requirements
- Medical regulations
- Edison Schools Group policies
- Human Resources best practice

MATERNITY LEAVE POLICY			Policy Number	C 25
			Effective Date	26/08/2024
			Issue Date	01/06/2024
			Valid Until	31/05/2027

REVISION HISTORY

Revision No	Issue Date	Amendment Description	Date Effective	Revalidated
00	Aug 2015	First Issue	Aug 2015	
01	19.8.18	Review and update	20.8.18	
02	07/12/2021	Review and update	04/01/2022	
03	01/06/2024	Review and update	20/08/2024	
04	30/05/26	Review and update	16/08/26	**31/05/2029**

MATERNITY LEAVE POLICY	**Prepared By**	**HR - Admin**
	Issued By	**HR Department**
	Page 1 of 2	

C25: MATERNITY LEAVE POLICY

1. Purpose

The objective of this policy is to provide information concerning Maternity Leave for eligible employees of Edison Schools Group schools.

2. Scope

This policy shall apply to all eligible female employees of Edison Schools Group schools who have completed at least one (1) year of continuous service, subject to the provisions of Qatar Labour Law.

3. Policy

1. Female employees are entitled to Maternity Leave in accordance with Qatar Labour Law and Edison Schools Group regulations.
2. Eligible female employees shall be entitled to fifty (50) calendar days of Maternity Leave on full pay.

3. Maternity Leave shall be granted subject to the submission of a Medical Certificate issued by a licensed physician confirming the pregnancy and expected date of delivery.
4. Maternity Leave shall normally commence from the date of childbirth unless otherwise advised by a licensed medical practitioner and approved by the School Principal, Head of School and/or Human Resources Department.
5. End of Service Benefits (where applicable) shall continue to accumulate during the approved period of Maternity Leave in accordance with Qatar Labour Law.
6. Maternity Leave shall not be deducted from the employee's annual leave entitlement.
7. Employees are expected to notify the Principal, Head of School and Human Resources Department as early as reasonably possible of their intention to take Maternity Leave to assist with staffing and operational planning.
8. Following the birth of the child, employees may be required to submit supporting documentation, including a birth certificate and any additional medical documentation requested by Human Resources.
9. Upon returning to work, the employee shall resume her position or an equivalent position in accordance with applicable labour regulations.
10. Edison Schools Group is committed to supporting the wellbeing of employees during pregnancy, maternity leave and their return to work.
11. Return to Work

Employees returning from Maternity Leave should notify the Principal, Head of School and Human Resources Department of their intended return date.

Where necessary, a Return-to-Work Meeting may be arranged to discuss:

- Return arrangements
- Work schedules
- Any temporary adjustments required
- Employee wellbeing and support

5. Monitoring and Review

The implementation of this policy shall be monitored by Principals, Heads of School, Human Resources and Edison Schools Group Management.

This policy shall be reviewed annually and updated in accordance with:

- Qatar Labour Law
- Ministry requirements
- Edison Schools Group regulations

- Human Resources best practice

SPOT AWARD AND RECOGNITION PROGRAMME POLICY	Policy Number	C 26
	Effective Date	26/08/2024
	Issue Date	01/06/2024
	Valid Until	31/05/2027

REVISION HISTORY

Revision No	Issue Date	Amendment Description	Date Effective	Revalidated
00	Aug 2017	First Issue	Aug 2017	
01	19.8.18	Review and update	20.8.18	
02	07/12/2021	Review and update	04/01/2022	
03	01/06/2024	Review and update	20/08/2024	
04	30/05/26	Review and update	16/08/26	**31/05/2029**

SPOT AWARD AND RECOGNITION PROGRAMME POLICY	Prepared By	HR - Admin
	Issued By	HR Department
	Page 1 of 5	

C26: SPOT AWARD AND RECOGNITION PROGRAMME POLICY

1. Purpose

The purpose of a Spot Award is to recognise and reward employees for a job well done.

This award programme is designed to allow Edison Schools Group school leadership to reward employees for demonstrating excellence, commitment, innovation and outstanding performance whilst contributing positively to the success of the school.

A key principle of the programme is to "catch employees doing things right" and recognise achievements as soon as possible after the event.

Principals, Heads of School, Coordinators, Heads of Department and Line Managers are encouraged to identify and recognise employees who consistently demonstrate behaviours and performance that support the vision, mission and values of Edison Schools Group.

This document outlines the procedures to be followed by Edison Schools Group schools in administering the Spot Award and Recognition Programme.

2. Scope

These procedures apply to all Edison Schools Group employees, including:

- Teaching Staff
- Administrative Staff
- Support Staff
- Operational Staff
- School Workers
- School Leadership Teams

3. Responsibilities

Each school may establish a Recognition Committee or nominate staff representatives to assist with identifying and celebrating employee achievements.

The School Principal, Head of School, Heads of Department, Coordinators and Line Managers are responsible for identifying achievements that are consistent with the purpose of the programme and recommending employees for recognition.

Recognition may include:

- Verbal Recognition
- Written Recognition
- Certificates
- Appreciation Letters
- Gift Items
- Gift Vouchers
- Financial Awards
- Staff Appreciation Events

The maximum single financial award for an individual employee shall normally not exceed QR 600 unless approved by Edison Schools Group Management.

Schools must operate within their approved annual recognition budget.

School Administration is responsible for obtaining approvals, maintaining records and ensuring the integrity and fairness of the programme.

4. Procedures

a. Objectives

This section addresses the objectives of the Spot Award and Recognition Programme.

1. Recognise outstanding performance.
2. Promote positive behaviour and professionalism.
3. Encourage improved employee productivity and quality of work.
4. Build long-term positive relationships with employees.
5. Facilitate both individual and team recognition.
6. Encourage employees to contribute ideas and solutions.
7. Demonstrate that employees are key contributors to organisational success.
8. Retain motivated and high-performing employees.
9. Strengthen employee engagement and morale.
10. Promote a culture of appreciation across Edison Schools Group schools.

b. General

Research consistently shows that personalised and timely recognition is one of the most effective motivators in the workplace.

Edison Schools Group is committed to creating a work environment that is positive, motivating and rewarding. Outstanding employee performance recognised by school leadership reinforces behaviours that contribute to high performance and school improvement.

By implementing a recognition programme that is timely, meaningful and linked to school values, Edison Schools Group encourages employees to continue demonstrating excellence in their work.

The programme also encourages other employees by highlighting examples of best practice and positive contributions.

c. Criteria

Employees may be recognised for:

1. Completing a project or task at a level significantly exceeding expectations.
2. Meeting or exceeding major project deadlines.
3. Demonstrating outstanding work output or productivity.
4. Maintaining high levels of student, parent or stakeholder satisfaction.
5. Contributing to improved student achievement and outcomes.
6. Undertaking responsibilities beyond the normal scope of their role.
7. Enhancing the reputation of the school within the community.

8. Demonstrating innovation, creativity or leadership.
9. Improving specific competencies or professional behaviours.
10. Contributing to school improvement initiatives.
11. Demonstrating exceptional teamwork and collaboration.
12. Supporting colleagues or students beyond normal expectations.

The Spot Award Programme is not intended to replace salary increases, contractual benefits or performance-based progression arrangements.

d. Recognition Programme

The purpose of a Spot Award is to recognise employees for outstanding contributions and achievements.
Recognition may be provided by:

- School Principals
- Heads of Secondary
- Heads of Department
- Coordinators
- Line Managers
- Colleagues

Recognition may be:

- Verbal
- Written
- Public
- Private
- Financial
- Non-financial

e. Reward

The programme emphasises recognition rather than monetary value.
Recognition itself is often the most meaningful reward.
Financial awards form only one component of the programme.
Schools are encouraged to use a variety of recognition methods to ensure employees feel valued and appreciated.

f. Work Environment

A secondary objective of the programme is to improve workplace culture.

School leadership teams are encouraged to develop creative methods of recognising employees and creating a positive working environment that promotes wellbeing, teamwork and professional growth.

5. Budget

a. Responsibility

The programme budget shall be prepared annually by the Principal and School Finance Department and incorporated into the school's annual budget.

School Finance shall be responsible for ensuring that programme funds are used in accordance with approved guidelines.

b. Amount

The annual recognition budget shall be determined by Edison Schools Group and individual school budgets.

The budget may be adjusted based on staffing levels, school priorities and approval from Edison Schools Group Management.

c. Recording

Programme expenditures shall be recorded by School Administration and Finance Departments.

Reports may be generated periodically and reviewed by school leadership to evaluate the effectiveness of the programme.

6. Rewards

a. Awards

School leaders are encouraged to vary the types of awards offered.

Award selection should take into account employee preferences wherever possible.

Awards must always be appropriate, professional and consistent with school values.

b. Non-Financial and Financial Awards

Non-Financial Awards may include:

- Verbal Appreciation
- Certificates of Recognition
- Appreciation Letters

- Emails of Congratulations
- Staff Recognition Boards
- School Newsletter Recognition
- Professional Development Opportunities

Financial Awards may range from QR100 to QR600 per award unless otherwise approved by Edison Schools Group Management.

c. Gift Certificates and Gift Items

Schools may maintain an inventory of gift vouchers, gift certificates and gift items for distribution. Examples include:

- Retail Gift Cards
- Bookstore Vouchers
- Restaurant Vouchers
- Hotel Vouchers
- Wellness and Beauty Vouchers
- Educational Resources
- Technology Items

d. Review of Items

School Administration shall periodically review available suppliers and recognition items to ensure appropriateness, fairness and employee satisfaction.

e. Quantities

School Finance shall determine the quantities of items to be maintained and shall be responsible for inventory control and accountability.

f. Purchases

Purchases shall be made in accordance with Edison Schools Group financial procedures and procurement regulations.

12. Eligibility

All employees employed on definite or indefinite contracts are eligible to participate in the Spot Award and Recognition Programme.

Employees on probation may receive recognition certificates and non-financial awards.

13. Nominations

Heads of Department, Coordinators, Line Managers, School Leaders and employees may submit nominations.

Nominations should clearly identify:

- The employee being nominated.
- The achievement being recognised.
- The impact of the achievement.
- The recommended award category.

Where gift items or financial awards are requested, the appropriate Spot Award Nomination Form must be completed and approved.

Appendix 1: Spot Award Nomination Form.

Spot Award Nomination Request Form	
Staff Name:	Position
Nominated By	Date:
The employee is nominated for a SPOT AWARD for the following reasons: (Give as much specific information as possible on the action, achievement or behaviour being recognised. Describe how this nominee represents the spirit of the Edison Schools Group Spot Award and Recognition Programme. Please give at least one specific example using the award criteria. Describe the nominee's commitment to high quality work, initiative, innovation, teamwork, professionalism, positive attitude and contribution to student achievement, school improvement and the wider school community.)	

Gift Value	Tick one	Amount (QR)
Restaurants Voucher		
Hotel Voucher		
Carrefour Coupon		
Cash		
Other:		
Total Amount Awarded shall NOT exceed QR 500. Certificates will be arranged & printed by Admin		
For School Administration Use		
Approved by School Principal	Signature	
Date:		

14. Monitoring and Review

The implementation of this programme shall be monitored by School Leadership Teams, Human Resources and Edison Schools Group Management.

The programme shall be reviewed annually to ensure:

- Fairness
- Transparency
- Employee engagement
- Budget compliance
- Alignment with Edison Schools Group values and strategic priorities.

REVISION HISTORY				
Revision No	**Issue Date**	**Amendment Description**	**Date Effective**	**Revalidated**
00	Aug 2015	First Issue	Aug 2015	
01	19.8.18	Review and update	20.8.18	
02	07/12/2021	Review and update	04/01/2022	
03	01/06/2024	Review and update	20/08/2024	

STAFF APPRAISAL POLICY	**Prepared By**	**HR - Admin**
	Issued By	**HR Department**
	Page 1 of 25	

C27: EDISON GROUP STAFF APPRAISAL AND PERFORMANCE MANAGEMENT POLICY

"Empowering Excellence Through Continuous Professional Growth"

1. Rationale

The Edison Group of Schools recognises that its employees are its most valuable resource and that the quality of teaching, leadership and support provided by staff has a direct impact on student achievement, school improvement and organisational success. The appraisal process provides an opportunity for employees and appraisers to engage in professional dialogue regarding performance, achievements, strengths, areas for development and future aspirations.

The purpose of appraisal is to support continuous professional growth, improve the quality of teaching and learning, raise standards of student achievement and contribute to the ongoing improvement of schools within the Edison Group. Appraisal is intended to be a positive and developmental process which recognises good practice, identifies professional development needs and supports employees in achieving their full potential.

The Edison Group of Schools is committed to ensuring that appraisal arrangements are fair, transparent, consistent and based upon a range of evidence collected throughout the appraisal cycle. The appraisal process will support the strategic priorities of the Edison Group, individual School Improvement Plans and the professional growth of all employees.

2. Application

This policy applies to all employees of the Edison Group of Schools, including teaching staff, school leaders, administrative staff, support staff and other employees working within the Group.

The policy provides a framework for managing performance, recognising achievement, supporting professional development and addressing underperformance where necessary.

3. Purpose

The purpose of the appraisal process is to establish a clear and consistent framework through which employees can receive constructive feedback, identify professional development needs, celebrate achievements and contribute to the continuous improvement of their school and the Edison Group as a whole.

The appraisal process is intended to improve professional practice, support career development, strengthen accountability and ensure that all employees contribute positively to student outcomes and organisational effectiveness.

4. The Appraisal

The appraisal process shall operate on an annual cycle and shall involve regular professional discussions between the employee and their appraiser. The process will focus on reviewing performance, identifying strengths, setting objectives, monitoring progress and evaluating outcomes.

The Managing Director shall normally be responsible for the appraisal of Principals. Principals shall be responsible for the appraisal of members of the Senior Leadership Team. Heads of School, Accreditation Leaders, Heads of Department and Line Managers may be delegated responsibility for conducting appraisals in accordance with the organisational structure of each school.

The appraisal process shall be conducted in a professional, supportive and confidential manner and shall provide employees with opportunities to discuss their performance, professional aspirations and development needs.

5. The Appraisal Period

The appraisal period shall normally be one academic year. The annual appraisal cycle will begin at the start of the academic year and conclude at the end of the academic year. Objectives shall be agreed at the beginning of the appraisal period and reviewed throughout the year.

A formal mid-year review meeting shall normally take place during the second term to review progress towards agreed objectives, discuss professional development undertaken and identify any support that may be required. A final appraisal meeting shall be held towards the end of the academic year to evaluate overall performance and achievement against agreed objectives.

Where an employee joins the Edison Group of Schools part way through an appraisal cycle, objectives shall be agreed as soon as reasonably practicable and the appraisal period adjusted accordingly.

6. Objective Setting

At the beginning of each appraisal cycle, employees and appraisers shall agree a number of objectives which reflect the responsibilities of the employee's role and contribute to the priorities of the school and the Edison Group of Schools.

Objectives should be realistic, achievable and capable of being measured. They should support the continuous improvement of teaching, learning, leadership and operational effectiveness and should contribute to improved outcomes for students.

When setting objectives, consideration shall be given to the School Improvement Plan, Department Action Plans, student achievement data, professional development priorities and the strategic priorities of the Edison Group of Schools.

Objectives may be revised during the appraisal period where circumstances change significantly or where it is deemed necessary by the appraiser and employee.

Objectives should be SMART

S = Specific
M = Measurable
A = Achievable
R= Relevant
T = Timed

Objectives should also be fair and equitable when judged across employees with similar roles and responsibilities. However, appraisal objectives will normally become more challenging as a teacher progresses up the main pay scale.

Teacher standards, against which their performance will be assessed and set objectives are to be given to all teaching staff at the start of each appraisal period (see Appendix 1).

Objectives will be set out in a planning statement, along with details of any training and support which have been agreed. The planning statement should also specify the evidence that will be collected to support the review of performance including details of the arrangements for task or classroom observation, where relevant.

7. Monitoring Performance

Performance shall be monitored throughout the appraisal period and shall not be limited to the formal appraisal meetings. Employees should receive regular feedback regarding their performance and progress towards agreed objectives.

Monitoring shall be supportive in nature and intended to promote professional growth and continuous improvement. Where concerns arise regarding performance, these should be discussed promptly so that appropriate support and guidance can be provided.

The appraiser shall maintain regular communication with the employee throughout the appraisal cycle and ensure that sufficient opportunities are provided for professional discussion and reflection.

8. Evidence Collection

The appraisal process shall be based upon a range of evidence collected throughout the appraisal period. No single piece of evidence shall be used in isolation when evaluating an employee's performance.

Evidence may be obtained from a variety of sources including lesson observations, learning walks, work scrutiny, student progress data, assessment outcomes, curriculum planning, professional development activities, departmental contributions, school activities and other relevant aspects of professional practice.

Consideration may also be given to the employee's contribution to school improvement initiatives, leadership responsibilities, communication with parents, support provided to colleagues and commitment to the values and expectations of the Edison Group of Schools.
The evidence collected should provide a fair and balanced view of the employee's performance and professional contribution throughout the appraisal period.

9. Classroom Observations

Classroom observations form an important part of the appraisal process for teaching staff. Observations provide opportunities to recognise effective practice, identify strengths and support professional development.
Observations may be conducted by the Principal, Head of School, Accreditation Leaders, Head of Department or other authorised members of staff. Employees shall be provided with appropriate feedback following observations and shall be given opportunities to discuss the outcomes.
Observation findings shall contribute to the overall appraisal process but shall not be used as the sole measure of performance.
The Edison Group of Schools is committed to ensuring that observations are conducted professionally, fairly and consistently and that they support the ongoing development of teaching and learning.

10. Professional Development

The Edison Group of Schools recognises the importance of continuous professional development in improving professional practice and raising standards across all schools.
The appraisal process shall be used to identify professional development needs and to support employees in developing the knowledge, skills and understanding required to perform their roles effectively.
Professional development opportunities may include in-house training, external courses, workshops, conferences, coaching, mentoring, professional reading, collaborative planning and other activities designed to improve professional practice.
Employees are encouraged to take responsibility for their own professional growth and to actively engage in opportunities that contribute to their development and the improvement of the school.

11. Mid-Year Review

A formal Mid-Year Review Meeting shall normally take place during the second term of the academic year. The purpose of the meeting is to review progress towards agreed objectives, discuss evidence collected to date and identify any additional support or professional development that may be required.

The meeting provides an opportunity for both the appraiser and employee to reflect on progress, celebrate achievements and discuss any challenges that may be affecting performance. Where appropriate, objectives may be amended or refined to reflect changing circumstances or priorities.
A written record of the Mid-Year Review Meeting shall be maintained and retained as part of the employee's appraisal documentation.

12. Annual Review Meeting

At the conclusion of the appraisal period, an Annual Review Meeting shall be held between the appraiser and employee. The purpose of this meeting is to evaluate the employee's overall performance during the appraisal cycle and assess progress towards the agreed objectives.
The review shall take account of all relevant evidence collected throughout the appraisal period and shall provide an opportunity for the employee to reflect on achievements, discuss professional development undertaken and identify future career aspirations.
The Annual Review Meeting shall also be used to identify priorities for future professional development and to establish objectives for the following appraisal cycle where appropriate.
The outcome of the Annual Review Meeting shall be recorded in writing and a copy shall be provided to the employee.

13. Appraisal Records

A written appraisal record shall be maintained for each employee. The appraisal record shall normally include agreed objectives, observation records, review meeting notes, evidence considered, professional development activities and the final appraisal outcome.
Appraisal records shall be treated as confidential documents and shall be retained securely by the school.
Access to appraisal records shall normally be restricted to the employee, appraiser, Principal, Human Resources Department and authorised members of Edison Group Leadership.
Employees shall have the right to review their appraisal records and may submit written comments if they wish to do so.

14. Pay Progression - Guidelines

The Edison Group of Schools recognises the importance of rewarding high levels of performance and professional contribution. Information obtained through the appraisal process may be considered when making decisions regarding salary progression, promotion opportunities and additional responsibilities.

Pay progression is not automatic and shall be determined following consideration of the employee's appraisal outcome, achievement of agreed objectives, professional conduct, attendance and punctuality, contribution to school improvement, student outcomes and the overall financial position of the school and the Edison Group. Recommendations regarding pay progression shall be subject to approval by the appropriate members of Edison Group Leadership and shall be implemented in accordance with Group policies and procedures.

NB: The amounts below are guidelines only and can change at the Managing Director's discretion.

Annual Salary Increment - Based on Performance Appraisal and linked to Basic Salary					
Performance Ratings	**U**	**NI**	**ME**	**EE**	**O**
Individual Performance Description	**Unacceptable**	**Needs Improvement**	**Meets Expectations**	**Exceeds Expectations**	**Outstanding**
Annual Salary Increment	**NA**	**100**	**200 - 300**	**300-500**	**750 -1,000**

15. Professional Support and Development

Where an appraisal identifies areas in which an employee would benefit from additional support, appropriate professional development opportunities shall be provided wherever reasonably practicable.

Support may include mentoring, coaching, professional development courses, additional monitoring, collaborative planning opportunities, peer support or other interventions designed to improve performance and promote professional growth.

The Edison Group of Schools is committed to supporting employees in achieving success and recognises that professional development is a shared responsibility between the employee and the organisation.

16. Under performance

Where concerns are identified regarding an employee's performance, every effort shall be made to address such concerns through professional dialogue, support and guidance before formal procedures are considered. The purpose of addressing underperformance is to support improvement and assist employees in meeting the expectations of their role. Employees shall be informed of any concerns regarding their performance and provided with clear guidance regarding the improvements required.

Where appropriate, a period of additional support and monitoring shall be agreed before any formal capability procedures are initiated.

17. Informal Support Stage

Where performance concerns are identified, the appraiser shall normally meet with the employee to discuss the concerns and agree appropriate support measures.

The employee shall be informed of the areas requiring improvement, the standards expected and the support that will be provided. A reasonable period of time shall be allowed for improvement to take place.

A written record of the discussion and agreed actions shall be maintained.

18. Performance Improvement Plan (PIP)

Where performance concerns continue following the Informal Support Stage, the employee may be placed on a Performance Improvement Plan (PIP).

The Performance Improvement Plan shall clearly identify the areas requiring improvement, the support to be provided, the success criteria to be achieved and the timescale for review.

The purpose of the PIP is to provide a structured framework through which the employee can demonstrate improvement and receive targeted support.

Progress shall be reviewed regularly throughout the duration of the plan.

19. Formal Monitoring

Where a Teacher Improvement Plan has been implemented, formal monitoring may take place to assess progress towards the agreed targets.

Monitoring activities may include lesson observations, work scrutiny, review of planning, professional discussions and analysis of student outcomes.

The employee shall receive feedback following monitoring activities and shall be given opportunities to discuss progress and any challenges encountered.

20. Capability Review Meeting

Where insufficient improvement has been demonstrated following the support and monitoring process, a Capability Review Meeting may be convened.

The purpose of the meeting shall be to review the evidence collected, evaluate progress made and determine whether additional support, an extension of the improvement period or progression to the next stage of the capability process is appropriate.

The employee shall be informed of the purpose of the meeting and shall be given the opportunity to respond to the concerns raised.

21. Final Capability Review

Where concerns regarding performance remain following the Capability Review Meeting, a Final Capability Review may be conducted. The purpose of this review is to consider all evidence gathered throughout the support, monitoring and capability process and determine whether the employee has demonstrated sufficient improvement.

The employee shall be provided with an opportunity to present any additional information or evidence and to respond to the concerns that have been raised. The review shall consider the support provided, the progress made and the extent to which the required standards have been achieved.

Following the review, a decision shall be made regarding the most appropriate course of action.

22. Outcomes

Following completion of the capability process, a number of outcomes may be considered.

Where sufficient improvement has been demonstrated, the employee may return to the normal appraisal process.

Where some progress has been made but further improvement is required, an extension of the support and monitoring period may be agreed.

Where insufficient improvement has been demonstrated despite appropriate support and opportunities to improve, further action may be taken in accordance with Edison Group Human Resources policies and procedures.

Any decisions arising from the capability process shall be communicated to the employee in writing.

23. Appeals

Employees have the right to appeal against any formal decision arising from the appraisal or capability process.

An appeal should be submitted in writing to the Principal, Human Resources Department or appropriate member of Edison Group Leadership within five working days of receiving written notification of the decision.

The appeal should clearly state the grounds upon which the appeal is being made.

An appeal meeting shall normally be conducted by a member of leadership who has not been directly involved in the original decision-making process.

The outcome of the appeal shall be communicated in writing and shall normally be considered final.

24. Monitoring and Quality Assurance

The Edison Group of Schools is committed to ensuring that appraisal procedures are implemented consistently and fairly across all schools within the Group.

Principals and members of Edison Group Leadership shall monitor the implementation of this policy to ensure that appraisal outcomes are evidence-based, objective and aligned with the strategic priorities of the Group.

From time to time, appraisal records and outcomes may be reviewed to ensure consistency of standards, fairness of judgements and the effective implementation of professional development opportunities.

The information gathered through the appraisal process may also be used to inform school improvement planning, professional development programmes, succession planning and leadership development initiatives.

25. Confidentiality

All appraisal and capability records shall be treated as confidential and shall be handled in accordance with the Group's policies relating to confidentiality, data protection and record management.

Information relating to appraisal outcomes shall only be shared with individuals who have a legitimate professional need to access such information.

Employees involved in the appraisal process are expected to respect the confidentiality of discussions, records and decisions.

26. Review of Policy

The Edison Group Staff Appraisal and Performance Management Policy shall be reviewed annually by Edison Group Leadership and the Human Resources Department.

The policy may be amended from time to time to reflect changes in legislation, Ministry requirements, accreditation expectations, organisational priorities and recognised best practice.

Any revisions shall be communicated to employees and implemented in accordance with Edison Group procedures.

27. Equal Opportunities

The Edison Group of Schools is committed to promoting equality of opportunity and ensuring that appraisal arrangements are implemented fairly and consistently.

No employee shall be disadvantaged on the grounds of nationality, race, gender, religion, disability, age, marital status or any other protected characteristic.

The appraisal process shall be conducted in a manner that supports inclusion, professional respect and equal access to development opportunities for all employees.

28. Related Policies

This policy should be read in conjunction with the following Edison Group policies and procedures:

- Staff Code of Conduct Policy
- Staff Disciplinary and Grievance Policy & Procedure
- Professional Development Policy
- Staff Attendance and Punctuality Policy
- Safeguarding and Child Protection Policy
- Recruitment and Selection Policy
- Equal Opportunities Policy
- Whistleblowing Policy
- School Improvement Planning Framework
- Leadership Development Framework

APPENDIX 1: PERFORMANCE DESCRIPTORS

Performance Rating	Descriptor
Outstanding (O)	Employees consistently demonstrate outstanding professional practice and make a significant contribution to student achievement, safeguarding, school improvement and the wider life of the school. They regularly exceed expectations and serve as role models for colleagues.
Exceeds Expectations (EE)	Employees consistently perform at a high standard, frequently exceed expectations and make a strong contribution to student outcomes, professional development and school improvement initiatives.
Meets Expectations (ME)	Employees consistently meet professional expectations and fulfil their responsibilities effectively. They demonstrate sound professional practice and contribute positively to student learning and school development.
Needs Improvement (NI)	Employees demonstrate some strengths but require support and development in identified areas to consistently meet professional expectations.
Unacceptable (U)	Employees fail to meet the minimum standards expected for their role despite support, guidance and intervention. Formal support or capability procedures may be required.

APPENDIX 2: TEACHER STANDARDS

Standard 1: Set high expectations which inspire, motivate and challenge pupils

- Establish a safe, inclusive and stimulating learning environment for pupils, rooted in mutual respect, safeguarding, positive relationships and a clear culture of learning.
- Set ambitious but achievable goals that stretch and challenge pupils of all backgrounds, abilities, languages, learning needs and dispositions.
- Demonstrate consistently the positive attitudes, values, professional conduct and behaviour which are expected of pupils and which reflect the ethos, vision and values of the Edison Group.
- Promote pupils' confidence, independence, resilience and responsibility for learning.
- Create a classroom climate where pupils feel valued, respected and encouraged to participate actively.
- Support pupils in developing high aspirations for themselves as learners and as responsible members of the school community.

Outstanding "O"	Exceeds Expectations "EE"	Meet Expectations "ME"	Needs Improvement "NI"	Unacceptable "U"
Teachers who consistently perform at an excellent level demonstrate the following characteristics: • They establish a highly safe, inclusive and stimulating learning environment where pupils feel valued, respected and supported. • They consistently promote a culture of high expectations, achievement and aspiration for all pupils regardless of background, ability or learning need. • They actively encourage pupils to participate, contribute and take ownership of their learning. • They are highly effective in developing pupils' resilience, confidence, independence and willingness to tackle challenging tasks.	Teachers who consistently perform at a very good level demonstrate the following characteristics: • They establish a safe, positive and purposeful learning environment. • They maintain high expectations for pupils and communicate these consistently. • They encourage active participation and positive attitudes towards learning. • They effectively promote resilience, confidence and independence. • They model professional attitudes and behaviour that support the school's values. • Most pupils are motivated, engaged and respond positively to challenge. • They contribute positively to the wider culture of the school.	Teachers who consistently perform at a good level demonstrate the following characteristics: • They create a safe and orderly learning environment. • Expectations are generally clear and appropriate. • Most pupils participate positively in learning activities. • They encourage pupils to behave respectfully and engage appropriately. • They model professional conduct and support the school's ethos. • Most pupils demonstrate positive attitudes towards learning and make expected progress.	Teachers who require improvement demonstrate the following characteristics: • Expectations are not always communicated consistently. • Learning environments are generally safe but may lack challenge or engagement. • Some pupils are not sufficiently motivated or encouraged to participate fully. • Opportunities to develop resilience and independence are inconsistent. • Further support is required to establish consistently high expectations and positive learning behaviours.	Teachers whose performance is unsatisfactory demonstrate the following characteristics: • Learning environments are not consistently safe, positive or conducive to learning. • Expectations are unclear, inconsistent or too low. • Pupils are insufficiently challenged and engagement is limited. • Professional attitudes and behaviours are not consistently modelled. • Pupils demonstrate poor attitudes towards learning and progress is adversely affected.

• They generate exceptionally high levels of enthusiasm, engagement and commitment to learning. • They consistently model exemplary professional attitudes, values and behaviour. • Pupils demonstrate respect for others, positive learning behaviours and pride in their achievements. • They make a significant contribution to the positive culture and ethos of the school.				

Standard 2: Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes.
- Plan teaching to build on pupils' capabilities, prior knowledge and individual learning needs.
- Guide pupils to reflect on the progress they have made and identify their next steps for learning.
- Demonstrate knowledge and understanding of how pupils learn and use this to inform teaching.
- Encourage pupils to take responsibility for their learning, behaviour and achievement.
- Use assessment information effectively to monitor progress and implement appropriate interventions.

Outstanding "O"	**Exceeds Expectations "EE"**	**Meet Expectations "ME"**	**Needs Improvement "NI"**	**Unacceptable "U"**
Teachers who consistently perform at an excellent level demonstrate the following characteristics: • They demonstrate exceptional accountability for pupil attainment, progress and achievement. • They possess a deep understanding of pupils' starting points, prior attainment, strengths and areas for development and use this information effectively to maximise learning. • Teaching is highly responsive to pupil needs and consistently enables outstanding progress	Teachers who consistently perform at a very good level demonstrate the following characteristics: • They demonstrate strong accountability for pupil progress and attainment. • They use prior attainment and assessment information effectively to inform planning and teaching. • Most pupils make good progress and achieve well from their starting points. • Pupils understand their learning objectives and can identify areas for improvement. • Assessment information is used effectively to support	Teachers who consistently perform at a good level demonstrate the following characteristics: • They are accountable for pupil attainment and progress. • Planning generally reflects pupils' prior learning and current attainment levels. • Most pupils make expected progress from their starting points. • Pupils are provided with opportunities to reflect on their learning and understand their next steps. • Assessment information is generally used appropriately to inform teaching and support progress.	Teachers who require improvement demonstrate the following characteristics: • Assessment information is not always used effectively to support pupil progress. • Planning does not consistently build upon pupils' prior knowledge and understanding. • Progress is inconsistent across different groups of learners. • Pupils are not always clear about their next steps for improvement. • Intervention strategies are limited or inconsistently applied. • Pupils do not consistently demonstrate responsibility for their learning. • Further support is required to improve the impact of teaching on pupil outcomes.	Teachers whose performance is unsatisfactory demonstrate the following characteristics: • They fail to demonstrate sufficient accountability for pupil progress and attainment. • Assessment information is rarely used effectively to inform teaching. • Planning does not take sufficient account of pupils' prior learning or needs. • Progress is inadequate and pupils frequently underachieve. • Pupils are unable to explain what they are learning or how they can improve. • Intervention strategies are absent or ineffective.

across different groups of learners. • Pupils are actively involved in evaluating their own learning and can clearly articulate their strengths, progress and next steps. • Assessment information is used exceptionally well to identify learning gaps and implement timely interventions. • Pupils demonstrate high levels of independence, responsibility and ownership of their learning. • The teacher consistently promotes resilience, perseverance and a commitment to excellence. • Student outcomes are consistently strong and demonstrate significant value-added progress over time.	intervention and improvement. • Pupils are encouraged to take responsibility for their learning and generally respond positively to challenge. • The teacher demonstrates a strong understanding of how pupils learn and applies this effectively within lessons.	• Pupils demonstrate positive attitudes towards learning and complete work appropriately. • The teacher understands how pupils learn and applies this knowledge effectively in most situations.		• Pupils demonstrate limited ownership of learning and achievement is adversely affected.

Standard 3: Demonstrate good subject and curriculum knowledge

• Demonstrate secure knowledge of the subject and curriculum areas taught.
• Foster and maintain pupils' interest in the subject and address misunderstandings effectively.

- Demonstrate an understanding of curriculum requirements and progression.
- Promote high standards of literacy, communication and numeracy across the curriculum.
- Use appropriate subject-specific terminology accurately and confidently.
- Keep subject knowledge and curriculum understanding up to date through professional learning.

Outstanding "O"	**Exceeds Expectations "EE"**	**Meet Expectations "ME"**	**Needs Improvement "NI"**	**Unacceptable "U"**
Teachers who consistently perform at an excellent level demonstrate the following characteristics: • They possess exceptional subject knowledge and demonstrate a deep understanding of curriculum requirements, progression and assessment expectations. • They consistently inspire pupils through their enthusiasm, expertise and passion for the subject. • Explanations are exceptionally clear, accurate and engaging, enabling pupils to develop deep understanding and make strong connections between concepts. • Misconceptions are anticipated and addressed skilfully, ensuring that	Teachers who consistently perform at a very good level demonstrate the following characteristics: • They demonstrate strong subject knowledge and curriculum understanding. • Explanations are accurate, clear and support effective learning. • Pupils demonstrate confidence in applying subject knowledge and skills. • Misconceptions are identified and addressed effectively. • Subject-specific vocabulary and literacy skills are promoted consistently. • Curriculum requirements are implemented effectively and learning is well sequenced. • They remain informed about curriculum developments and regularly engage in	Teachers who consistently perform at a good level demonstrate the following characteristics: • They demonstrate secure subject knowledge and understanding of curriculum requirements. • Explanations are generally accurate and support learning effectively. • Most pupils develop appropriate knowledge, understanding and skills. • Subject terminology is used correctly and pupils are encouraged to use appropriate vocabulary. • Curriculum content is delivered appropriately and pupils make expected progress. • The teacher participates in professional development and seeks to maintain current subject knowledge.	Teachers who require improvement demonstrate the following characteristics: • Subject knowledge is inconsistent in some areas and occasionally limits pupil learning. • Explanations are not always sufficiently clear or accurate. • Misconceptions are not consistently identified or addressed. • Curriculum coverage may be uneven and some learning objectives are not fully achieved. • Subject-specific vocabulary is not consistently promoted. • Greater engagement in professional development and curriculum learning is required. • The use of technology and resources does not consistently enhance learning.	Teachers whose performance is unsatisfactory demonstrate the following characteristics: • Subject knowledge is insecure and significantly affects teaching and learning. • Explanations are frequently inaccurate, unclear or misleading. • Curriculum requirements are not understood or implemented effectively. • Pupils develop misconceptions and gaps in knowledge due to weaknesses in teaching. • Literacy, communication and subject-specific vocabulary are not promoted effectively. • Professional development needs remain unaddressed. • Technology and learning resources are used ineffectively or not at all, limiting pupil progress and engagement.

learning is secure and sustained over time. • They actively promote high standards of literacy, communication and subject-specific vocabulary across all learning activities. • Learning is enriched through meaningful real-world applications, cross-curricular links and opportunities for critical thinking and problem-solving. • They actively engage in professional learning and contribute to curriculum development within the school. • Digital technologies, educational platforms and AI-supported learning tools are used effectively to enhance engagement and improve outcomes.	professional learning activities. • Technology is used appropriately to support learning and engagement.	• Technology and resources are used appropriately to support learning.		

Standard 4: Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time.
- Promote a love of learning and intellectual curiosity.
- Set homework and other learning activities to consolidate and extend learning.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.

• Contribute to the design and delivery of an engaging and well-sequenced curriculum.
• Use a variety of teaching strategies to meet the needs of learners.

Outstanding "O"	**Exceeds Expectations "EE"**	**Meet Expectations "ME"**	**Needs Improvement "NI"**	**Unacceptable "U"**
Teachers who consistently perform at an excellent level demonstrate the following characteristics: • Lessons are exceptionally well planned, highly engaging and carefully sequenced to maximise learning and progress for all pupils. • Learning objectives and success criteria are explicit, meaningful and consistently understood by pupils. • Activities are highly challenging and promote deep thinking, problem-solving, creativity and independent learning. • Teaching strategies are varied and highly effective in meeting the needs of different learners. • Time is used exceptionally well and	Teachers who consistently perform at a very good level demonstrate the following characteristics: • Lessons are well planned, purposeful and structured effectively. • Learning objectives are clear and support good progress. • Activities engage pupils and provide appropriate levels of challenge. • A variety of teaching strategies are used successfully to support learning. • Lesson time is used effectively and learning proceeds at an appropriate pace. • Questioning is used well to check understanding and promote participation. • Pupils are engaged, motivated and respond	Teachers who consistently perform at a good level demonstrate the following characteristics: • Lessons are appropriately planned and generally support learning outcomes. • Learning objectives are usually clear and most pupils understand what they are expected to learn. • Activities are appropriate and support pupil engagement. • Teaching strategies support learning and most pupils make expected progress. • Lesson time is generally managed effectively. • Questioning is used appropriately to check understanding. • Homework is provided where appropriate and supports learning.	Teachers who require improvement demonstrate the following characteristics: • Lesson planning lacks consistency and does not always meet the needs of learners. • Learning objectives are sometimes unclear or insufficiently focused. • Activities do not consistently challenge or engage pupils. • Teaching strategies are limited and do not always promote effective learning. • Lesson time is not always used efficiently. • Questioning does not consistently assess understanding or extend learning. • Homework and independent learning opportunities are inconsistent. • Reflection on practice is limited and improvements are not always implemented effectively.	Teachers whose performance is unsatisfactory demonstrate the following characteristics: • Lessons are poorly planned and lack clear structure. • Learning objectives are unclear or absent. • Activities fail to engage pupils or support learning effectively. • Teaching strategies are ineffective and do not meet pupils' learning needs. • Significant amounts of lesson time are lost or used ineffectively. • Questioning is weak or absent and understanding is not assessed appropriately. • Homework is rarely used effectively to support learning. • Reflection and evaluation of teaching are limited or absent. • Curriculum requirements are not met consistently and pupil progress is adversely affected.

transitions between activities are seamless. • Questioning is highly effective and consistently extends learning, develops critical thinking and checks understanding. • Pupils demonstrate enthusiasm, curiosity and a genuine love of learning. • Homework and independent learning activities significantly enhance classroom learning and promote further progress. • The teacher reflects critically on practice and continually refines teaching approaches to improve outcomes. • Curriculum planning demonstrates innovation, creativity and a clear focus on progression and challenge.	positively to learning opportunities. • Homework and extension activities support consolidation and further learning. • The teacher reflects upon lessons and makes adjustments to improve practice. • Curriculum planning contributes positively to student progress and achievement.	• The teacher reflects on practice and seeks opportunities for improvement. • Curriculum requirements are met and learning is sequenced appropriately.	• Greater support is required to improve planning and lesson delivery.	

Standard 5: Adapt teaching to respond to the strengths and needs of all pupils

• Know when and how to differentiate appropriately using approaches which enable pupils to be taught effectively.
• Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these.
• Demonstrate awareness of the physical, social and intellectual development of children.

• Have a clear understanding of the needs of all pupils, including those with SEND, EAL and high-achieving learners.
• Use inclusive teaching strategies that ensure equitable access to learning.

Outstanding "O"	**Exceeds Expectations "EE"**	**Meet Expectations "ME"**	**Needs Improvement "NI"**	**Unacceptable "U"**
Teachers who consistently perform at an excellent level demonstrate the following characteristics: • They have an exceptional understanding of the individual needs, strengths and barriers to learning of all pupils. • Teaching is highly differentiated and consistently adapted to ensure all pupils are appropriately challenged and supported. • SEND, EAL, More Able and Gifted and Talented learners make excellent progress because learning is tailored effectively to their needs. • The teacher uses a wide range of inclusive teaching strategies that promote participation and success for all learners.	Teachers who consistently perform at a very good level demonstrate the following characteristics: • They demonstrate a strong understanding of pupil needs and adapt teaching effectively. • Differentiation is planned and implemented successfully for most groups of learners. • SEND, EAL and More Able pupils are supported appropriately and make good progress. • Inclusive teaching strategies are used consistently. • Barriers to learning are identified and addressed effectively. • Pupils are appropriately challenged and supported. • The classroom environment promotes inclusion and positive learning experiences for all pupils.	Teachers who consistently perform at a good level demonstrate the following characteristics: • They demonstrate an appropriate understanding of pupil needs and learning differences. • Differentiation is evident in planning and teaching. • Most pupils can access learning successfully and make expected progress. • Appropriate support is provided for pupils requiring additional assistance. • Teaching generally meets the needs of different learners. • Pupils feel included and supported within the learning environment.	Teachers who require improvement demonstrate the following characteristics: • Differentiation is inconsistent and does not always meet pupils' learning needs. • Some groups of learners are insufficiently challenged or supported. • Barriers to learning are not always identified effectively. • Adaptations to teaching are limited or inconsistent. • Progress varies significantly between different groups of pupils. • Additional support and professional development are required.	Teachers whose performance is unsatisfactory demonstrate the following characteristics: • Teaching does not adequately respond to pupils' strengths, needs or learning differences. • Differentiation is absent or ineffective. • Significant groups of pupils are unable to access learning successfully. • SEND, EAL and More Able learners are not appropriately supported. • Barriers to learning remain unaddressed. • Progress is inadequate because teaching fails to meet learners' needs.

• Barriers to learning are identified quickly and highly effective interventions are implemented. • Classroom practice reflects a deep commitment to inclusion, equity and pupil wellbeing. • Pupils demonstrate confidence, independence and resilience because teaching is carefully matched to their abilities and needs. • Learning environments are highly inclusive and all pupils feel valued, respected and capable of success.				

Standard 6: Make accurate and productive use of assessment

• Know and understand how to assess the relevant subject and curriculum areas.
• Make use of formative and summative assessment to secure pupils' progress.
• Use relevant data to monitor progress and set appropriate targets.

• Provide regular, constructive feedback that helps pupils improve.
• Use assessment outcomes to inform planning, teaching and intervention.

Outstanding "O"	**Exceeds Expectations "EE"**	**Meet Expectations "ME"**	**Needs Improvement "NI"**	**Unacceptable "U"**
Teachers who consistently perform at an excellent level demonstrate the following characteristics: • Assessment is embedded seamlessly within teaching and learning. • They use a wide range of assessment strategies to monitor understanding and inform next steps. • Feedback is highly effective, timely and consistently leads to improvements in pupil learning and achievement. • Pupils understand assessment criteria and can evaluate their own learning effectively. • Assessment data is analysed rigorously and used to identify trends,	Teachers who consistently perform at a very good level demonstrate the following characteristics: • Assessment is used effectively to support teaching and learning. • Feedback helps pupils understand how to improve their work. • Assessment information is analysed appropriately and informs planning decisions. • Pupils generally respond positively to feedback and make good progress. • Assessment records are accurate and maintained appropriately. • Intervention strategies are implemented effectively where required.	Teachers who consistently perform at a good level demonstrate the following characteristics: • Assessment is used appropriately to monitor pupil learning and progress. • Feedback is provided regularly and supports improvement. • Assessment information informs planning and teaching decisions. • Most pupils understand how they are progressing. • Assessment records are generally accurate and complete. • Pupils make expected progress as a result of assessment practices.	Teachers who require improvement demonstrate the following characteristics: • Assessment practices are inconsistent. • Feedback does not always support improvement effectively. • Assessment information is not consistently used to inform planning. • Record keeping may be incomplete or inaccurate. • Intervention strategies are limited or inconsistently applied. • Additional support is required to improve assessment practice.	Teachers whose performance is unsatisfactory demonstrate the following characteristics: • Assessment is inaccurate, ineffective or largely absent. • Feedback does not support learning or improvement. • Assessment information is not used to inform teaching. • Records are inaccurate, incomplete or missing. • Pupils are unaware of their progress and next steps. •• Weak assessment practices significantly hinder pupil progress and achievement.

learning gaps and intervention priorities. • Intervention strategies are highly effective and result in significant improvements in pupil outcomes. • Assessment records are accurate, comprehensive and maintained to a very high standard. • They contribute significantly to moderation and assessment improvement initiatives within the school.				

Standard 7: Manage Behaviour Effectively to Ensure a Good and Safe Learning Environment

• Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's Behaviour Policy.
• Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
• Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
• Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary.
• Promote a safe, respectful and inclusive learning environment that supports student wellbeing and safeguarding.
• Model positive behaviour and uphold the values and expectations of the Edison Group.

Outstanding "O"	**Exceeds Expectations "EE"**	**Meet Expectations "ME"**	**Needs Improvement "NI"**	**Unacceptable "U"**
Teachers who consistently perform at an excellent level demonstrate the following characteristics:	Teachers who consistently perform at a very good level demonstrate the following characteristics:	Teachers who consistently perform at a good level demonstrate the following characteristics:	Teachers who require improvement demonstrate the following characteristics:	Teachers whose performance is unsatisfactory demonstrate the following characteristics: • Behaviour is poorly managed

• They establish and maintain an exceptionally positive, safe and highly effective learning environment. • Expectations for behaviour are consistently high and pupils respond positively and respectfully. • Behaviour management strategies are highly effective and promote self-discipline, responsibility and mutual respect. • Relationships with pupils are exceptionally positive, professional and supportive. • Pupils demonstrate excellent attitudes towards learning and take responsibility for their actions and behaviour. • The teacher consistently applies school policies fairly and effectively. • Safeguarding and student wellbeing are embedded within classroom practice.	• They create a safe, orderly and positive learning environment. • Expectations for behaviour are clear, consistent and understood by pupils. • Behaviour is managed effectively and pupils generally respond positively to guidance and correction. • Relationships with pupils are professional and supportive. • Most pupils demonstrate positive behaviour and attitudes towards learning. • Behaviour policies and procedures are applied consistently. • Learning proceeds with minimal disruption and pupils remain engaged.	• They establish clear expectations and routines for behaviour. • Most pupils behave appropriately and engage positively in learning. • Behaviour is generally managed effectively and disruption is limited. • Relationships with pupils are positive and respectful. • School policies are followed appropriately. • The classroom environment supports learning and pupil wellbeing.	• Expectations for behaviour are not always applied consistently. • Behaviour management strategies are sometimes ineffective. • Low-level disruption occasionally affects learning. • Relationships with some pupils may require improvement. • School behaviour procedures are not always implemented consistently. • Additional support is required to improve classroom management and pupil engagement.	and frequently disrupts learning. • Expectations are unclear, inconsistent or ineffective. • Pupils demonstrate poor attitudes towards learning and behaviour. • Relationships with pupils may be strained or ineffective. • School behaviour policies are not followed appropriately. • The learning environment does not consistently support pupil safety, wellbeing or achievement.

• Disruption to learning is extremely rare and pupils remain highly engaged and focused throughout lessons. • The teacher contributes positively to the wider behaviour culture of the school and serves as a role model for colleagues.				

Standard 8: Fulfil Wider Professional Responsibilities

• Make a positive contribution to the wider life and ethos of the school.
• Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
• Deploy support staff effectively.
• Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
• Communicate effectively with parents regarding pupils' achievements and wellbeing.
• Fulfil professional duties and responsibilities in a timely and professional manner.
• Contribute to school improvement priorities, safeguarding responsibilities and the achievement of the Edison Group Vision and Mission.

Outstanding "O"	**Exceeds Expectations "EE"**	**Meet Expectations "ME"**	**Needs Improvement "NI"**	**Unacceptable "U"**
Teachers who consistently perform at an excellent level demonstrate the following characteristics: • They make a significant contribution to the wider life, culture and ethos of the school. • They actively support school improvement initiatives and frequently	Teachers who consistently perform at a very good level demonstrate the following characteristics: • They make a strong contribution to school life and support school priorities. • Professional relationships with colleagues, pupils and parents are highly positive.	Teachers who consistently perform at a good level demonstrate the following characteristics: • They contribute positively to the life of the school. • Professional relationships are respectful and effective. • Professional responsibilities are fulfilled appropriately.	Teachers who require improvement demonstrate the following characteristics: • Contributions to the wider life of the school are inconsistent. • Professional responsibilities are not always completed effectively or on time. • Communication with colleagues or parents may require improvement.	Teachers whose performance is unsatisfactory demonstrate the following characteristics: • They make little or no positive contribution to the wider life of the school. • Professional relationships are ineffective or unprofessional. • Professional responsibilities are frequently neglected or not completed.

take leadership roles within projects and activities. • Professional relationships with colleagues, parents and students are exemplary. • They willingly share expertise, mentor colleagues and contribute to professional development activities. • Support staff are deployed highly effectively to maximise pupil learning and wellbeing. • Communication with parents is proactive, constructive and highly effective. • Professional responsibilities are consistently fulfilled to an exceptional standard. • They demonstrate outstanding commitment to safeguarding, student welfare and the values of the Edison Group. • They actively contribute to extracurricular programmes, educational	• They engage actively in professional development and apply learning effectively. • Support staff are used effectively to support learning. • Communication with parents is effective and professional. • Professional responsibilities are fulfilled consistently and to a high standard. • They contribute positively to safeguarding and student wellbeing initiatives.	• They participate in professional development activities and respond to feedback positively. • Communication with parents is appropriate and professional. • They support school policies, safeguarding procedures and school improvement initiatives.	• Engagement in professional development is limited. • Support staff are not always utilised effectively. • Greater consistency is required in fulfilling wider professional responsibilities.	• Communication with parents and colleagues is poor or inconsistent. • Engagement with professional development is minimal. • Safeguarding responsibilities and wider professional expectations are not consistently met. • Their performance negatively impacts the effectiveness of the school and the experiences of pupils.

visits, interventions, competitions and enrichment opportunities.				

APPENDIX 3
WHOLE SCHOOL TEACHING AND LEARNING DESCRIPTORS
These descriptors should not be used as a checklist. They should be applied using a best-fit approach and professional judgement, taking into account the full range of evidence available through observations, Learning Walks, Book Scrutiny, student outcomes, assessment analysis and professional responsibilities.
Outstanding "O"

- Teaching over time is consistently excellent across year groups, subjects and phases. As a result, almost all students, including those with SEND, EAL learners, disadvantaged students and high-attaining students, make exceptional progress from their starting points and achieve highly.
- Teachers maintain consistently high expectations and provide ambitious learning experiences that challenge, motivate and inspire students.
- Lessons are highly engaging, inclusive and well-structured, enabling students to develop deep knowledge, understanding and transferable skills.
- Teachers systematically assess learning throughout lessons, identify misconceptions rapidly and intervene effectively to accelerate progress.
- Literacy, communication, numeracy and subject-specific skills are promoted exceptionally well across the curriculum.

- Teachers demonstrate excellent subject knowledge and use a wide range of effective teaching strategies to maximise student engagement and achievement.
- Students are highly motivated, demonstrate resilience and independence and take responsibility for their learning.
- Feedback and assessment practices consistently lead to significant improvements in student learning and outcomes.
- Technology, digital learning platforms and AI-supported learning tools are used effectively to enhance learning opportunities.
- Homework, intervention programmes and enrichment opportunities are carefully planned and contribute significantly to student achievement.
- Classroom environments consistently promote safeguarding, wellbeing, inclusion, respect and positive behaviour.
- Teachers contribute significantly to curriculum development, professional learning and school improvement initiatives.

Exceeds Expectations "EE"

- Teaching over time is consistently very good across most subjects and year groups. Students make strong progress and achieve well from their starting points.
- Teachers have high expectations and plan lessons that deepen knowledge, understanding and skills.
- Lessons are purposeful, engaging and appropriately challenging for most students.
- Teachers use questioning, assessment and feedback effectively to support learning and address misconceptions.
- Literacy, communication and numeracy skills are promoted effectively across the curriculum.
- Students are engaged, motivated and demonstrate positive attitudes towards learning.
- Assessment information is used effectively to monitor progress and inform planning.
- Feedback helps students understand how to improve and make further progress.
- Technology and digital learning tools are used appropriately to support teaching and learning.
- Homework and intervention activities are generally well matched to student needs.
- Teachers contribute positively to school improvement and professional development activities.

Meet Expectations "ME"

- Teaching consistently meets the expected professional standards across most areas.
- Most students make expected progress from their starting points and achieve appropriately.
- Teachers plan lessons that support learning and provide suitable opportunities for participation and progress.
- Learning objectives and success criteria are generally clear and understood by students.

- Assessment is used appropriately to monitor learning and inform teaching.
- Teachers maintain positive learning environments and promote appropriate behaviour.
- Students are generally engaged and participate positively in lessons.
- Feedback supports learning and helps most students improve their work.
- Teachers demonstrate secure subject knowledge and curriculum understanding.
- Technology and resources are used appropriately to support learning.
- Teachers contribute positively to the wider life of the school and fulfil professional responsibilities effectively.

Needs Improvement "NI"

- Teaching demonstrates some strengths but is not consistently effective across all areas.
- Progress is inconsistent across groups of students and some students do not achieve as well as they should.
- Expectations, challenge and engagement vary between lessons.
- Assessment information is not always used effectively to support progress.
- Feedback is inconsistent and does not always lead to improvement.
- Planning does not consistently meet the needs of all learners.
- Differentiation and intervention strategies require further development.
- Classroom management and learning behaviours may require improvement in some lessons.
- Greater consistency is needed in implementing school policies and quality assurance expectations.
- Additional support, coaching and professional development are required to secure consistently effective practice.

Unacceptable "U"

Teaching is likely to be judged unsatisfactory where one or more of the following apply:

- Teaching over time results in inadequate progress and underachievement for significant groups of students.
- Expectations are low and students are insufficiently challenged.
- Assessment information is not used effectively to inform teaching or intervention.
- Students demonstrate weak engagement, poor learning behaviours or limited progress.
- Teaching strategies do not meet the needs of learners.
- Significant weaknesses exist in planning, assessment, differentiation or classroom management.
- Feedback does not support improvement.
- Curriculum requirements are not implemented effectively.
- Safeguarding responsibilities, professional conduct expectations or school policies are not consistently met.

- Students are not developing the knowledge, skills and understanding expected for their age and stage of learning.

ACCOMMODATION POLICY	Policy Number	C 28
	Effective Date	26/08/2024
	Issue Date	01/06/2024
	Valid Until	31/05/2027

REVISION HISTORY

Revision No	Issue Date	Amendment Description	Date Effective	Revalidated
00	Aug 2015	First Issue	Aug 2015	
01	19.8.18	Review and update	20.8.18	
02	07/12/2021	Review and update	04/01/2022	
03	01/06/2024	Review and update	20/08/2024	
04	30/05/26	Review and update	16/08/26	**31/05/2029**

ACCOMMODATION POLICY	**Prepared By**	**HR - Admin**
	Issued By	**HR Department**
	Page 1 of 8	

C28: ACCOMMODATION POLICY

1. Rationale

The purpose of this policy is to provide guidance on the rules and regulations that apply to employees residing in accommodation provided by the Edison Group of Schools.

The provision of Group accommodation is not automatic and cannot be guaranteed. Where accommodation is provided, it shall be allocated according to operational requirements, availability and the conditions determined by Edison Group Leadership and the Human Resources Department.

2. Scope

This policy applies to all employees of the Edison Group of Schools who reside in Group-provided accommodation and is intended to ensure that all employees are aware of their rights, responsibilities and obligations relating to accommodation provided by the Group.

3. Responsibilities

Staff accommodation shall be managed by the Human Resources Department under the direction of Edison Group Leadership.

The Human Resources Department shall be responsible for:

- Allocation of accommodation.
- Accommodation records.
- Accommodation transfers.
- Maintenance requests.
- Communication with landlords and property management companies.
- Ensuring compliance with this policy.

Employees are responsible for maintaining the accommodation in a clean, safe and respectful manner and for complying with all accommodation regulations.

4. Locations

Staff accommodation may be provided at various locations within Doha and surrounding areas.

The location of accommodation shall be determined by availability, operational requirements and Edison Group accommodation arrangements.

Employees may be required to share accommodation with other employees of the Edison Group of Schools.

5. Assets in Accommodation

All accommodation shall be furnished and equipped with essential furniture, appliances and household items as determined by the Edison Group.

Occupants may be provided with items including beds, mattresses, bed linen, wardrobes, kitchen appliances, cooking utensils, tables, chairs and other basic household requirements.

Utilities such as water and electricity shall normally be covered by the Edison Group up to the approved monthly limit established for each property.

Where utility costs exceed the approved monthly allowance due to excessive consumption, the additional costs may be shared equally among the occupants and deducted from salary following notification by the Human Resources Department.

Employees shall be responsible for personal expenses including internet, telephone services, streaming services and any other non-approved personal expenses.

Employees are expected to remain in Group accommodation for a minimum of one academic year unless alternative arrangements are approved by the Human Resources Department and Edison Group Leadership.

6. Accommodation Maintenance

The Edison Group shall provide reasonable maintenance for Group accommodation.

Employees requiring maintenance support shall complete a Maintenance Request Form and submit it to the Human Resources Department.

The Human Resources Department shall liaise with the Maintenance Department, landlord or property management company to arrange repairs.

Every reasonable effort shall be made to respond to maintenance requests within twenty-four working hours for urgent issues and within a reasonable timeframe for non-urgent repairs.

Employees shall report maintenance concerns promptly to prevent further damage to the property.

7. Damage to Accommodation

Employees are expected to take reasonable care of all accommodation, furniture, appliances and equipment provided by the Edison Group.

1. Any damage to the accommodation, fixtures, fittings or furnishings caused through negligence, misuse or intentional actions shall be the responsibility of the employee concerned.
2. Where responsibility for damage cannot be attributed to a specific individual, the cost of repair or replacement may be shared equally amongst the occupants residing in the accommodation at the time the damage occurred.
3. The cost of replacing lost accommodation keys, access cards or security devices shall be borne by the employee responsible.
4. Normal wear and tear resulting from reasonable use shall not be charged to employees.
5. Employees shall immediately report any damage or maintenance concerns to the Human Resources Department.
6. Leaving Staff Accommodation

Employees who wish to leave Group accommodation and receive a housing allowance, where applicable, must submit an Employee Request Form to the Human Resources Department.

Requests shall normally be considered during designated accommodation review periods each academic year.

Approval shall be subject to employment conditions, contractual entitlements and operational requirements. The Edison Group reserves the right to approve or decline accommodation requests based on accommodation availability and organisational needs.

8. Basic Guidelines

1. Smoking, consumption of alcohol, illegal substances or any activity prohibited by the laws of the State of Qatar is not permitted within Group accommodation.
2. Occupants are responsible for the security of their personal belongings. The Edison Group accepts no responsibility for loss, theft or damage to personal property.
3. Visitors must comply with accommodation regulations and security requirements. Overnight guests are not permitted unless prior written approval has been granted by the Human Resources Department.
4. Occupants are expected to maintain appropriate noise levels and respect neighbours, landlords and fellow occupants at all times.
5. Accommodation must be maintained in a clean, hygienic and safe condition. Periodic accommodation inspections may be conducted by authorised representatives of the Edison Group.
6. Employees residing in Group accommodation are expected to demonstrate respect, professionalism and consideration towards fellow occupants and members of the community.
7. Any incidents involving misconduct, disputes, harassment, damage to property or breaches of accommodation regulations may result in disciplinary action in accordance with Edison Group policies and procedures.

9. Accommodation Agreement

Employees residing in Group accommodation shall be required to sign an Accommodation Agreement and Letter of Undertaking acknowledging that they have read, understood and agree to comply with the requirements of this policy.

The Accommodation Agreement shall form part of the employee's conditions of residence within Edison Group accommodation. (Appendix 1)

APPENDIX 1

LETTER OF UNDERTAKING FOR OCCUPYING ACCOMMODATION

Employee Name: _____

Job Title: _____

School: _____

Nationality: _____

Passport Number: _____

QID Number: _____

This Letter of Undertaking is supplemental to the employment agreement entered into between the Edison Group of Schools (Second Party) and _____ (First Party) on _____ (the "Undertaking Letter"). As a housing benefit under the Employment Contract, the Edison Group of Schools is pleased to provide you with residential accommodation subject to your undertaking as set out herein below.

1. **Leased Premises:**

a) Apartment Location: .....

b) Composed of (1) Apartment Number ..... Consisting of ..... BEDROOMS and Accessories, Water No.: ..... Electricity No.: ..... Located at _____ Area, Doha, Qatar.

c) The two parties agreed on the lease of one Fully-Furnished Bedroom Apartment.

You hereby undertake and warrant that at all relevant times you shall occupy the Premises on the following Occupant Liabilities:

OCCUPANT LIABILITIES

1. You as the occupant will comply with all rules set out in this Undertaking Letter.
2. The occupant shall undertake to hand over the leased premises upon expiry or termination of his/her employment contract in the same condition as when first delivered without the need for warning or notice.
3. You will use the Premises solely for personal accommodation purposes and only for occupants authorised by the Edison Group of Schools. Friends, visitors, domestic workers, spouses or other occupants may not reside in the accommodation without prior written approval.

4. You will observe all rules, regulations and instructions as may be issued from time to time by the Edison Group of Schools, Human Resources Department, Principal, Head of School, landlord or management of the premises.
5. You will not cause any damage to (i) the Premises or any shared or common areas thereto, or (ii) the furnishings or other moveable property in the Premises and you will personally be liable and hereby indemnify in full the Edison Group of Schools for any such damage caused due to your direct or indirect negligence, wilful misconduct or misuse.
6. You will indemnify and hold harmless the Edison Group of Schools from any costs or expenses arising from any claims, liabilities or demands from third parties in relation to this Undertaking Letter.
7. You will not sub-let the Premises or any part thereof to any other person or entity.
8. The occupant shall have no right to make any changes whatsoever in or on the leased premises, whether by demolition, removal or addition, before obtaining prior written consent from the Edison Group Human Resources Department.
9. You will be responsible for paying all costs related to telephone lines, internet services and any other personal telecommunication services. Water and electricity charges shall be managed in accordance with the Edison Group Accommodation Policy.
10. The occupant shall be responsible for arranging any personal telecommunications services required within the leased premises.
11. You will not keep pets within or outside the Premises.
12. The Edison Group of Schools shall not be responsible for any loss resulting from a break-in or any accident in the Premises including flood, fire, explosion, gas leak, water disruption, electricity disruption, electricity fluctuation, electricity overload, window implosion, partial or complete building collapse or any other incident outside any party's control adversely affecting the Premises.
13. The occupant acknowledges receipt of the household devices and furnishings in the leased Premises, as listed in the attached inventory, in good operational condition. In case of loss or damage, the occupant shall be fully responsible and shall reimburse the Edison Group of Schools for the value of the lost or damaged items.
14. The Edison Group of Schools shall not be responsible for any contents in the leased premises whether they belong to the occupant or any other person. The occupant may arrange personal insurance at his/her own expense.
15. The Edison Group of Schools shall not be responsible for loss of any items resulting from robbery, theft, break-ins or any accidents incurred by the occupant, family members or visitors.

16. The occupant shall undertake to respect the rights of others, cause no nuisance to neighbours, observe public decency and moral standards and refrain from damaging facilities.
17. The occupant shall comply with all safeguarding, health and safety, accommodation, community and professional conduct requirements issued by the Edison Group of Schools and the laws of the State of Qatar.
18. You will promptly notify the Principal, Head of School or Human Resources Department of any incident, maintenance concern, safety issue or information relating to the accommodation.
19. You will notify the Human Resources Department in writing of your intention to vacate the accommodation at least thirty (30) calendar days prior to vacating the premises.
20. The occupant shall dispose of waste and garbage only in designated locations.
21. You will surrender the premises in the same good condition as when occupied and as per the handover checklist attached.
22. The occupant shall comply with all laws and regulations of the State of Qatar relating to the use of the leased premises and facilities.
23. The occupant shall compensate and hold harmless the Edison Group of Schools against any liability relating to injury, death, damage to property, harassment or any claims arising directly or indirectly from the conduct of the occupant, family members, visitors or guests.
24. The occupant shall be responsible for compensating the Edison Group of Schools against any damages incurred in the dwelling premises, adjacent properties or any part thereof due to negligence or misconduct.
25. The Edison Group of Schools shall not be responsible for any loss or damage incurred by the occupant, guests or visitors resulting from any accident whatsoever.
26. In case of early expiry of this Agreement, the occupant shall hand over all keys, permits and access cards relating to the leased premises.
27. The occupant shall not be allowed to bring, possess, use or store alcohol, illegal substances, shisha, prohibited materials or any items prohibited by the laws of the State of Qatar within the accommodation or public facilities.
28. If the occupant receives guests, they shall not be allowed to use parking spaces allocated to other apartments within the building.
29. Should the occupant erect or execute any construction, planting or renovation within the leased premises (upon obtaining written consent), such additions shall remain with the premises upon expiry of this Undertaking Letter without compensation from the Edison Group of Schools.

EDISON GROUP OF SCHOOLS LIABILITIES

1. The Edison Group of Schools shall, at its own expense, execute repair and maintenance works in the apartment and accessories unless such accessories are misused by the occupant.
2. The Edison Group of Schools shall execute repair and maintenance works in the leased premises except where damage has occurred due to negligence, misuse or intentional conduct by the occupant or any person residing in the premises.
3. Should the occupant fail to provide reasonable access for maintenance after being notified, the Edison Group of Schools shall be entitled to enter the premises to undertake the necessary repairs.
4. The Edison Group of Schools shall execute repairs and maintenance works in a professional manner and in compliance with applicable laws and quality standards.
5. The Edison Group of Schools shall ensure the occupant's right to utilise and benefit from the leased premises for residential purposes throughout the term of occupancy.
6. The occupant shall have the right during the term of occupancy to use the facilities provided within the property.

MISCELLANEOUS

7. The Edison Group of Schools shall not be responsible for injury or damage incurred by the occupant or personal belongings resulting from the use of the property, acts of God or circumstances beyond its reasonable control.
8. The Edison Group of Schools shall contribute towards water and electricity consumption in accordance with the approved accommodation arrangements and utility limits established by Group Leadership. Any excess charges may be shared equally amongst occupants and deducted from salary following notification.
9. The Edison Group of Schools shall not be responsible for temporary interruptions to services arising from repairs, maintenance, utility failures, labour shortages, acts of God or circumstances beyond its reasonable control.
10. The Edison Group of Schools shall have the right to enter the leased premises during reasonable daytime hours upon giving twenty-four (24) hours' notice to inspect the condition of the premises.

11. Should the occupant leave the country or vacate the premises without notification for a period exceeding one month, the Edison Group of Schools shall be entitled to enter the premises, inventory its contents and recover any outstanding amounts from the employee's final settlement.
12. This Agreement shall be governed by the laws of the State of Qatar.
13. The parties agree that any dispute arising from this Undertaking Letter shall be referred to the competent courts of the State of Qatar.
14. The parties acknowledge that they have read, understood and agree to comply with the provisions of this Undertaking Letter and the Edison Group Accommodation Policy.

Employee Signature: _____

Date: _____

Human Resources Representative: _____

Date: _____

RESIGNATION POLICY			**Policy Number**	**C 29**
			Effective Date	**26/08/2024**
			Issue Date	**01/06/2024**
			Valid Until	**31/05/2027**

REVISION HISTORY

Revision No	Issue Date	Amendment Description	Date Effective	Revalidated
00	Aug 2015	First Issue	Aug 2015	
01	19.8.18	Review and update	20.8.18	
02	07/12/2021	Review and update	04/01/2022	
03	01/06/2024	Review and update	20/08/2024	
04	30/05/26	Review and update	16/08/26	**31/05/2029**

RESIGNATION POLICY	**Prepared By**	**HR - Admin**
	Issued By	**HR Department**
	Page 1 of 5	

C29: RESIGNATION POLICY

1. **Rationale:**

The purpose of this policy is to provide guidelines for handling resignations across the Edison Group of Schools. Resignation is a normal part of employment and workforce planning. The Edison Group of Schools aims to ensure that resignations are managed professionally, consistently and efficiently in order to minimise disruption to students, staff and school operations.

2. **Scope:**

This policy applies to all employees of the Edison Group of Schools.

3. Notice of Resignation:

Staff members are obliged to provide advance notice before resigning from their position. However, for the smooth running of the schools, employees are encouraged to indicate their intention to resign as early as possible.

All staff members may be requested to indicate their intentions regarding employment for the following academic year through staffing intention surveys, letters of intent or similar processes organised by the Human Resources Department.

All resignations must be submitted in writing via email and accompanied by the official Edison Group Resignation Form.

Notice periods for confirmed employees shall be as stated in the employee's employment contract and in accordance with the Labour Law of the State of Qatar.

Employees are expected to fulfil their contractual obligations during the notice period unless otherwise agreed in writing by the Edison Group of Schools.

Notice period during probation shall be as stated in the employee's contract and in accordance with applicable labour regulations.

The Edison Group of Schools reserves the right to waive all or part of the notice period where operationally appropriate.

4. Revoking Resignation:

Employees may request to withdraw or revoke their resignation by submitting a written request to the Principal, Head of School or Human Resources Department.

The Managing Director, Legal Advisor and Human Resources Department shall determine whether such a request may be approved on a case-by-case basis, taking into consideration staffing requirements and operational needs.

5. Exit Interviews:

Employees may be more willing to share their views regarding school procedures, practices, leadership, culture and working conditions when leaving employment.

Exit interviews provide valuable information that assists the Edison Group of Schools in improving employee satisfaction, retention and organisational effectiveness.

The Human Resources Department shall be responsible for arranging exit interviews with employees who resign from the organisation.

6. Resignation Process:

Employees are advised to follow the process below:

Step 1:
Meet with the Principal, or Head of School to discuss any concerns or issues that may potentially be resolved.

Step 2:
Submit a formal resignation email to the Principal, Head of School and Human Resources Department. Relevant senior leaders may also be copied into the communication where appropriate.

Step 3:
Complete and submit the official Edison Group Resignation Form to the Human Resources Department or designated school administrator.

Step 4:
The Principal or Head of School shall acknowledge receipt of the resignation and notify the Human Resources Department.

Step 5:
Settle all outstanding obligations with the school, including accommodation, loans, advances, resources, technology equipment and other school property.

Step 6:
Complete all clearance requirements as determined by Human Resources, Finance and Administration.

Step 7:
Complete the Employee Clearance Form and obtain all required signatures prior to the final working day.

Submission Date: _____

Submission Date:

Employee Clearance Form

Part I To be completed by the respective Admin Manager

Employee Name				**Staff ID No**	
Position		**Joining Date**		**Travel Arranged**	Yes ☐ ☐

Reason for Leaving					
Termination Date		**Last Working Day**		**Notice Period**	From : To :

Part II To be completed by the respective Admin Manager/Finance Manager

	Yes	No	N/A	Remarks
Settle dues/amortization loan (if applicable)				
Access Card /or any other EIA Property submitted				
Recover Medical Card				
Cancellation of Residence Permit				
Issue exit or transfer visa				
Deactivate the assigned email ID				
Disabled access to the other system				

Name	Signature	Date

Part III To be completed by the School Principal

	Yes	No	N/A	Remarks

Recover all documents and materials in custody of the staff				
Submitted all school lesson plans & teacher's manual				
Submitted all school reports				
Clearance from Library				
Handing over class resources				

Name	Signature	Date

Part IV To be completed by Human Resources

	Yes	No	N/A	Remarks
Recover Apartment keys on				
Accommodation clearance form submitted				

Name	Signature	Date

Edison International Academy User Separation Checklist			
To be completed by the IT officer			
Employee Name :	Last Working Date		
Position :			
ITEM	YES	NO	N/A
Hardware			

Recover Laptop	Tag No:			
Recover PC	Tag No:			
Recover of USB / OTHERS				
Accounts				
Deactivate Email ID and Windows Login				
Deactivate class DOJO				
Deactivate Digital Campus /Mograsys system				
Data Recovery				
Archive Email and home folder				
PC data				
Delegation/Replace				
Delegate/Digital Campus/Mograsya/Class DOJO System Roles				
- To				
Grant Home folder Access				
- To				
Grant Email Access to	Till Date:			
- To				
Email Forward	Till Date:			
- To				

Conducted By: IT Officer	First Reviewed By: Admin Manager	Final Reviewed By: Principal
Name: **Signature:** **Date:**	**Name :** **Signature:** **Date:**	**Name:** **Signature:** **Date:**

Part D:

Policies concerning other Areas of School Environment & Life

SELF-EVALUATION AND QUALITY ASSURANCE POLICY			Policy Number	D 30
			Effective Date	26/08/2024
			Issue Date	01/06/2024
			Valid Until	31/05/2027

REVISION HISTORY				
Revision No	**Issue Date**	**Amendment Description**	**Date Effective**	**Revalidated**
00	Aug 2015	First Issue	Aug 2015	
01	19.8.18	Review and update	20.8.18	
02	07/12/21	Review and update	04/01/22	

03	01/06/2024	Review and update	20/08/2024	
04	30/05/26	Review and update	16/08/26	**31/05/2029**

SELF EVALUATION AND QUALITY ASSURANCE POLICY	**Prepared By**	**HR - Admin**
	Issued By	**HR Department**
	Page 1 of 4	

D30: SELF-EVALUATION AND QUALITY ASSURANCE POLICY

1. Rationale and Aim:

It is the aim of the Edison Group of Schools to ensure that all students achieve their full potential and receive a high-quality education in a safe, supportive and challenging learning environment. Effective monitoring of teaching, learning, leadership, student achievement and other key aspects of school provision is essential in promoting continuous improvement and ensuring that school priorities are successfully implemented.

Monitoring, evaluation and review processes are used to ensure that the Strategic Plan, School Improvement Plan and Department Action Plans are implemented effectively and lead to continuous development across all areas of the school.

The Edison Group of Schools is committed to fostering a culture of excellence, accountability and continuous improvement. Monitoring enables schools to review their effectiveness, celebrate strengths, identify areas for development and take appropriate action to improve student outcomes.

2. The Purpose of Monitoring, Self-Evaluation and Review:

Self-evaluation and review are based upon an organised and systematic programme of collecting, analysing and interpreting information about all aspects of school life. This process enables schools to identify strengths, areas for development and priorities for improvement.

Information gathered through monitoring and self-evaluation informs strategic planning, school improvement planning, professional development programmes, curriculum review, resource allocation and performance management processes.

Areas identified for improvement are incorporated into the School Improvement Plan and Department Action Plans. Clear actions, responsibilities, timelines, success criteria and monitoring arrangements are established to ensure that improvement priorities are successfully implemented and evaluated.

3. Roles and Responsibilities:

a. Principal / Head of School

The Principal or Head of School is responsible for leading the monitoring, self-evaluation and quality assurance processes within the school. This includes the collection and analysis of information, the preparation of self-evaluation reports, the identification of priorities for improvement and the development and implementation of the School Improvement Plan.

The Principal is responsible for ensuring that quality assurance activities are conducted effectively and that findings are used to improve teaching, learning, leadership and student achievement.

b. School External Evaluation Consultant

The School External Evaluation Consultant provides strategic guidance, support and challenge to the Principal and Senior Leadership Team. The School External Evaluation Consultant assists with monitoring activities, quality assurance reviews, school self-evaluation, accreditation preparation and the evaluation of school improvement initiatives.

The School External Evaluation Consultant supports schools in identifying strengths, addressing areas for development and ensuring alignment with Edison Group expectations, accreditation standards and Ministry requirements.

c. Accreditation Leaders, Heads of Department and Middle Leaders

Accreditation Leaders, Heads of Department and other middle leaders support the Principal in carrying out quality assurance activities within their areas of responsibility.

They are responsible for monitoring curriculum implementation, teaching and learning, assessment practices, planning, student progress and departmental performance. They support teachers through coaching, mentoring, observations, feedback and professional development activities.

d. All Staff

All members of staff contribute to the self-evaluation and improvement process through reflective practice, participation in monitoring activities and implementation of agreed improvement priorities.

Staff are expected to contribute to the collection of evidence, implementation of action plans and ongoing improvement of teaching, learning and student outcomes.

e. Edison Group Leadership

Edison Group Leadership provides strategic oversight, support and challenge to Principals and school leadership teams.

Group Leadership ensures that effective monitoring, evaluation, review and improvement processes are implemented consistently across all Edison schools and that improvement priorities align with the Edison Group Strategic Plan.

4. Definitions:

Monitoring:

Monitoring is the process of gathering evidence and information to determine whether planned actions, initiatives and priorities are being implemented effectively. Monitoring activities are led by the Principal, School External Evaluation Consultant, Accreditation Leaders, Heads of Department and other designated leaders.

Monitoring is conducted regularly and is linked to specific improvement priorities, success criteria and timelines.

Evaluation:

Evaluation is the process of analysing evidence collected through monitoring activities to determine the effectiveness and impact of actions, initiatives and programmes.

Evaluation enables schools to identify strengths, weaknesses and areas requiring further development.

Success Criteria:

Success criteria are measurable indicators used to determine whether improvement actions have achieved their intended outcomes. Success criteria provide clear benchmarks against which progress and impact can be evaluated.

Links with Resources and Budget:

Each improvement priority and action plan should include an estimate of resources and costs required to support successful implementation. Resource allocation should be aligned with identified priorities and improvement objectives.

5. What is Monitored, Evaluated and Reviewed?

The Edison Group of Schools monitors, evaluates and reviews a wide range of information relating to school performance and effectiveness.

This includes student achievement, progress, attainment, attendance, behaviour, wellbeing, safeguarding, curriculum implementation, assessment practices, quality of teaching and learning, leadership effectiveness, parental engagement, staff performance and professional development.

The schools utilise a comprehensive range of assessments and performance measures, as outlined within the Assessment Policy. Assessment data is analysed to identify whole-school strengths and areas for development and to inform target setting at school, department, class and individual student levels.

The quality of teaching and learning remains one of the most significant factors influencing student achievement and progress. Learning walks, formal observations, peer observations, work scrutiny, planning reviews and student voice activities are conducted to evaluate the quality of classroom practice.

The Principal, School External Evaluation Consultant and designated leaders may conduct observations and quality assurance activities to evaluate teaching and learning and identify strengths and areas requiring improvement. Findings are recorded and retained as part of the school's quality assurance evidence base. Summary findings may be shared with staff to support school improvement and professional development.

Accreditation Leaders and Heads of Department are responsible for monitoring curriculum planning, lesson delivery, assessment practices and departmental performance. The Principal is responsible for ensuring consistency and high standards across all departments and year groups.

Parents, students and staff contribute to the self-evaluation process through surveys, questionnaires, meetings, focus groups, consultations and other stakeholder engagement activities. Their views are considered when evaluating school effectiveness and planning future improvements.

6. After the Monitoring Activity:

The purpose of monitoring is to support continuous improvement in teaching, learning, leadership and student achievement.

All monitoring information is analysed to identify key findings, strengths, areas for development and recommendations for improvement. These findings are used to inform School Improvement Plans, Department Action Plans, professional development programmes and strategic priorities.

Each monitoring activity should result in the production of a summary report outlining key findings, actions required and recommendations. These reports are shared with relevant staff and retained as part of the school's quality assurance evidence.

7. School Improvement Planning:

School Improvement Planning provides a structured framework for driving school improvement and ensuring that identified priorities are addressed effectively.

School Improvement Plans should focus on a limited number of high-priority areas that have the greatest potential to improve student achievement, teaching and learning, leadership, wellbeing and overall school effectiveness.

Improvement priorities should be based upon evidence gathered through self-evaluation, monitoring, assessment data, stakeholder feedback, inspection findings and accreditation requirements.

8. Who is Involved in the School Improvement Plan?

All members of staff should be involved in the school improvement process.

The Principal is responsible for leading the development, implementation and evaluation of the School Improvement Plan with the support of the School External Evaluation Consultant, Senior Leadership Team, Accreditation Leaders and Heads of Department.

Staff contribute to identifying strengths, areas for development and improvement priorities. Students, parents and other stakeholders may also contribute to the improvement planning process through consultation and feedback opportunities.

The final School Improvement Plan shall be approved by Edison Group Leadership and reviewed regularly throughout the academic year to evaluate progress, impact and future priorities.

HEALTH AND SAFETY POLICY			Policy Number	D 31
			Effective Date	26/08/2024
			Issue Date	01/06/2024
			Valid Until	31/05/2027

REVISION HISTORY				
Revision No	**Issue Date**	**Amendment Description**	**Date Effective**	**Revalidated**
00	Aug 2015	First Issue	Aug 2015	
01	19.8.18	Review and update	20.8.18	
02	07/12/21	Review and update	04/01/2022	
03	01/06/2024	Review and update	20/08/2024	
04	30/05/26	Review and update	16/08/26	**31/05/2029**

HEALTH AND SAFETY POLICY	**Prepared By**	**HR - Admin**
	Issued By	**HR Department**
	Page 1 of 6	

D31: HEALTH AND SAFETY POLICY

"The safety of the people shall be the highest law." Marcus Tullius Cicero

1. STATEMENT OF INTENT:

The Edison Group of Schools believes that ensuring the health and safety of employees, students, parents, visitors, contractors and all stakeholders is essential in maintaining a healthy, safe, secure and positive learning environment.

We are committed to:

1. Providing a safe and healthy working and learning environment.
2. Preventing accidents, injuries and work-related ill health.
3. Assessing and controlling risks arising from curriculum and non-curriculum activities.
4. Complying with all applicable legislation, Ministry of Education and Higher Education (MOEHE) requirements, Civil Defence regulations and Edison Group policies.
5. Ensuring safe working methods and providing safe equipment.
6. Providing effective information, instruction, supervision and training.
7. Monitoring and reviewing systems to ensure their effectiveness.
8. Developing and maintaining a positive health and safety culture through communication and consultation with employees, students, parents and stakeholders on health and safety matters.
9. Setting targets and objectives to support continuous improvement.
10. Ensuring adequate welfare facilities exist within all Edison Group schools.
11. Ensuring adequate resources are made available for health and safety matters, so far as is reasonably practicable.

A Health and Safety Management System has been established to ensure that these commitments are achieved. The Principal, Managing Director, Edison Group Leadership, all employees, contractors and students will play their part in its implementation.

2. RESPONSIBILITIES:

a. The Edison Group Managing Director and SLT:

1. Ensure a clear written policy statement is maintained which promotes a positive attitude towards health and safety and demonstrates leadership commitment.
2. Take overall responsibility for the implementation and monitoring of health and safety procedures.
3. Allocate sufficient resources to meet health and safety priorities.
4. Ensure attendance at appropriate health and safety training programmes.
5. Regularly review legal and regulatory health and safety requirements and implement updates as necessary.

6. Ensure effective communication by including health and safety issues in staff meetings, briefings and training.
7. Organise and implement regular inspections, audits and reviews.
8. Oversee the completion of risk assessments for all on-site and off-site activities.
9. Ensure health and safety forms part of performance management and appraisal processes.
10. Implement and monitor critical incident management procedures.
11. Ensure all employees, contractors and service providers are appropriately trained and informed regarding health and safety requirements.
12. Ensure all relevant risk assessments are completed and reviewed.
13. Conduct termly fire drills, monitor fire safety systems, record findings and implement corrective actions.
14. Ensure that lone working is discouraged where health and safety risks may exist.
15. Consult with employees through the School Health and Safety Committee, including representation from administration, teaching staff, support staff, nurses and facilities personnel.
16. Ensure compliance with MOEHE, Civil Defence, QNSA, NEASC and Edison Group health and safety requirements.

b. Principal, Deputy Principal and Head of Secondary:

1. Include health and safety awareness as part of the induction programme for all new employees.
2. Identify and facilitate health and safety training requirements.
3. Monitor documentation, risk assessments, practices and procedures.
4. Support employees regarding personal safety, wellbeing and stress-related matters.
5. Ensure that educational visits and off-site activities are approved and appropriate safety measures are implemented.
6. Ensure that all school activities, events and programmes comply with Edison Group health and safety requirements.

c. School Administration Manager and School Secretary:

1. Maintain a Health and Safety File within the school office containing all relevant documentation including Civil Defence Certificates, MOEHE approvals, emergency contacts, evacuation plans, accident reports, maintenance records, risk assessments and health and safety policies.
2. Ensure office risk assessments are completed and reviewed.

3. Ensure hazard reporting and maintenance requests are actioned promptly.
4. Maintain accurate records of equipment and resources.
5. Organise planned preventative maintenance of health and safety equipment.
6. Arrange annual electrical inspections and testing.
7. Arrange periodic inspections of playground and sports equipment.
8. Arrange periodic inspections of fire alarm systems and safety equipment.
9. Maintain records of fire drills, emergency exercises and health and safety audits.

d. School Security Guards:

1. Ensure all visitors, contractors and external service providers are registered.
2. Ensure that no student leaves the school before the authorised dismissal time without written approval and an authorised Early Departure Slip.
3. Assist during emergency evacuations, lockdowns and emergency situations.
4. Maintain appropriate gate security procedures at all times.

e. All Staff:

1. Carry out risk assessments and maintain documentation where appropriate, particularly in Science, ICT, Art, Design Technology, Physical Education and educational visits.
2. Ensure hazardous equipment and materials are correctly labelled, maintained and stored safely.
3. Ensure students are aware of health and safety expectations and procedures.
4. Cooperate fully with health and safety requirements.
5. Report hazards, defects or concerns immediately to school leadership.
6. Complete risk assessments for potentially hazardous activities.
7. Use equipment provided for health and safety purposes appropriately.
8. Refrain from unsafe practices.
9. Report all incidents immediately and complete the appropriate Incident Report Form.

10. Be familiar with emergency procedures relating to fire, first aid, lockdowns, shelter-in-place and educational visits.
11. Promote health, safety and environmental awareness amongst students.

f. Visitors and Contractors:

1. Report to security and sign the Visitors Register.
2. Report to the school office upon arrival.
3. Follow all health and safety procedures whilst on site.
4. Follow evacuation, lockdown and emergency procedures when required.

g. Students:

1. Behave in a manner that does not place themselves or others at risk.
2. Observe standards of dress and behaviour consistent with health and safety expectations.
3. Follow safety instructions provided by staff.
4. Use school equipment appropriately and safely.

3. PREMISES SAFETY:

Hazard and Maintenance Log:

A Hazard and Maintenance Log shall be maintained within the school. Any member of staff identifying a fault, hazard or potential hazard must record it and notify the appropriate member of leadership.

The Principal shall regularly review outstanding maintenance matters, establish priorities and ensure corrective action is taken.

School Grounds:

Maintaining a safe and clean environment is the responsibility of all members of the school community. Hazardous materials and unsafe objects must be removed immediately.

Car Park:

All staff, visitors and contractors shall comply with published traffic and parking procedures. Vehicle access to school grounds shall be controlled and monitored.

Play Equipment:

Playgrounds must be appropriately supervised during all break times and activities. Equipment shall be inspected regularly and any concerns reported immediately.

4. CONTRACTORS:

The Principal shall receive advance notification of planned maintenance works.

Contractors must sign in and report to reception upon arrival.

Contractors shall comply with all school health and safety requirements.

5. **EMERGENCY PROCEDURES** (SEE ALSO EMERGENCY EVACUATION PROCEDURE POLICY)

First Aiders:

A list of trained First Aiders shall be displayed in the administration office, clinic and staff areas.

First Aid Equipment:

The School Nurse shall maintain first aid equipment and supplies. Staff members shall report any shortages immediately.

Reporting of Injuries, Diseases and Dangerous Occurrences:

a. Accident Reporting:

All accidents involving students, employees, visitors or contractors must be reported using the Accident/Incident Report Form.

b. Informing Parents:

Parents shall be informed promptly regarding accidents involving students.

Administering Medication:

Written parental consent shall be obtained prior to the administration of medication.

Medication shall be stored securely within the clinic or approved storage areas.

Medical Conditions Including Epilepsy, Diabetes, Asthma and Severe Allergies:

Students with identified medical conditions shall be recorded and monitored by the School Nurse.

Relevant staff shall be informed of medical needs and appropriate response procedures.

Head Lice:

Parents shall be informed where treatment is required.

6. FIRE SAFETY

For detailed procedures refer to the Emergency Procedure Policy.

Fire exits, evacuation routes and assembly points shall be clearly identified.

Termly fire drills shall be conducted and recorded.

All fire safety equipment shall be inspected in accordance with Civil Defence requirements.

7. EQUIPMENT SAFETY

Hazardous or potentially hazardous equipment shall not be used without appropriate supervision and training.

8. PERSONAL HEALTH AND SAFETY

1. Employees shall use appropriate equipment when working at height.
2. Personal belongings should be secured appropriately.
3. Cash and valuables shall not be left unattended.
4. Employees shall follow safe manual handling procedures.
5. Employees shall immediately report any health and safety concerns.

9. STUDENT SAFETY

Students shall not be left unsupervised at any time.

The school accepts responsibility for students only during published school hours and authorised school activities under the supervision of designated staff.

10. COMMUNICABLE DISEASES AND INFECTION CONTROL

1. Protective gloves shall be worn when necessary.
2. Blood and bodily fluids shall be treated as potentially infectious.

3. Cuts and wounds shall be covered appropriately.
4. Staff shall follow infection control procedures at all times.

11. EDUCATIONAL ACTIVITIES

Appropriate risk assessments shall be completed and reviewed for all activities which may present a health and safety risk.

12. EDUCATIONAL VISITS

The Edison Group of Schools shall ensure that all educational visits are appropriately planned and risk assessed.

1. Appropriate staffing ratios shall be determined through the Educational Visit Risk Assessment process.
2. Written parental consent shall be obtained.
3. A first aid kit shall accompany all visits.
4. Staff shall carry appropriate communication devices.
5. All visits require Principal approval.
6. Student registers shall be maintained throughout visits.
7. Transport providers must meet safety requirements.
8. Appropriate supervision shall be maintained at all times.

13. CRITICAL INCIDENT MANAGEMENT

The Edison Group of Schools maintains Emergency Management, Crisis Response, Evacuation, Lockdown and Shelter-in-Place Procedures.

Parents are required to keep contact details updated at all times.

Emergency contact information shall be maintained for all students and employees.

14. PERFORMANCE MONITORING

The Edison Group of Schools expects full cooperation from all employees at all times.

Health and Safety compliance shall form part of quality assurance procedures, performance management processes, school self-evaluation activities and continuous improvement planning.

Health and Safety performance shall be reviewed regularly through audits, inspections, incident analysis and leadership reviews.

EMERGENCY EVACUATION PROCEDURE POLICY	**Policy Number**	**D 32**
	Effective Date	**26/08/2024**
	Issue Date	**01/06/2024**
	Valid Until	**31/05/2027**

REVISION HISTORY

Revision No	Issue Date	Amendment Description	Date Effective	Revalidated
00	Aug 2015	First Issue	Aug 2015	
01	19.8.18	Review and update	20.8.18	
02	07/12/21	Review and update	04/01/2022	
03	01/06/2024	Review and update	20/08/2024	
04	30/05/26	Review and update	16/08/26	**31/05/2029**

EMERGENCY EVACUATION PROCEDURE POLICY	**Prepared By**	**HR - Admin**
	Issued By	**HR Department**
	Page 1 of 3	

D32: EMERGENCY EVACUATION PROCEDURE POLICY

1. Policy Statement:

Emergency, evacuation, lockdown, shelter-in-place and other critical incidents may arise in a school setting under a variety of circumstances. In the event of any emergency situation, the safety and wellbeing of all students, staff, visitors and contractors of the Edison Group of Schools are paramount.

The Edison Group of Schools is committed to identifying risks and hazards associated with emergency situations and implementing effective procedures to minimise risks and ensure the safe evacuation, protection and accountability of all persons on site. Emergency procedures shall be regularly reviewed, practised and evaluated to ensure their effectiveness.

2. Requirements:

a. The emergency and evacuation procedures are to set out:

1. Instructions for what must be done in the event of an emergency.
2. An emergency evacuation floor plan.
3. Lockdown procedures.
4. Shelter-in-place procedures.
5. Critical incident communication procedures.

b. For the purpose of preparing emergency procedures, the Edison Group of Schools shall ensure that a risk assessment is conducted to identify potential emergencies that may affect the daily operation of the school.

c. The Edison Group of Schools must further ensure that:

1. Emergency evacuation procedures are rehearsed at least once every term and include all persons on site at the time.
2. Emergency evacuation, lockdown and shelter-in-place rehearsals are documented.
3. Emergency procedures are reviewed following each drill or actual emergency.
4. Fire evacuation drills are conducted in accordance with Civil Defence requirements.
5. Records of all emergency drills are maintained within the school's Health and Safety File.

d. The Edison Group of Schools shall ensure that a copy of the emergency evacuation floor plan and emergency instructions are displayed in a prominent position near each exit and in all classrooms, offices and public areas.

The Principal shall:

1. Work together with staff to develop procedures to manage all risks associated with emergency and evacuation situations.
2. Ensure the development and maintenance of emergency evacuation floor plans.
3. Ensure staff have ready access to operating telephones, communication systems and emergency contact numbers.
4. Ensure staff have ready access to emergency equipment including fire extinguishers, fire blankets, first aid kits and emergency communication devices.
5. Ensure emergency equipment is tested and maintained in accordance with recognised authority requirements.

6. Ensure that up-to-date emergency contact lists, class registers and visitor registers are readily available and that evacuation procedures include the carrying of such documentation by designated staff.
7. Ensure all emergency risk assessments are completed and reviewed regularly.
8. Ensure emergency procedures and floor plans are displayed prominently throughout the school.
9. Ensure all staff receive training in emergency, evacuation, lockdown and shelter-in-place procedures.
10. Ensure all staff are aware of emergency assembly points and emergency procedures.
11. Ensure all students are regularly instructed regarding emergency procedures and assembly points.
12. Ensure scheduled emergency drills take place at least once every term.
13. Ensure staff are informed regarding scheduled emergency drills where appropriate.
14. Ensure unscheduled emergency drills are conducted periodically to simulate unplanned emergency situations.
15. Provide staff with feedback following emergency drills to support continuous improvement.
16. Ensure all scheduled, unscheduled and actual emergency situations are documented and reviewed.
17. Ensure Fire Marshals are appointed for each building, floor or designated area.
18. Ensure Lockdown Coordinators and Shelter-in-Place Coordinators are appointed where required.
19. Ensure emergency procedures comply with MOEHE requirements, Qatar Civil Defence regulations and Edison Group policies.
20. In Case of Fire:
21. Operate the nearest fire alarm call point.
22. Carry out any previously assigned evacuation responsibilities and proceed to the designated assembly point.
23. Upon activation of the alarm, emergency services shall be contacted by designated school leadership personnel where required. All staff, students and visitors must immediately leave the building using the designated evacuation routes. Doors should be closed where possible after evacuation.
24. Assembly points shall be clearly designated and evacuation route diagrams displayed throughout the school.
25. Only if there is no risk of injury should attempts be made to tackle a fire using the appropriate fire extinguisher.

26. Designated Fire Marshals shall check allocated areas to ensure that all persons have evacuated safely before proceeding to the assembly point.

a. Action on Hearing a Fire Alarm

1. The Teacher or responsible adult shall supervise students leaving the building using the designated evacuation route.
2. Bathrooms, changing rooms and adjacent areas shall be checked where safe to do so.
3. Proceed directly to the designated assembly point.
4. Walk quickly and do not run.
5. Remain calm at all times.
6. Do not stop to collect personal belongings, bags or books.
7. Class registers and emergency contact information shall be taken by designated staff where possible.
8. Roll call shall be conducted immediately upon arrival at the assembly point.
9. Any missing student, visitor or staff member shall be reported immediately to the Principal or Fire Marshal.
10. Access routes must remain clear for emergency services at all times.
11. No person shall re-enter the building until authorised by the emergency services, Fire Marshal or Principal.

b. Action During a Lockdown

1. Upon hearing the lockdown signal or instruction, all staff and students shall immediately move to the nearest secure location.
2. Doors shall be locked where possible and windows covered if appropriate.
3. Students and staff shall remain quiet and out of sight.
4. Attendance shall be taken and any missing persons reported through established communication channels.
5. Mobile phones shall be placed on silent mode.
6. No person shall leave the secured location until authorised by school leadership or emergency services.

c. Action During Shelter-in-Place

1. Staff and students shall move to the designated shelter areas identified by the school.
2. Attendance shall be taken immediately.
3. Staff shall supervise students and maintain calm.
4. Communication shall be maintained through designated channels.
5. Students and staff shall remain in place until the all-clear signal is given.
6. Emergency Assembly Points

Each Edison Group school shall maintain clearly designated assembly points.

Assembly points shall:

1. Be clearly marked.
2. Be located a safe distance from buildings.
3. Allow sufficient space for all occupants.
4. Facilitate roll call and accountability procedures.
5. Remain accessible during emergencies.
6. Documentation and Review

The following records shall be maintained:

1. Emergency Risk Assessments.
2. Evacuation Plans and Floor Maps.
3. Fire Drill Records.
4. Lockdown Drill Records.
5. Shelter-in-Place Drill Records.
6. Emergency Equipment Inspection Records.
7. Fire Marshal Training Records.
8. Emergency Incident Reports.

9. Emergency Contact Lists.

All emergency drills and incidents shall be reviewed following completion and any recommendations incorporated into future planning and training.

6. Monitoring and Evaluation

The purpose of emergency planning is to ensure the safety and wellbeing of all members of the school community.

Emergency procedures shall be monitored through:

1. Emergency drills.
2. Risk assessments.
3. Incident reviews.
4. Health and Safety Audits.
5. Leadership reviews.
6. Civil Defence inspections.
7. Quality assurance activities.

Findings shall be used to improve emergency procedures, staff training and overall school preparedness.

CHILD PROTECTION POLICY	Policy Number	D33
	Effective Date	26/08/2024
	Issue Date	01/06/2024
	Valid Until	31/05/2027

REVISION HISTORY

Revision No	Issue Date	Amendment Description	Date Effective	Revalidated
00	Aug 2015	First Issue	Aug 2015	
01	19.8.18	Review and update	20.8.18	
02	07/12/21	Review and update	04/01/2022	
03	01/06/2024	Review and update	20/08/2024	
04	30/05/26	Review and update	16/08/26	**31/05/2029**

CHILD PROCTECTION POLICY	Prepared By	HR - Admin
	Issued By	HR Department
	Page 1 of 8	

D33: CHILD PROTECTION POLICY

1. **Rationale:**

The Edison Group of Schools fully recognises its responsibilities for child protection and safeguarding. This policy, therefore, applies to all stakeholders involved in the daily running of the school. "Because of their day to day contact with individual children during the school terms, teachers and other school staff are particularly well placed to observe the outward signs of abuse, changes in behaviour or failure to develop." (Working Together 2006).

2. **Aims:**

With this policy, the Edison Group of Schools aims to:

1. Ensure that it practises safe recruitment in checking the suitability of all staff, volunteers and contractors to work with children.
2. Raise awareness of child protection and safeguarding issues and equip children with the skills needed to keep themselves safe.
3. Develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse, neglect or safeguarding concerns.

4. Support pupils who have been abused in accordance with their agreed child protection and safeguarding plan.
5. Establish a safe environment in which children can learn and develop.

Together with all stakeholders, the Edison Group of Schools will further:

6. Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
7. Ensure children know that there are adults within the school whom they can approach if they are worried.
8. Include opportunities in the curriculum for children to develop the skills needed to recognise abuse, safeguarding risks and unsafe situations and know how to seek help.
9. Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within the Edison Group of Schools who have specific responsibilities under child protection and safeguarding procedures.

It is the role of the School Leadership Team to ensure that these key people are properly supported to carry out this task and that they are given sufficient time to fulfil the duties that their role demands. The School Leadership Team will further ensure that these key people are adequately trained and are given the opportunity to refresh and further develop their skills regularly.

It is the responsibility of the School Leadership Team to ensure that the child protection and safeguarding procedures are followed within the school and to make appropriate and timely decisions on referred cases. Additionally, it is the responsibility of the School Leadership Team to ensure that all staff employed by the Edison Group of Schools are aware of the school's internal procedures, to advise staff and to offer support where required.

The Principal shall appoint a Designated Safeguarding Lead (DSL) and, where appropriate, Deputy Designated Safeguarding Leads to coordinate safeguarding and child protection procedures within the school.

The school leadership shall monitor the effectiveness of safeguarding and child protection procedures as part of the school's quality assurance, compliance and continuous improvement processes.

3. Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within the Edison Group of Schools who have specific responsibilities under child protection and safeguarding procedures.

It is the role of the School Management to ensure that these key people are properly supported to carry out this task and that they are given time to fulfil the duties that their role demands. The School Management will further ensure that these key people are adequately trained and that they are given the opportunity to refresh and further their skills regularly.

It is the responsibility of the School Leadership Team to ensure that the child protection and safeguarding procedures are followed within the school, and to make appropriate and timely decisions on referred cases. Additionally, it is the responsibility of the School Leadership Team to ensure that all staff employed at the Edison Group of Schools are aware of the school's internal procedures, to advise staff and to offer support to those requiring this.

The Designated Safeguarding Lead, School Counsellor/Psychologist and/or Social Worker shall be responsible for maintaining child protection records, supporting referred cases and advising staff on safeguarding concerns.

The school leadership may review safeguarding and child protection procedures as part of school quality assurance, compliance and continuous improvement processes.

4. Ethos

The Edison Group of Schools recognises the importance of creating an ethos within the school that will help children feel safe and confident that they will be listened to.

The Edison Group of Schools also recognises that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may experience feelings of helplessness, humiliation and blame.

The Edison Group of Schools will therefore endeavour to support all pupils through:

1. Ensuring the content of the curriculum includes social, emotional and wellbeing aspects of learning.
2. Ensuring that child protection and safeguarding are included in the curriculum to help children recognise when they do not feel safe and identify who they should tell.
3. Promoting a positive, supportive and secure environment where pupils can develop a sense of being valued.
4. The school's Behaviour Policy and Anti-Bullying Policy are aimed at supporting all pupils within the school.

5. The school will ensure that pupils know and understand unacceptable behaviours, safeguarding risks and unsafe situations.

5. Confidentiality

All staff within the Edison Group of Schools must not promise to keep "secrets" with children. If children disclose abuse or safeguarding concerns, this information must be passed on to the Principal, Designated Safeguarding Lead (DSL), School Counsellor/Psychologist and/or designated safeguarding personnel as soon as possible. The child should be informed of who the disclosure will be shared with and why.

Staff will be informed of relevant information in respect of individual cases regarding child protection and safeguarding on a "need to know" basis only.

6. Record Keeping

Child Protection and Safeguarding records are kept securely by the Designated Safeguarding Lead (DSL) and/or School Counsellor/Psychologist.

Members of staff must make a record of child protection and safeguarding issues and events as soon as possible and these records must be signed and dated.

Child Protection and Safeguarding records must not be included in the child's curriculum file.

7. Allegations Against Members of Staff

The Edison Group of Schools recognises that it is possible for allegations to be made against members of staff, volunteers or contractors.

In such situations, any allegation made against a member of staff, volunteer or contractor will be taken seriously and an investigation will be conducted in accordance with the Staff Discipline Policy, Staff Code of Conduct, Safeguarding Procedures and applicable Edison Group policies.

The local arrangements for reporting or managing allegations are to contact a member of the Senior Leadership Team, the Designated Safeguarding Lead (DSL), School Counsellor/Psychologist or Principal immediately.

APPENDIX 1:

DEFINITIONS AND INDICATORS OF ABUSE

1. **Neglect:**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may involve a parent or a carer failing to:

- provide adequate food, clothing and shelter
- protect a child from physical and emotional harm or danger
- ensure adequate supervision, or
- ensure access to appropriate medical care and treatment

It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

Indicators of neglect may be:

- constant hunger
- stealing, scavenging or hoarding food
- frequent tiredness or listlessness
- frequently dirty or unkempt
- often poorly or inappropriately dressed
- poor school attendance or lateness
- poor concentration
- affection or attention seeking behaviour
- illness or injuries that are left untreated
- failure to achieve developmental milestones (i.e. growth, weight, etc.)
- failure to develop intellectually or socially
- responsibility for activity that is not age appropriate such as cooking, cleaning, caring for younger siblings
- if the child is regularly not collected or received from school

2. **Physical Abuse:**

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

Indicators of physical abuse may be:

- multiple bruises in clusters, or of uniform shape
- bruises that carry an imprint, such as a hand or a belt
- bite marks
- burn marks

- multiple burn marks and burns on unusual areas of the body such as the back, shoulders and buttocks
- an injury that is not consistent with the account given
- changing or different accounts of how an injury occurred
- bald patches
- unaccountable covering of limbs, even in hot weather
- fear of going home or fear of parents being contacted
- fear of medical help
- fear of changing for and participating in PE
- inexplicable fear of adults or over-compliance
- violence or aggression towards others including bullying; or
- isolation from peers

3. Sexual Abuse:

Sexual abuse involves forcing or enticing a child or a young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault (i.e. rape) or non-penetrative acts. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images. Adult males do not solely perpetrate sexual abuse. Women can also commit acts of sexual abuse, as can other children.

Sexual abuse may also include online sexual abuse, grooming, exploitation through digital platforms, sharing of inappropriate images, coercion through social media and other forms of technology-assisted abuse.

Indicators of sexual abuse may be:

- sexually explicit play or behaviour or age-inappropriate knowledge
- soreness
- reluctance to go home
- inability to concentrate, tiredness
- refusal to communicate
- thrush, persistent complaints of stomach disorders or pains
- eating disorders
- attention seeking behaviour
- aggressive behaviour, including harassment and molestation of others
- unusual compliance
- regressive behaviour
- isolation from peer group
- reluctance to undress for PE and/or swimming

- inappropriate use of technology or social media
- receiving gifts, messages or communications from unknown adults
- sharing or receiving inappropriate images online

4. Emotional Abuse:

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may also involve serious bullying, causing children to frequently feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment.

Indicators of emotional abuse may be:

- the child consistently describes himself/herself in very negative ways – as stupid, naughty, hopeless, ugly
- over-reaction to mistakes
- delayed physical, mental or emotional development
- sudden speech or sensory disorders
- inappropriate emotional responses, fantasies
- neurotic behaviour: rocking, banging head, regression, tics and twitches
- self-harm
- fear of parents being contacted
- running away
- compulsive stealing
- appetite disorders
- excessive anxiety relating to online interactions
- withdrawal from social activities or peer relationships
- signs of cyberbullying or online harassment

5. Bullying and Cyberbullying:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual either physically or emotionally.

Cyberbullying refers to bullying through electronic means including mobile phones, messaging applications, social media platforms, email, online gaming and other digital technologies.

Indicators may include:

- reluctance to use technology
- sudden withdrawal from social media
- anxiety after receiving messages
- decline in academic performance
- social isolation
- emotional distress related to online activity
- signs of cyberbullying or online harassment
- fear of attending school
- low self-esteem and loss of confidence
- reluctance to discuss online activity

6. Responses from Parents:

Research indicates that the following responses from parents may suggest a cause for concern across all categories:

- delay in seeking treatment that is obviously needed
- unawareness or denial of any injury, pain or loss of function
- incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to his/her age and development
- reluctance to give information or failure to mention other known relevant injuries
- frequent presentation of minor injuries
- a persistently negative attitude towards the child
- unrealistic expectations or constant complaints about the child
- violence between adults in the household
- refusal to engage with school safeguarding concerns
- failure to respond to requests for support regarding a child's wellbeing

APPENDIX 2:

DEALING WITH A DISCLOSURE OF ABUSE

When a child tells a member of staff about abuse he/she has suffered, the member of staff must remember to:

- stay calm
- do not communicate shock, anger or embarrassment
- reassure the child – tell him/her you are pleased he/she is speaking to you

- never enter into a pact of secrecy with the child. Assure him/her that you will try to help but let the child know that you will have to tell other people in order to do so. State who these persons will be and why.
- tell him/her that you believe them. Children very rarely lie about abuse; however, he/she may have tried to tell others and not been heard or believed.
- tell the child that it is not his/her fault
- encourage the child to talk but do not ask 'leading questions' or press for information
- listen and remember
- check that you have understood correctly what the child is trying to tell you
- praise the child for telling you. Communicate that he/she has a right to be safe and protected
- do not tell the child that what he/she has experienced is dirty, naughty or bad
- it is inappropriate to make any comments about the alleged offender
- be aware that the child may retract what he/she has told you. It is essential that you record all information disclosed.
- at the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know
- as soon as possible afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

Afterwards:

You must not deal with this yourself. Clear indications or disclosures of abuse, neglect or safeguarding concerns must be reported immediately to the Designated Safeguarding Lead (DSL), School Counsellor/Psychologist or Principal, who will then make the decision regarding the next course of action in accordance with the school's Child Protection and Safeguarding Procedures.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child who has been abused can be traumatic for the adults involved. Support will be available from the Designated Safeguarding Lead (DSL), School Counsellor/Psychologist and the School Leadership Team.

APPENDIX 3:

ALLEGATIONS MADE AGAINST A MEMBER OF STAFF

1. If a child makes an allegation about a member of staff, the Principal, Designated Safeguarding Lead (DSL) or a member of the School Leadership Team must be informed immediately. The Principal, or a designated member of the Senior Leadership Team, must carry out an urgent initial enquiry in order to establish whether there is substance to the allegation.

2. The Principal (if he or she is not the subject of the matter) must exercise, and be accountable for, their professional judgement on the action to be taken:

- If the Principal finds that the actions of a member of staff, and the consequences of these actions, raise credible child protection or safeguarding concerns, the Principal will act in accordance with the Staff Disciplinary Policy, Staff Code of Conduct and Child Protection and Safeguarding Policy.
- If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection or safeguarding concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil, these should also be addressed through the school's own internal procedures.
- If the Principal decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on file.
- Where appropriate, the Principal may seek guidance from the Designated Safeguarding Lead (DSL), School Counsellor/Psychologist, Human Resources Department or Edison Group Leadership before determining the appropriate course of action.
- All allegations shall be treated seriously, investigated fairly and handled confidentially in order to protect the welfare of the child and the rights of all individuals involved.

SAFEGUARDING & CHILD PROTECTION POLICY				**Policy Number**	**D 35**
				Effective Date	30/08/2026
				Issue Date	30/08/2026
				Valid Until	31/08/2029
REVISION HISTORY					
Revision No	**Issue Date**	**Amendment Description**		**Date Effective**	**Revalidated**

00	30/08/2026	First group-wide issue	30/08/2026	

SAFEGUARDING & CHILD PROTECTION POLICY	**Prepared By**	**HR - Admin**
	Issued By	**HR Department**
	Page 1 of 3	

D34 SAFEGUARDING AND CHILD PROTECTION POLICY

Edison Group of Schools

Applies To

- Edison International Academy Aspire
- Edison International Academy Al Markhiya
- Edison Global Academy Lusail
- Edison Global Academy Rawdat Al Hamama

Safeguarding commitment: Edison Group of Schools places the safety, dignity, wellbeing and best interests of every student at the centre of all decisions. Safeguarding is everyone's responsibility; the DSL leads and coordinates the school response but does not carry this responsibility alone.

Document control	Approved / completed information
School	Edison Group of Schools
Academic year	2026–2027
Policy owner	Group Safeguarding Lead, each School Principal and each Designated Safeguarding Lead
Designated Safeguarding Lead	**Aspire:** Reem Al Samara **Lusail:** Sini Thomas **Al Markhiya:** Lulu Fersana **Rawdat Al Hamama:** Ingrid Palmer

Document control	Approved / completed information			
Deputy DSL(s)	**Aspire:**	**Lusail:**	**Al Markhiya**	
	Rawdat Al Hamama			
	Jasmine rose	Nerissa Gonzalez	Sherina Sansawi	Alexandrina Daniela Niculae
	Sadoq Khairi	Nour Al Shebli	Lalarukh Hameed	Meerim Turdieva
	Abdelrahman Abdelshafi	Ayshath Zulaikha	Farah Tahir	Amani Hakim
	Revival Elogie	-	Dr. Vimal Priya	Manar Ali Mahmoud
Safeguarding oversight	Edison Group Governing Body / Group Executive Leadership / Proprietor			
Academic Documents Controller	Controlled issue, version register, authorised distribution and review reminders only			
Approval date	_____			
Effective date	30 August 2026			
Next review date	August 2027, or sooner following a serious incident, legal/regulatory change or review finding			
Policy status	Whole-school mandatory policy			
Classification	Controlled document – safeguarding records are confidential and access-restricted			

Edison Group of Schools places the safety, dignity, wellbeing and best interests of every student at the centre of its decisions. Safeguarding is a shared group-wide and whole-school responsibility. The Designated Safeguarding Lead (DSL) leads and coordinates the response but does not carry this responsibility alone. This policy must be available to all employees, agency staff, contractors and volunteers. A parent- and student-friendly safeguarding statement and current reporting routes must be published separately. Names and contact details of the DSL and Deputy DSLs must be displayed in staff areas and communicated during induction. This Group policy establishes the minimum safeguarding standard for every Edison school. Each school must maintain a current local contacts schedule, reporting route and implementation arrangements that comply with this policy.

1. Purpose

This policy is the Edison Group's principal group-wide and whole-school framework for safeguarding and student protection. It establishes the responsibilities of every adult, the authority and operating procedures of the Designated Safeguarding Lead and Deputy DSLs, and the Group's and each school's arrangements for prevention, early identification, reporting, recording, risk assessment, referral, support, escalation and quality assurance.

1. Protect students from maltreatment, abuse, neglect, exploitation, discrimination, bullying, harmful practices and avoidable harm, including online harm.
2. Ensure concerns are noticed, heard, recorded and acted upon promptly, proportionately and in the student's best interests.
3. Clarify that any member of staff may and must report a concern; no employee may investigate independently or delay a report while seeking proof.
4. Provide safe arrangements for allegations involving staff, volunteers, contractors, students or family/community members.
5. Support compliance with applicable State of Qatar requirements, Ministry of Education and Higher Education directions and the Edison Group's and its schools' international accreditation commitments.

2. Scope

This policy applies during each school day and to all Edison Group- or school-controlled activities, premises, digital systems, transport, educational visits, sports, clubs, events, remote learning, work experience, exchanges and any situation in which an adult represents the Edison Group or one of its schools. It applies to all students, including students aged 18 or above, with safeguarding responses adjusted lawfully to age and capacity.

It applies to the proprietor/governing body, school leadership, teachers, teaching assistants, counsellors, nurses, administration, HR, admissions, reception, security, drivers and bus attendants, IT personnel, cleaners, catering staff, coaches, agency staff, contractors, volunteers, visitors and trainees.

3. Policy foundations and reference framework

The Edison Group and each of its schools will apply the law and mandatory directions in force in Qatar. International and British safeguarding guidance may be used as a benchmark where it strengthens practice and does not conflict with Qatar law, culture or Ministry requirements.

- **MOEHE Student Protection and Welfare Policy for Private Schools and Kindergartens (first edition launched 2025)** — Local expectations for safe environments, effective recording and reporting, student wellbeing and coordinated protection.
- **Qatar Law No. 23 of 2015 regulating private schools and its executive requirements** — School licensing, regulatory accountability and compliance obligations.
- **Qatar Law No. 13 of 2016 on Protecting Personal Data Privacy** — Secure, lawful and proportionate handling of personal and special-category safeguarding information.
- **MOEHE Professional and Ethical Charter for Private Education Institutions, second edition 2025** — Professional conduct, ethical responsibilities and alignment with national values and child rights.
- **UN Convention on the Rights of the Child** — Best interests, protection, participation, dignity, non-discrimination and development.

- **Keeping Children Safe in Education 2026 and DfE filtering/monitoring standards** — Benchmark expectations for DSL leadership, group-wide and whole-school systems, safer recruitment, allegations management and online safety.

Precedence: Where requirements differ, current Qatar law and MOEHE instructions take precedence. The Principal/DSL must seek advice from the proprietor, MOEHE or competent authorities when uncertain. This policy does not replace emergency services, legal advice or mandatory authority directions.

4. Definitions

Terminology note. The Edison Group uses the term Designated Safeguarding Lead (DSL). Where an MOEHE policy, circular or approved form uses Student Protection and Care Officer (SPCO), Student Protection and Welfare Officer or another prescribed title, the DSL will fulfil or coordinate that function only where formally designated and authorised. The Group Safeguarding Lead and each School Principal must verify the official title, appointment conditions and reporting route against the latest MOEHE requirements before this policy is approved and whenever guidance changes.

- **Safeguarding** — The arrangements used to prevent harm, promote welfare, create safe conditions and respond effectively to concerns.
- **Child / student** — For child-protection purposes, a person under 18. The school applies safeguarding principles to all enrolled students.
- **Child protection** — Action taken where a student is suffering, or may be at risk of suffering, significant or serious harm.
- **DSL** — A suitably senior, trained person with status, authority, time and resources to lead safeguarding and child-protection arrangements.
- **Deputy DSL** — A trained person who performs delegated DSL functions and provides cover. The lead responsibility remains with the DSL.

- **Concern** — Information, observation, disclosure, pattern or professional intuition suggesting that a student's safety or welfare may be compromised.
- **Disclosure** — A student's direct or indirect communication that they or another person may have been harmed.
- **Allegation** — A concern that an adult working with children may have harmed a child, committed an offence, posed a risk or behaved incompatibly with their role.
- **Low-level concern** — Conduct by an adult that is inconsistent with the staff code of conduct, including conduct that may not meet the allegation threshold.
- **Child-on-child harm** — Abuse, harassment, exploitation, violence or harmful behaviour between students, online or offline.
- **Confidentiality** — Need-to-know protection of information; it is not secrecy and cannot prevent necessary safeguarding sharing.

5. Safeguarding principles

Best interests first. Safety and welfare outweigh reputational, operational or relationship considerations.
Immediate action. Staff act on reasonable concern; certainty and proof are not required before reporting.
Listen and respect. Students are heard, taken seriously, treated with dignity and involved according to age, language, communication needs and capacity.
Do no further harm. Responses avoid repeated questioning, confrontation of alleged persons, promises of secrecy, retaliation or unnecessary disclosure.
Inclusive protection. Disability, SEND, language, nationality, gender, health needs, behaviour, attendance, family circumstances or academic performance must never obscure risk.
Professional curiosity. Staff consider patterns and context, respectfully verify inconsistencies and avoid accepting reassuring explanations without assessment.
Need-to-know sharing. Relevant information is shared promptly with those who can protect the student, using the minimum necessary detail.
Accountability. Decisions, reasons, actions, consultations, referrals, outcomes and follow-up are recorded contemporaneously.

No retaliation. Students and adults who report in good faith are protected from victimisation. Malicious reporting is addressed separately and must not be presumed.

Cultural sensitivity without compromise. Qatar's culture and Islamic values inform respectful practice but cannot be used to minimise, conceal or excuse harm.

6. Appointment, authority and capacity of the DSL

Each School Principal appoints a DSL from the senior leadership team and sufficient trained Deputy DSLs to provide reliable cover throughout the school day, activities and foreseeable absences. The DSL must have direct access to the relevant School Principal and authority to convene meetings, access relevant records, require safeguarding action and contact competent authorities without avoidable delay.

6.1 Minimum arrangements

1. A trained DSL or Deputy DSL is available during school operations; staff know how to obtain urgent support when the DSL is off-site.
2. The DSL has protected time, private meeting space, secure record systems, administrative support and an allocated training budget.
3. Role continuity is documented for leave, evenings, trips, transport incidents, examinations, holidays and leadership absence.
4. The DSL's safeguarding judgment cannot be overridden for convenience. Where the relevant School Principal disagrees, both views and the final action are recorded, and the DSL may escalate to Group Executive Leadership, the proprietor or the appropriate authority.
5. The DSL is not the relevant school counsellor, investigator, disciplinary decision-maker or sole source of safeguarding action. These functions must remain distinct where practicable.

7. Roles and responsibilities

7.1 Designated Safeguarding Lead

- **Case management** — Receive and triage concerns; assess immediate safety; establish known facts without investigating; make or coordinate referrals; track outcomes; maintain chronologies; ensure support and safety plans; escalate when action is inadequate.

- **Advice and availability** — Provide timely advice to staff; maintain visible reporting routes; ensure cover; support professional curiosity and appropriate information sharing.
- **Authority liaison** — Act as primary safeguarding contact with MOEHE and competent protection, police, health and support agencies; record advice and outcomes; participate in multi-agency work.
- **Student voice and support** — Ensure the student is heard safely; arrange interpreters/communication support; identify a trusted adult; avoid repeated accounts; explain actions where safe and appropriate.
- **Parents/carers** — Plan timely, respectful communication unless doing so may increase risk, compromise evidence, cause flight/retaliation or conflict with authority advice.
- **Training** — Deliver/commission induction and annual whole-staff training in every school, regular updates and role-specific training; assess understanding; keep a training matrix.
- **Online safety** — Lead safeguarding aspects of filtering and monitoring; review alerts with IT; ensure concerns are actioned; report assurance and gaps to leadership.
- **Attendance and vulnerability** — Review unexplained/repeated absence, missing students, exclusions, elective withdrawal and other vulnerability indicators with attendance/pastoral leaders.
- **Quality assurance** — Complete termly file audits, trend analysis, policy review, safeguarding action plan and annual report; test staff knowledge and reporting accessibility.
- **Transfer and retention** — Ensure secure, timely transfer of safeguarding files separately from academic records; confirm receipt; retain transfer audit trail.
- **Professional support** — Arrange supervision/debriefing for safeguarding staff, manage workload and identify conflict-of-interest arrangements.

7.2 Deputy DSL(s)

1. Undertake the same level of role-specific training and perform delegated functions within competence.

2. Provide operational cover, manage assigned cases, attend meetings and maintain records to the same standard.
3. Escalate complex, high-risk, allegation or conflict-of-interest matters to the DSL/Principal immediately.
4. Keep the DSL informed; delegation does not transfer strategic accountability from the DSL.

7.3 School Principal / Head of School

1. Create a culture in which safeguarding is prioritised, challenge is welcomed and reporting never attracts retaliation.
2. Appoint suitable DSL capacity; provide authority, time, resources, training, supervision and access to external advice.
3. Ensure policies for child protection, safer recruitment, staff conduct, whistleblowing, complaints, attendance, behaviour, online safety, medical care, transport and visits are aligned.
4. Manage allegations against adults with the proprietor/competent authority; never ask the DSL to investigate an allegation involving the DSL or Principal.
5. Review serious incidents, audit findings, staffing risks and overdue actions; approve an annual safeguarding improvement plan.

7.4 Managing Director/ Legal Advisor/ SLT

1. Provide independent oversight and constructive challenge; confirm legal/regulatory compliance and sufficient safeguarding resources.
2. Receive anonymised termly assurance reports covering trends, referrals, training, safer recruitment, online safety, attendance risks, allegations and action-plan progress.
3. Appoint an appropriate person to handle allegations involving the Principal and establish escalation arrangements involving senior leaders or owners.
4. Review this policy at least annually and after serious incidents or significant changes.

7.5 All staff, volunteers and contractors

1. Maintain professional boundaries and follow the Staff Code of Conduct, acceptable-use, physical-contact and one-to-one working rules.
2. Recognise indicators, listen, preserve exact words, report immediately and make an accurate same-day written record.

3. Never investigate, confront, mediate, photograph injuries without authority, search devices informally, promise secrecy or contact parents before DSL advice.
4. Escalate if a student remains at risk or no action appears to have been taken. Report concerns about adults through the allegation/whistleblowing route.
5. Complete required training and confirm annually that they have read the policy and know the current DSL/deputies.

7.6 Role-specific responsibilities

- **HR / Recruitment** — Safer recruitment; identity, qualification, reference, police/other checks as required; employment-history scrutiny; central compliance record; safeguarding clauses; induction; allegation records; contractor assurances.
- **School Counsellor / Wellbeing Team** — Provide trauma-informed support within competence; share risk information with the DSL; do not offer absolute confidentiality; keep therapeutic and safeguarding records appropriately connected but access-controlled.
- **School Nurse / Medical Team** — Assess and treat immediate health needs; record injuries and explanations; preserve potential evidence; notify the DSL promptly; follow medical emergency and authority instructions.
- **Attendance / Admissions / Registrar** — Verify identity and authorised collection arrangements; monitor absence, repeated lateness, withdrawal, missing education and unexplained destination; notify the DSL of risk patterns; secure transfer records.
- **IT / Data Protection / Systems** — Maintain filtering, monitoring, access controls, logs, backups and secure case systems; promptly report alerts; preserve relevant digital evidence; never determine safeguarding outcomes alone.
- **Transport Manager, Drivers and Bus Attendants** — Apply handover, route, attendance and missing-student checks; report concerns immediately; never transport a student outside authorised arrangements; keep communications professional.

- **Security / Reception / Facilities** — Visitor control, badges, supervision, collection permissions, perimeter safety, CCTV preservation, restricted-area controls and immediate reporting.
- **Trip / Activity Leaders and Coaches** — Risk assess safeguarding, accommodation, changing, transport, ratios, communications, medical information, emergency contacts and international/local referral arrangements.
- **Academic Documents Controller** — Maintain the approved policy master, version history, distribution list, review calendar and staff acknowledgement evidence. The ADC must not access case files, screen concerns, rate risk or approve safeguarding decisions unless separately authorised and trained for a safeguarding role.
- **Students and parents** — Use reporting routes, share relevant information, follow safety arrangements and treat others respectfully. Their participation supports—but never replaces—the school's duty to safeguard.

8. Recognising safeguarding concerns

Safeguarding indicators rarely prove abuse on their own. Staff should consider changes, patterns, context, the student's communication and whether explanations are consistent with development and circumstances. Concerns may arise from direct disclosure, observation, third-party information, online monitoring, attendance, medical findings, behaviour, work samples or professional intuition.

8.1 Recognising physical signs across different skin tones

Staff must not rely on colour alone when considering a possible injury. On darker skin, bruising or inflammation may be less visually obvious and may appear as a shadow, swelling, warmth, tenderness or a change in texture. Staff should also notice guarding, pain, altered movement and changes in behaviour. The apparent colour of a bruise must never be used to estimate its age or determine whether harm occurred. Staff record objective observations and report them; they do not diagnose or investigate.

8.2 Cultural and religious context

Some lawful cultural, religious or therapeutic practices may leave temporary marks. Staff must respond respectfully and without assumption, but culture, religion or family explanation must never be used to dismiss a reasonable concern. Equally, a mark must not be labelled as abuse without an authorised assessment. The required response is to observe and record objectively, attend to any immediate medical need and report promptly to the DSL. Staff must not interrogate the student or family.

8.3 Barriers to disclosure

Students may find it difficult to disclose because of age, disability, communication need, limited English or Arabic, fear, loyalty, shame, uncertainty about confidentiality, family circumstances or concern about consequences. Each school provides more than one accessible reporting route and arranges competent, independent language or communication support when needed. Another child or a person who may be involved in the concern must not be used as an interpreter.

- **Physical abuse** — Unexplained or repeated injuries; injuries inconsistent with explanation; fear of going home; flinching; concealed injuries; harmful physical punishment.
- **Emotional abuse** — Persistent humiliation, threats, rejection, coercive control, intimidation, scapegoating, exposure to domestic conflict, extreme withdrawal or anxiety.
- **Sexual abuse/exploitation** — Sexual knowledge or behaviour not developmentally expected; pain/injury; grooming; coercion; image sharing; exploitation for gifts, status, money or access; concerning adult/student relationships.
- **Neglect** — Persistent hunger, poor hygiene, untreated medical needs, unsafe supervision, unsuitable clothing, chronic fatigue, failure to access education or necessary care.
- **Child-on-child harm** — Bullying, sexual harassment, violence, coercion, hazing, image-based abuse, discriminatory abuse, cyberbullying, extortion, initiation or group harm.
- **Online harm** — Grooming, exploitation, harmful content, impersonation, threats, doxxing, sextortion, non-consensual images, unsafe challenges, excessive surveillance/control or contact by unknown adults.
- **Domestic/family harm** — Student witnesses or experiences violence, coercive control, threats, forced isolation, family conflict or unsafe caregiving.

- **Exploitation/trafficking** — Unexplained money/gifts, controlling relationships, repeated missing episodes, movement controlled by others, forced work, criminal or sexual exploitation.
- **Mental health / self-harm / suicide risk** — Statements of hopelessness or wanting to die, self-injury, plans, means, severe distress, disordered eating or sudden marked change. Mental health concerns may be a safeguarding concern and require urgent assessment.
- **Harmful practices** — Any threatened or actual practice causing physical or emotional harm, including forced marriage or female genital mutilation, handled in accordance with Qatar law and competent-authority advice.
- **Radicalisation/extremism** — Susceptibility to violent or hateful ideology, dehumanising content, threats or preparation for violence; distinguish from legitimate religious observance or political discussion.
- **SEND/disability vulnerability** — Communication barriers, intimate care, dependency, social isolation, behaviour interpreted as disability rather than distress, or higher exposure to bullying/exploitation.
- **Staff conduct** — Boundary breaches, favouritism, private messaging, unnecessary one-to-one isolation, inappropriate images, humiliating language, unsafe restraint, secrecy, gifts or sexualised conduct.

9. Immediate response: the first 15 minutes

Immediate danger or serious injury: Call Qatar emergency services on 999, obtain medical assistance and notify the DSL/Principal without delay. Do not wait for internal paperwork or parental consent where emergency action is necessary to protect life or safety.

- **1. Make safe** — Stay calm. Move the student from immediate danger without creating additional risk. Maintain appropriate supervision. Do not confront the alleged person.

- **2. Listen** — Allow the student to speak in their own words. Use only minimal open prompts such as "Tell me what happened" or "Is there anything else you want me to know?"
- **3. Reassure honestly** — Say that they did the right thing by speaking, that the concern will be taken seriously and that information will be shared only with people who need to help. Do not promise secrecy or a specific outcome.
- **4. Preserve** — Do not ask the student to repeat the account. Preserve messages, devices, CCTV or clothing without handling more than necessary. Do not take photographs unless directed under an approved procedure.
- **5. Report** — Contact the DSL/Deputy immediately in person or through the designated urgent channel. If unavailable and risk is urgent, contact the Principal and appropriate emergency/protection authority.
- **6. Record** — Make a signed, dated, timed record as soon as possible and on the same day: exact words, observations, context, actions and people informed. Separate fact from professional opinion.
- **7. Continue duty of care** — Follow the DSL's safety instructions and remain appropriately available. Do not discuss with colleagues or independently contact family members.

10. Reporting and escalation procedure

Risk level	Examples	Response time and route
Emergency / immediate	Immediate danger, serious injury, active assault, missing high-risk student, credible imminent self-harm/suicide threat.	Call 999/medical emergency support; inform DSL and Principal immediately; secure the scene/evidence; record actions.

Risk level	Examples	Response time and route
Urgent / same hour	Recent serious disclosure; unsafe collection; alleged perpetrator has access; significant online exploitation; serious staff allegation.	Direct verbal report to DSL/Deputy immediately. DSL assesses safety, consults authorities and acts before the student leaves where required.
Prompt / same day	Emerging neglect, repeated bruising, worrying behaviour, peer harassment, boundary concern, concerning absence pattern.	Submit safeguarding concern before leaving duty and speak to DSL. DSL triages the same working day.
Cumulative / early help	Lower-level but repeated welfare, attendance, family or wellbeing indicators.	Record each concern. DSL/pastoral team reviews chronology, support, consent and escalation thresholds; monitor to a dated plan.

If the DSL is unavailable: Report to a Deputy DSL. If no safeguarding lead is available and delay may increase risk, contact the Principal and relevant authority/emergency service directly, then inform the DSL as soon as possible. A staff member who remains concerned must escalate; "I told someone" is not the end of the duty.

10.1 DSL triage and decision record

1. Immediate safety and medical needs; location of the student and alleged person; access/contact risk.
2. Nature, timing, frequency and seriousness of concern; previous chronology and known vulnerabilities.

3. Student's wishes and feelings, communication needs, trusted adult and safe method of contact.
4. Whether parents can be informed safely; risk of retaliation, evidence loss, pressure, flight or conflict of interest.
5. Need for competent-authority consultation/referral, police involvement, health assessment, specialist support or internal safety plan.
6. Interim controls: supervision, timetable/transport change, contact restriction, digital account protection, staff redeployment or suspension decision by authorised leaders.
7. What is known, unknown and inferred; decision, rationale, consultation, owner, deadline and review date.

10.2 Escalation and professional disagreement

Where an employee believes that a student remains unsafe, a referral has not been made when needed, or action is delayed, they must raise the concern again with the DSL, then the Principal, then the proprietor/governing body or competent external authority. Whistleblowing procedures apply where internal reporting is unsafe or compromised. All escalations and responses are recorded.

11. Responding to a disclosure

- **Listen; remain calm; take the student seriously.** — Do not express shock, disbelief, blame or anger.
- **Use minimal open prompts and allow silence.** — Do not ask leading, repetitive or "why" questions.
- **Explain that you need to share with people who can help.** — Do not promise confidentiality or tell the student everything will be fine.
- **Record exact words, demeanour and visible signs.** — Do not rewrite the account into clinical or legal language.
- **Ask only what is necessary to determine immediate safety.** — Do not investigate, test the story or seek proof.
- **Report promptly and preserve relevant evidence.** — Do not contact the alleged person or family before DSL advice.

12. Referral, external liaison and parental communication

12.1 Referral principles

1. Immediate safety and emergency action take priority over internal approval. Where there is an immediate threat to life or serious injury, staff contact police, ambulance or emergency services on 999 and notify the DSL/Principal as soon as safely possible. Non-emergency referrals and notifications follow the current MOEHE and competent-authority route. No internal process may create an unsafe delay.
2. The AMAN Protection and Social Rehabilitation Center hotline is 919; the centre provides protection/support services for women and children affected by violence and family breakdown.
3. MOEHE contact channels and any school-specific official reporting route must be maintained in the safeguarding contacts schedule and verified each term.
4. The DSL records the name/role of the person consulted, time, advice, information shared, reference number, decisions, follow-up date and outcome.
5. If a referral is not accepted and risk remains, the DSL seeks reasons, submits additional information, escalates through the appropriate channel and continues the relevant school safety plan.

12.2 Parents and carers

Parents should ordinarily be partners in safeguarding and informed in a timely manner. However, the DSL may delay or withhold notification when informing them could place the student or another person at greater risk, compromise evidence or an authority process, lead to intimidation/flight, or contradict competent-authority advice. The decision and rationale must be recorded and reviewed.

1. Communication is respectful, factual, culturally and linguistically accessible, and avoids naming other students or sharing confidential third-party information.
2. Where parents disagree with protective action, the relevant school continues necessary safeguarding duties and explains complaint/review routes where appropriate.
3. A student's request not to tell parents is considered carefully but cannot bind the relevant school where safety requires sharing.

13. Allegations and concerns about adults

Non-negotiable: Any concern about an adult's conduct toward a student—whether in school, online, outside school or in a previous role—must be reported. The person receiving the concern must not investigate or alert the subject of the allegation.

- **Any employee, supply worker, volunteer, contractor, coach or visitor** — Principal and DSL, using the allegation procedure.
- **School Principal / Head of School** — Proprietor, Managing Director or designated governance lead; not the Principal.
- **DSL** — Principal; safeguarding case allocation transfers to an uninvolved Deputy DSL/independent lead.
- **Proprietor / governance lead** — Alternative independent owner/governance contact and competent authority.
- **Immediate danger or suspected criminal offence** — 999/police or competent authority, alongside internal reporting.

13.1 Management requirements

1. Protect the student, preserve evidence and prevent contact or interference while avoiding premature conclusions.
2. Seek competent-authority and HR advice before interviewing the subject, imposing disciplinary action, notifying parents or communicating widely.
3. Consider neutral interim safeguards. Suspension is not automatic and is a management decision based on risk and advice, not a finding of guilt.
4. Maintain separate safeguarding and employment records, strict confidentiality and clear welfare support for the student, reporter and staff member as appropriate.

5. Record conclusion and learning: substantiated, unsubstantiated, unfounded, malicious or false only where an authorised process supports that outcome. Do not label a report malicious merely because it is unproven.

13.2 Low-level concerns

Low-level concerns are reported to the Principal/authorised manager and recorded centrally so patterns can be identified. Examples include over-familiarity, favouritism, inappropriate private communication, unapproved one-to-one situations, humiliating language, unnecessary touching, gifts or conduct inconsistent with the staff code. The response may include clarification, coaching, supervision, formal management action or escalation under the allegations procedure.

14. Child-on-child abuse, bullying and sexual harassment

1. The Edison Group and each school recognise that students can harm other students and that abuse must not be dismissed as banter, experimentation, friendship conflict or "part of growing up".
2. The DSL conducts separate risk assessment and support planning for the harmed student, alleged student and affected peers; disciplinary and safeguarding processes may run in parallel but have different purposes.
3. Victims are not required to meet, mediate with or apologise to an alleged student. Restorative approaches are used only when safe, voluntary, developmentally appropriate and not a substitute for protection.
4. Each school manages location, timetable, transport, device/contact, supervision and peer-group risks without placing an unfair burden on the harmed student.
5. Non-consensual sexual images must not be copied, forwarded or routinely viewed. Devices and evidence are preserved and handled under authority/DSL guidance.

15. Online safety, filtering and monitoring

- **DSL** — Lead safeguarding response to online concerns; review reports/alerts; ensure actions, student support and authority liaison; report assurance and themes.

- **IT / technical provider** — Maintain age-appropriate filtering, monitoring, device management, logs, access control and alerting; document checks; act on defects; preserve data.
- **School Principal / Group governance** — Approve risk appetite, resources and accountability; ensure filtering does not replace education/supervision; review effectiveness at least annually and after incidents.
- **Staff** — Supervise technology use; teach safe reporting; use approved accounts/platforms; report harmful content/contact; never conduct informal digital investigations.
- **Students/parents** — Follow acceptable-use rules; use reporting/blocking tools; protect credentials; avoid sharing harmful content; seek help early.

1. The Edison Group and each school review generative AI, social media, personal devices, remote learning, camera/microphone use, deepfakes, impersonation, image-based abuse and data privacy within online-safety risk assessments.
2. Safeguarding monitoring is proportionate, transparent and subject to privacy and access controls. Alerts are triaged by trained people; technology does not determine guilt or discipline.

16. Attendance, missing students and collection safety

1. Repeated absence, unexplained lateness, sudden withdrawal, missing education and absence around particular days/people may indicate safeguarding risk and must be reviewed in context.
2. Registers are accurate and timely. Unexplained absence is followed up promptly using verified contacts and escalated to the DSL where risk indicators exist.
3. If a student is missing on site, from transport or during an activity, activate the missing-student procedure immediately, search safely, preserve supervision, notify leadership/parents/999 as risk requires and record the timeline.
4. Students are released only to authorised persons under verified arrangements. Disputed, impaired, threatening or unsafe collection is escalated; staff do not physically negotiate without security/emergency support.

17. Students with additional vulnerability

The DSL ensures reasonable adjustments and heightened professional curiosity for students with SEND/disabilities, communication differences, intimate-care needs, chronic illness, mental-health needs, prior trauma, language barriers, care arrangements, family separation, frequent mobility, discrimination exposure or other vulnerability.

1. Behaviour, silence or inconsistency must not automatically be attributed to disability, language or culture.
2. Use an independent, competent interpreter or communication support; do not rely on another child or a potentially involved family member.
3. Individual safety, intimate-care, behaviour-support and medical plans must identify safeguarding controls and reporting routes.

18. Self-harm, suicide and serious mental-health risk

Urgent safety: A student expressing current suicidal intent, a plan, access to means, recent attempt or severe medical risk must not be left alone. Obtain emergency medical help/999, remove immediate means only where safe, and notify the DSL/Principal and parent unless authority advice or risk assessment indicates otherwise.

1. Staff ask direct, calm safety questions within their training; asking about suicide does not create suicidal thoughts. They do not provide therapy beyond competence.
2. The DSL coordinates a written return-to-school/safety plan, named trusted adults, supervision, environmental controls, parent communication, clinical advice and scheduled review.
3. Confidentiality is limited by safety. Peers who receive disclosures are supported and instructed to seek adult help, not carry sole responsibility.

19. Physical intervention, searching and intimate care

1. Physical intervention is a last resort to prevent immediate harm and must be lawful, necessary, proportionate, brief and never punitive. Only trained staff act except in unforeseeable emergency.

2. Any intervention, injury, medical check, witness account, parent communication and debrief is recorded and reviewed for safeguarding implications.
3. Searching students, belongings or digital devices follows an approved school procedure and Qatar requirements. Safeguarding risk, dignity, same-gender considerations and evidence preservation are addressed.
4. Intimate care is planned, consent-sensitive, dignified and documented, with appropriate staffing and clear action if a student becomes distressed or makes a disclosure.

20. Safer recruitment and induction

- **Workforce planning and advertisement** — Role risk assessment, safeguarding commitment and required eligibility/check wording.
- **Application and shortlisting** — Complete history, explanation of gaps, identity consistency, qualification/license review and objective criteria.
- **Interview** — At least one safeguarding-trained interviewer; questions on boundaries, reporting, professional judgment and suitability.
- **Pre-employment checks** — Identity, right to work, qualifications, references, criminal/police and other checks required by Qatar/MOEHE and school procedure; resolve discrepancies before unsupervised access.
- **Contractors/agency staff** — Written assurance and evidence of appropriate checks, identity verification on arrival, induction and supervision/escort controls.
- **Induction** — Policy, DSL routes, code of conduct, allegations/low-level concerns, whistleblowing, online safety, confidentiality, emergency action and knowledge check before or at first contact.
- **Central record and audit** — HR owns the compliance record; Principal/DSL/governance review gaps and restrict deployment until requirements are satisfied.

21. Training, induction and professional supervision

- **All staff/regular volunteers** — Safeguarding induction before or at commencement; annual formal refresher; brief updates at least termly; scenario-based knowledge checks.
- **DSL and Deputy DSLs** — Role-specific training on appointment; formal update at least every two years or sooner when required; continuous updates; local referral, allegation, record and online-safety competence.
- **Principal/governance/HR** — Strategic safeguarding, safer recruitment, allegation management, whistleblowing, oversight, data protection and critical incident learning.
- **Nurse/counsellor/SEND/attendance/transport/IT/security/trip leaders** — Role-specific risk recognition, reporting, evidence, confidentiality and emergency procedures.
- **Students** — Age-appropriate curriculum and reporting routes: safe/unsafe touch, trusted adults, consent, bullying, online risk, image sharing, help-seeking and peer support boundaries.
- **Parents/carers** — Accessible guidance on reporting, online safety, attendance, collection, wellbeing, boundaries and how the school responds.

Training attendance alone is insufficient. The DSL samples staff understanding, observes practice, reviews reporting quality and addresses misconceptions. Safeguarding leaders should receive regular reflective supervision and wellbeing support without disclosing case information beyond authorised arrangements.

22. Record keeping and confidentiality

22.1 Recording standard

1. Record date/time of event and report; student identifiers; exact words; factual observations; body map only under approved procedure; context; immediate safety; persons informed; decisions and rationale; referral/reference; actions, owners and review dates.
2. Distinguish fact, quotation, professional opinion and third-party information. Never erase or silently amend an original record; add a dated correction or supplementary note.
3. Maintain a clear chronology and link related students/incidents without copying unnecessary information.

22.2 Storage and access

1. Safeguarding records are stored separately from routine academic/personnel files in an access-controlled system with audit logs, secure backup and role-based permissions.
2. Access is limited to those who need information to protect or support. Email and messaging are not the permanent case record; relevant messages are captured securely.
3. Retention, disposal, disclosure and breach response follow Qatar data protection requirements, MOEHE directions and the Edison Group retention schedule and applicable school schedule. Litigation/investigation holds override routine disposal.
4. The Academic Documents Controller controls the policy and general compliance evidence only. Case-file access requires separate written authorisation from the Principal/DSL and must be necessary, proportionate and logged.

23. Information sharing

The DSL uses a need-to-know test: Is sharing necessary to protect a student or another person? Is the recipient able and authorised to act? What is the minimum relevant information? Is consent safe and appropriate? How will sharing and the decision be recorded? Fear of breaching confidentiality must not cause unsafe delay, but indiscriminate sharing is prohibited.

1. Tell the student/parent what will be shared where safe and appropriate; do not seek consent if doing so may increase risk or compromise action.
2. Verify recipients, use secure channels, mark information confidential and request confirmation of receipt/action.
3. Record decisions to share or not share, including reasons and advice obtained.

24. Transfer of safeguarding records

1. Before admission, the relevant school seeks relevant safeguarding information through lawful, secure channels where appropriate.
2. When a student transfers, the DSL sends safeguarding records promptly, securely and separately from the general student file to the receiving safeguarding lead, subject to applicable requirements.
3. Confirm recipient identity and receipt; retain a transfer log and any copy required by the retention schedule.

4. For urgent risk, the DSL speaks directly to the receiving DSL in addition to record transfer.

25. Curriculum and prevention

Safeguarding is taught through a planned, age-appropriate, culturally respectful curriculum and reinforced through school life. Content aligns with Qatar requirements and equips students to recognise unsafe situations, seek help and act responsibly without transferring adult safeguarding responsibility to them.

1. Healthy relationships, respect, consent and personal boundaries.
2. Bullying, discrimination, harassment, peer pressure and bystander action.
3. Online privacy, grooming, scams, harmful content, image sharing, AI/deepfakes and reporting/blocking.
4. Emotional literacy, mental-health help-seeking and safe peer support.
5. Trusted adults, emergency help, confidentiality limits and multiple reporting routes.
6. Safe travel, transport, educational visits and community awareness.

The DSL reviews curriculum coverage and incident trends with subject/pastoral leaders. Potentially sensitive lessons are risk assessed; students receive advance support and safe disclosure routes, and teachers know how to respond to disclosures prompted by lessons.

26. Safeguarding in specific settings

- **One-to-one work** — Visible/interruptible setting where possible; approved purpose/time; professional communication; record concerns; avoid unnecessary isolation.
- **Remote learning** — Approved accounts/platforms; suitable backgrounds/clothing; no personal contact details; recording only under policy; parent/student reporting routes.
- **Changing/toileting/intimate care** — Dignity, appropriate supervision, no voyeurism or phones/cameras, individual plans and immediate reporting of concerns.
- **Educational visits/residentials** — Named safeguarding lead, local emergency/referral information, rooming and supervision plan, medical/communication needs, missing-student plan and incident recording.
- **Transport** — Accurate manifests, pre/post route checks, authorised handover, no unsupervised detours, CCTV/access controls where used, prompt missing/late escalation.

- **Photography/media** — Documented permission/other lawful basis, approved devices/storage, no identifying or sexualised images, controlled publication and withdrawal process.
- **Visitors/contractors** — Identity, purpose, badge, safeguarding briefing, supervision based on risk, restricted access and sign-out.
- **After-school activities** — Same reporting standards, staffing checks, collection controls, medical information, communication boundaries and DSL on-call route.

27. Complaints, whistleblowing and protection from retaliation

1. Safeguarding concerns are not delayed or diverted into the ordinary complaints process where protective action is required.
2. Staff may use the whistleblowing route when leadership is implicated, internal action is unsafe or a serious risk is not addressed.
3. The Edison Group and every school prohibit retaliation against students, parents, staff or others who report in good faith. Any retaliation is treated as a serious conduct concern.
4. A complaint outcome does not replace safeguarding risk assessment, and safeguarding information is not disclosed merely because a complaint is made.

28. Quality assurance, monitoring and reporting

- **Daily / ongoing** — Triage new concerns; track urgent actions; check DSL cover; review online alerts and high-risk attendance. Owner / evidence: DSL/DDSL case log, action list, cover rota..
- **Weekly** — Review open high-risk cases, overdue actions, referrals awaiting outcome, missing/absence patterns and safety plans. Owner / evidence: DSL case review; attendance/pastoral meeting record..
- **Monthly** — Sample record quality; check allegation/low-level concern patterns; review training starters/leavers and system access. Owner / evidence: DSL, Principal, HR, IT audit records..

- **Termly** — Safeguarding committee review; anonymised trend report; student voice; staff knowledge sample; premises/transport/online checks; action-plan update. Owner / evidence: DSL report; minutes; dashboards; audit evidence..
- **Annually** — Policy review; whole-school safeguarding audit; safer recruitment and central-record audit; filtering/monitoring review; curriculum map; training plan; governance assurance. Owner / evidence: Principal, DSL, governance, HR, IT, ADC controlled-document register..
- **After serious incident** — Rapid review: what happened, why, barriers, decision quality, communication, system learning and time-bound actions. Owner / evidence: Independent/leadership review with anonymised learning report..

28.1 Minimum safeguarding indicators

1. Timeliness from concern to DSL review; overdue actions/referrals; repeat concerns; case closure quality; student voice and safety-plan review.
2. Training/induction completion and knowledge-check results; DSL coverage; supervision completed.
3. Safer recruitment compliance and unresolved gaps; visitor/contractor exceptions.
4. Attendance/missing patterns; bullying and child-on-child harm; online alerts; injuries; allegations and low-level concern themes.
5. Student/parent/staff confidence in reporting; accessibility across languages and SEND; curriculum coverage.

Reports to governance are anonymised and sufficiently detailed to support challenge without exposing identities. No target should discourage reporting; an increase may reflect improved confidence rather than worsening practice.

29. Policy review and document control

1. The Principal and DSL review the policy at least annually and following new MOEHE requirements, legal change, serious incident, audit finding or material operational change.
2. The Academic Documents Controller maintains the master copy, approval record, version number, issue date, distribution list, review reminder and archive of superseded versions.

3. The DSL validates safeguarding content and operational contacts before issue. The Principal/governance approves. The ADC does not alter safeguarding content without documented owner approval.
4. Staff receive material-change briefings and acknowledgement is recorded; replacement versions are clearly marked and obsolete copies withdrawn from active use.

Appendix A. Safeguarding response flow

Stage	Action	Accountable person
1. Concern noticed/disclosed	Make safe; emergency response if required; listen; do not investigate.	Any adult
2. Immediate report	Tell DSL/DDSL directly; same-day written record.	Person receiving concern
3. Triage	Assess danger, medical need, access risk, chronology, student voice and parent/referral considerations.	DSL/DDSL
4. Protect and refer	Implement safety controls; consult/refer to 999, AMAN 919, MOEHE or other competent service as appropriate.	DSL/Principal
5. Record decision	Facts, advice, rationale, information shared, owner and deadline.	DSL/DDSL
6. Support	Trusted adult, health/wellbeing support, learning adjustments and family communication where safe.	DSL and assigned team
7. Review/escalate	Check action and student safety; escalate inadequate/no response.	DSL/Principal

Stage	Action	Accountable person
8. Close/transfer	Close only with reason, outcome and ongoing plan; transfer securely if student moves.	DSL

Remember: REPORT → RECORD → REFER/RESPOND → REVIEW. Staff do not need proof. If the child is still unsafe, escalate.

Appendix B. Safeguarding concern record – required fields

Field	Required information
Reporter	Name, role, contact, date and time submitted.
Student	Full name, student ID, date of birth/year/class, language/SEND/communication needs.
Event/concern	Date, time, location, how concern arose, who was present.
Student's words	Exact words in quotation marks; questions/prompts used.
Observations	Behaviour, demeanour, visible injury or contextual information; factual description only.
Immediate action	Safety/medical action, people contacted, evidence preserved.
Others involved	Names/roles/relationship; identify whether information is direct or third party.
DSL use	Risk triage, chronology checked, student wishes, parent decision, consultation/referral, rationale, actions/owners/deadlines.

Field	Required information
Follow-up	Outcome, safety-plan review, student feedback, closure/transfer decision.
Authentication	Reporter signature/date; DSL reviewer/date; amendments clearly dated.

Appendix C. DSL case review checklist

1. Is the student safe now, today and before leaving school?
2. Have health needs and emergency risks been addressed?
3. Has the student been heard once, safely, with communication support?
4. Does the record preserve exact words and distinguish fact/opinion?
5. Has the full chronology and sibling/peer context been reviewed?
6. Could informing parents increase risk or compromise action?
7. Is external consultation/referral needed, and has advice been recorded?
8. Are interim controls specific, proportionate, owned and time-bound?
9. Does the student have a trusted adult and accessible reporting route?
10. Are other students or adults at risk?
11. Have digital/CCTV/medical records been preserved lawfully?
12. Is follow-up scheduled, and what will trigger escalation?
13. Has the student's view of safety been checked after action?
14. Is closure justified, recorded and subject to review/transfer?

Appendix D. Training and competence matrix

Role group	Induction	Refresher/update	Competence evidence
All employees	Before/at start	Annual + termly updates	Attendance, declaration, scenario/quiz, reporting-route check.
DSL/DDSL	Before or immediately on appointment	Formal role update at least biennially; continuous updates	Certificate, supervision, case audit, referral simulation.
Principal/governance	On appointment	Annual strategic update	Challenge minutes, audit sign-off, allegation scenario.
HR/recruitment panel	Before recruitment duties	Annual/when rules change	Safer recruitment record and file/SCR audit.
IT	Before system administration	Annual + threat changes	Filtering/monitoring review, alert drill, access audit.
Nurse/counsellor/SEND/attendance	Role commencement	Annual + case learning	Role scenarios, record sample, referral knowledge.
Transport/security/trips/coaches	Before duty	Annual/each trip where relevant	Briefing record, missing/collection drill, incident sample.
ADC	Before policy-control duty	Annual document-control update	Version, distribution, acknowledgement and review logs; no case access.

Appendix E. Annual safeguarding audit evidence

Domain	Selected evidence
Leadership/governance	Approved policy; DSL appointment and cover; governance minutes; termly reports; action plan; budget/resources; supervision record.
Training/culture	Training matrix and certificates; induction acknowledgements; knowledge checks; staff/student/parent surveys; reporting posters and accessible routes.
Case management	Anonymised file audit; chronologies; risk and safety plans; referral/consultation logs; escalation and closure quality; secure transfer log.
Safer recruitment/adults	Central compliance record; recruitment files; contractor assurances; code of conduct; allegation and low-level concern process/audit.
Online safety	Filtering/monitoring review; risk assessment; alert logs; acceptable use; incident response; curriculum; IT/DSL/governance checks.
Attendance/operations	Absence and missing-student reviews; collection/transport logs; visitor records; trip risk assessments; medical/intimate-care controls.
Curriculum/student voice	Safeguarding curriculum map; lesson samples; student voice; reporting knowledge; targeted provision for SEND/language needs.
Information governance	Access permissions; audit logs; retention/transfer schedule; breach response; secure storage; ADC version/distribution controls for policy documents.
Improvement	Incident learning reviews; trend analysis; completed actions; evidence of impact and remaining risks.

Appendix F. Safeguarding contacts and internal cover schedule

Contact / role	Details to complete and verify termly
DSL	Reem Al Samara – rsamarah@edisonqatar.com Sini Thomas - sinithomas@edisonqatar.com Lulu Fersana - lfersana@edisonqatar.com Ingrid Palmer - ipalmer@edisonqatar.com
Deputy DSL 1	Jasmine Rose – Nerissa Gonzalez – ngonzales@edisonqatar.com Sherina Sansawi – ssansawi@edisonqatar.com Alexandrina Daniela Niculae - alexandrina.daniela@edisonqatar.com
Deputy DSL 2	Sadoq Khairi – Nour Al Shebli – nshibli@edisonqatar.com Lalarukh Hameed – lanzar@edisonqatar.com Meerim Turdieva - meerim.jumakadyrovna@edisonqatar.com
Principal	Name: Johanna Chawla Contact: 33216982 Name: Wedad Dawoud Contact: 30031001 Name: Maryam White Contact: 33776858 Name: Candice Benny Contact: 55892940
Proprietor / governance safeguarding contact	Name/contact: _____
Emergency services – Qatar	999
AMAN Protection and Social Rehabilitation Center	Hotline 919 | +974 4409 0999 | info@aman.org.qa
MOEHE general contact	155 | +974 4404 4444 | info@edu.gov.qa

Contact / role	Details to complete and verify termly
Nearest medical/emergency facility	Name/contact: _____
IT filtering/monitoring emergency contact	Name/contact: _____
Out-of-hours / trip safeguarding route	_____

Appendix G. Related school policies and procedures

1. This Whole-School Student Safeguarding and Protection Policy
2. Staff Code of Conduct and Professional Boundaries
3. Safer Recruitment and Vetting Procedure
4. Allegations Against Staff and Low-Level Concerns Procedure
5. Whistleblowing Policy
6. Student Behaviour and Anti-Bullying Policy
7. Attendance, Missing Student and Collection Procedures
8. Online Safety, Acceptable Use, Filtering and Monitoring Policy
9. Data Protection, Confidentiality, Records Retention and Breach Response
10. Health, First Aid, Medication, Intimate Care and Mental Health Procedures
11. Physical Intervention and Searching Procedures
12. Educational Visits, Transport, Activities and Visitor Management
13. Complaints Policy and Critical Incident / Emergency Response Plan

Appendix H. Staff safeguarding declaration

I confirm that I have received, read and understood the DSL Policy and related safeguarding requirements.
I know the current DSL and Deputy DSL reporting routes, understand that I must report concerns

immediately, will not investigate independently or promise secrecy, and will escalate if a student remains at risk.

Employee name	Role	Signature	Date

Appendix I. Parent and student safeguarding summary

Every student has the right to feel safe, be treated with dignity and receive help when worried about themselves or someone else. Students and parents may speak to the DSL, a Deputy DSL, the Principal, counsellor, nurse, class teacher or another trusted member of staff. A concern will be listened to, recorded and shared only with people who need information to provide protection or support. No Edison school can promise secrecy where safety may be at risk.

A student will not be blamed for reporting a concern in good faith. Parents will normally be involved as partners, unless doing so could increase risk, compromise evidence or conflict with advice from a competent authority. Emergency help is available through 999. Each school must publish current internal names and contact routes separately in accessible language and formats.

References and official sources

Ministry of Education and Higher Education, Qatar – launch of Student Protection and Welfare Policy for Private Schools and Kindergartens (2025):
https://www.edu.gov.qa/ar/News/Details/15402000

MOEHE – Professional and Ethical Charter for Private Education Institutions, second edition (2025): https://www.edu.gov.qa/ar/News/Details/16462800

MOEHE – Private school licensing and Law No. 23 of 2015:
https://www.edu.gov.qa/ar/Content/Privateschoollicenses

Al Meezan – Qatar Law No. 13 of 2016 on Protecting Personal Data Privacy:
https://www.almeezan.qa/LawOwner.aspx?id=7121&language=ar

AMAN Center – hotline service: https://www.aman.org.qa/en/service/67

UK Department for Education – Keeping Children Safe in Education 2026:
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

UK Department for Education – filtering and monitoring core standard (updated 2026):
https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-core-standard

Policy implementation note: Before approval, the Principal and DSL must confirm all internal names, reporting channels, authority contacts, retention periods and mandatory MOEHE forms against the latest official requirements. This policy should be professionally translated into Arabic if issued bilingually; safeguarding terminology and emergency instructions must be quality-checked by an authorised bilingual reviewer.

DATA PROTECTION AND CONFIDENTIALITY POLICY	**Policy Number**	**D 35**
	Effective Date	**26/08/2024**
	Issue Date	**01/06/2024**
	Valid Until	**31/05/2027**

REVISION HISTORY

Revision No	Issue Date	Amendment Description	Date Effective	Revalidated
00	Aug 2015	First Issue	Aug 2015	
01	19.8.18	Review and update	20.8.18	
02	07/12/21	Review and update	04/01/2022	
03	01/06/2024	Review and update	20/08/2024	
04	30/05/26	Review and update	16/08/26	**31/05/2029**

DATA PROTECTION AND CONFIDENTIALITY POLICY	**Prepared By**	**HR - Admin**
	Issued By	**HR Department**
	Page 1 of 3	

D35: DATA PROTECTION AND CONFIDENTIALITY POLICY

1. **Rationale:**

The Edison Group of Schools' Data Protection and Confidentiality Policy sets out its commitment to protecting personal data and confidential information and the implementation of that commitment concerning the collection, storage, use and disclosure of personal data.

2. **Aims:**

With this policy, the Edison Group of Schools aims at ensuring that we comply with the data protection principles, as listed below:

1. ensuring that data is collected and used fairly, lawfully and appropriately
2. processing personal data only in order to meet operational needs, educational requirements or fulfil legal obligations
3. taking steps to ensure that personal data is up-to-date and accurate

4. establishing appropriate retention periods for personal data and confidential records
5. ensuring that data subjects' rights can be appropriately exercised
6. providing adequate security measures to protect personal data and confidential information
7. ensuring that all staff are made aware of good practice in data protection and confidentiality
8. providing adequate training for all staff responsible for personal data
9. ensuring that everyone handling personal data knows where to find further guidance
10. ensuring that queries about data protection, confidentiality and information security, internal and external to the Edison Group of Schools, are dealt with effectively and promptly
11. regularly reviewing data protection procedures and guidelines within the Edison Group of Schools.

3. Data Protection Principles:

1. Personal data shall be processed fairly and lawfully.
2. Personal data shall be obtained for one or more specified and lawful purposes and shall not be further processed in any manner incompatible with that purpose or those purposes.
3. Personal data shall be adequate, relevant and not excessive in relation to the purpose or purposes for which they are processed.
4. Personal data shall be accurate and, where necessary, kept up to date.
5. Personal data processed for any purpose or purposes shall not be kept for longer than is necessary for that purpose or those purposes.
6. Appropriate technical and organisational measures shall be taken against unauthorised and unlawful processing of personal data and against accidental loss, destruction of, or damage to personal data.
7. Confidential information relating to students, staff, parents and school operations shall be protected and shared only with authorised individuals on a need-to-know basis.

4. Data Gathering:

All personal data relating to staff, students and/or other people with whom the Edison Group of Schools has contact, whether held in digital or paper files, are covered by this policy.

The Edison Group of Schools will ensure that only relevant personal data is collected and that the person from whom this data is collected is duly informed of the data's intended use and any possible disclosures that may be made of the information given.

5. Data Storage:

The Edison Group IT Officer and/or designated Information Technology personnel will ensure that:

1. Personal data is stored in a secure and safe manner.
2. Electronic data is protected by secure passwords, user access controls, firewall systems and other appropriate security measures operated by the school.
3. Computer workstations in administrative areas are positioned so that they are not visible to unauthorised persons or casual observers.
4. Manual data is stored where it is not accessible to anyone who does not have a legitimate reason to access, view or process the data.
5. Particular attention is paid to the need for security of sensitive personal data and confidential records.
6. Regular backups of electronic data are maintained and protected appropriately.

6. Data Checking:

1. The Edison Group IT Officer and/or designated administrative personnel will issue regular reminders to staff and other stakeholders to ensure that personal data held is up-to-date and accurate.
2. Any errors discovered are to be rectified immediately.
3. If any incorrect information has been disclosed to a third party, this must be rectified immediately and documented.
4. Staff are responsible for informing the school of any changes to personal details, contact information or emergency contact information.

7. Data Disclosures:

1. Personal data will only be disclosed to organisations or individuals for whom consent has been given to receive this data, or to individuals who have a legal right to receive the data without consent being given.
2. When requests to disclose personal data are received by telephone, it is the responsibility of the Administration Office to determine whether the caller is entitled to receive the requested data.
3. If a personal request is made for personal data to be disclosed, it is again the responsibility of the Administration Office to ensure the individual is entitled to receive the data. If the person is not known, proof of identity must be requested.

4. Requests from parents or students for printed lists of names, addresses, telephone numbers or personal details of other students must be refused politely, as permission from all data subjects would need to be obtained.
5. Personal data, photographs, videos or other identifying information must not be used in newsletters, publications, websites, social media platforms or other media without the consent of the data subject or the parent/guardian where applicable.
6. The Edison Group of Schools will keep a record of any personal data disclosed so that the recipient can be informed if the data is later found to be inaccurate and to maintain an accurate record of who the data has been disclosed to.
7. All staff must maintain confidentiality regarding student records, assessment information, safeguarding information, personnel records and any confidential school information obtained through the course of their employment.

ADMISSION POLICY	Policy Number	D 36
	Effective Date	26/08/2024
	Issue Date	01/06/2024
	Valid Until	31/05/2027

REVISION HISTORY

Revision No	Issue Date	Amendment Description	Date Effective	Revalidated
00	Aug 2015	First Issue	Aug 2015	
01	19.8.18	Review and update	20.8.18	
02	07/12/21	Review and update	04/01/2022	
03	01/06/2024	Review and update	20/08/2024	
04	30/05/26	Review and update	16/08/26	**31/05/2029**

ADMISSION POLICY	**Prepared By**	**HR - Admin**
	Issued By	**HR Department**
	Page 1 of 3	

D36: ADMISSION POLICY

In accordance with the Ministry of Education and Higher Education (MOEHE) Admission Guidelines:

The Edison Group of Schools welcomes applications from Qatari and non-Qatari students (boys and girls) who are legally resident in the State of Qatar and who meet the school's admission requirements.

The school is committed to providing fair, transparent and equitable admissions procedures that support the school's vision, mission and educational objectives.

Admission decisions shall be based on age appropriateness, previous educational records, entrance assessment results, available places and the school's ability to meet the student's educational needs.

The school reserves the right to refuse admission where:

- Required documentation is incomplete.
- Admission requirements are not met.
- The school is unable to adequately meet the student's educational needs.
- The student has been permanently excluded from a previous school for serious disciplinary reasons.
- Admission would exceed approved class capacities established by the MOEHE.

Educational Grades

Age Placement Guidelines

Age	Year Group	Key Stage

3 – 4	Preschool	Early Years Foundation Stage
4 – 5	Reception	Early Years Foundation Stage
5 – 6	Year 1	Key Stage 1
6 – 7	Year 2	Key Stage 1
7 – 8	Year 3	Key Stage 2
8 – 9	Year 4	Key Stage 2
9 – 10	Year 5	Key Stage 2
10 – 11	Year 6	Key Stage 2
11 – 12	Year 7	Key Stage 3
12 – 13	Year 8	Key Stage 3
13 – 14	Year 9	Key Stage 3
14 – 15	Year 10	Key Stage 4
15 – 16	Year 11	Key Stage 4
16 – 17	Year 12	Key Stage 5
17 – 18	Year 13	Key Stage 5

Placement shall be determined in accordance with MOEHE regulations and the student's age on the approved admission date.

Admission Requirements

Early Years Foundation Stage

Preschool

Students applying for Preschool shall:

- Meet the age requirements.
- Participate in an age-appropriate school readiness interview.
- Demonstrate readiness for participation in the Early Years programme.

Reception

Students applying for Reception shall:

- Meet the age requirements.

- Participate in a school readiness assessment.
- Demonstrate appropriate developmental readiness.

Years 1 – 6

Students applying to Years 1–6 shall:

- Complete an entrance assessment.
- Submit previous school reports.
- Submit behaviour and attendance records where available.
- Demonstrate readiness for the year group applied for.

Years 7 – 11

Students applying to Years 7–11 shall:

- Complete entrance assessments in English and Mathematics.
- Submit the most recent academic reports.
- Submit attendance and behaviour records.
- Participate in an interview where required.

Years 12 – 13

Students applying to Years 12–13 shall:

- Meet the entry requirements for the selected programme of study.
- Submit previous examination results.
- Attend an admissions interview.
- Demonstrate suitability for the chosen academic pathway.

Additional subject-specific entry requirements may apply.

Students Transferring from Outside Qatar

To be admitted to Edison Global Academy, students transferring from outside Qatar must provide:

- Educational certificates authenticated according to MOEHE requirements.
- Equivalency documentation where applicable.
- Transfer documentation required by the Ministry of Education and Higher Education.

The school reserves the right to assess students to determine appropriate placement.

Students with Additional Learning Needs

The school welcomes applications from students with identified learning needs.

Parents must disclose:

- Educational psychology reports.
- Medical reports.
- Individual Education Plans (IEPs).
- Specialist assessments.
- Learning support documentation.

Admission shall be considered on an individual basis, taking into account:

- The student's educational needs.
- Available support services.
- The school's ability to provide appropriate educational provision.

Waiting Lists

Where year groups are full:

- Applicants may be placed on a waiting list.
- Places shall be offered in accordance with school admissions procedures.
- Placement on a waiting list does not guarantee admission.

Admissions Procedures

Applicants are required to:

Step 1

Complete the school application form.

Step 2

Submit all required supporting documentation.

Step 3

Complete the entrance assessment where applicable.

Step 4

Attend an admissions interview where required.

Step 5

Receive an admissions decision from the school.

Step 6

Complete registration and fee requirements.

Required Documentation

When a student is accepted, parents shall complete the registration process and provide the following:

1. Six passport-sized photographs of the student.
2. Copy of the student's passport.
3. Copy of the student's Qatar ID.
4. Copy of the student's birth certificate.
5. Copy of the student's immunisation record.
6. Copy of the student's health card.
7. Copy of Health Centre Medical Clearance documentation where required.
8. Copies of parent/guardian passports.
9. Copies of parent/guardian Qatar IDs.
10. Previous two years' school reports.
11. Behaviour and attendance records where applicable.
12. Proof of payment clearance from the previous school where required.
13. Sponsor employment letter.
14. Completed Application Form.
15. Entrance Assessment Results.
16. Official Transfer Certificate.
17. Ministry equivalency documentation where applicable.
18. Additional documentation requested by the school or MOEHE.

Admissions Appeals

Parents who believe that an admissions decision has been made incorrectly may submit a written appeal to the School Principal within five working days of receiving the decision.

The Principal shall review the application and provide a written response.

The decision of the School Principal shall be final unless otherwise directed by the Ministry of Education and Higher Education.

Monitoring and Review

The School Principal shall be responsible for monitoring the implementation of this policy.

This policy shall be reviewed every three years or sooner if required by changes to MOEHE regulations or school requirements.

PARENT, FAMILY AND COMMUNITY INVOLVEMENT POLICY	**Policy Number**	**D 37**
	Effective Date	**26/08/2024**
	Issue Date	**01/06/2024**
	Valid Until	**31/05/2027**

REVISION HISTORY

Revision No	Issue Date	Amendment Description	Date Effective	Revalidated
00	Aug 2015	First Issue	Aug 2015	
01	19.8.18	Review and update	20.8.18	
02	07/12/21	Review and update	04/01/2022	
03	01/06/2024	Review and update	20/08/2024	
04	30/05/26	Review and update	16/08/26	**31/05/2029**

	Prepared By	**HR - Admin**

PARENT, FAMILY AND COMMUNITY INVOLVEMENT POLICY	Issued By	HR Department
	Page 1 of 2	

D37: PARENT, FAMILY AND COMMUNITY INVOLVEMENT POLICY

1. Rationale

At the Edison Group of Schools, we recognise that parents, families and the wider community are essential partners in the education of our students. Research consistently demonstrates that students achieve higher levels of academic success, develop stronger social skills and demonstrate more positive attitudes towards learning when schools and families work together effectively.

The Edison Group of Schools believes that education is a shared responsibility between students, parents, staff and the wider community. Strong partnerships contribute significantly to student achievement, wellbeing, attendance, behaviour and personal development.

The Edison Group of Schools is committed to building meaningful relationships with parents and community stakeholders that support the Group's Vision, Mission and Values while promoting student success and lifelong learning.

The Edison Group of Schools actively encourages parents and families to become engaged participants in school life and seeks to develop partnerships that benefit both students and the wider community.

2. Aims

Using this policy, the Edison Group of Schools aims to:

1. Establish positive and collaborative partnerships between schools, parents, families and the wider community.
2. Promote parental engagement in students' learning and development.
3. Encourage meaningful communication between home and school.
4. Support parents in understanding curriculum expectations, assessment practices and student progress.
5. Foster a welcoming, inclusive and respectful school community.
6. Encourage parental participation in school improvement initiatives and decision-making processes.
7. Strengthen relationships between schools and community organisations.
8. Promote shared responsibility for student achievement, wellbeing and personal development.

9. Provide opportunities for parents to contribute to school life and educational programmes.
10. Support community engagement that reflects the values of the State of Qatar and Qatar National Vision 2030.
11. Develop partnerships that enhance learning opportunities for students.
12. Identify and remove barriers that may prevent effective parental involvement.
13. Promote cultural understanding, national identity and community responsibility.
14. Continuously evaluate and improve family and community engagement practices.
15. Procedures

The Edison Group of Schools will:

3.1 Communication with Parents

1. Maintain open, respectful and regular communication with parents.
2. Provide parents with timely information regarding:

- Student progress and achievement.
- Attendance and punctuality.
- Behaviour and wellbeing.
- School events and activities.
- Curriculum developments.
- Assessment schedules.
- School policies and procedures.

3. Utilise a variety of communication methods including:

- Parent meetings.
- Email communication.
- School newsletters.
- Microsoft Teams.
- Digital Campus.
- School and Edison Group websites.
- School and Edison Group communication platforms.
- Telephone communication.
- Parent workshops.

4. Respond to parent enquiries in a timely and professional manner.

3.2 Parent Partnership in Learning

The Edison Group of Schools will:

1. Encourage parents to take an active role in supporting their child's education.
2. Provide information regarding curriculum expectations and learning objectives.
3. Share assessment data and progress information regularly.
4. Offer guidance on supporting learning at home.
5. Provide opportunities for parents to discuss student progress with teachers.
6. Encourage parents to participate in student goal-setting and improvement planning.
7. Support parents in understanding examination requirements and academic pathways.

3.3 Parent-Teacher Meetings

The Edison Group of Schools shall:

1. Conduct formal Parent-Teacher Conferences throughout the academic year.
2. Provide opportunities for parents to meet with teachers by appointment when required.
3. Share academic, behavioural and wellbeing information during meetings.
4. Maintain records of significant parent meetings where appropriate.
5. Ensure discussions remain confidential and professional.

3.4 Parent Workshops and Information Sessions

The Edison Group of Schools shall organise workshops and information sessions that may include:

- Curriculum information sessions.
- Assessment and reporting workshops.
- British Curriculum information sessions.
- Cambridge and Pearson assessment information sessions.
- IGCSE information sessions.
- Student wellbeing and safeguarding workshops.
- Digital safety and online learning workshops.
- Behaviour and attendance awareness sessions.

- Parent induction programmes.
- Special Educational Needs awareness sessions.
- Secondary transition programmes.
- Career and university guidance sessions.

3.5 School Improvement and Consultation

The Edison Group of Schools shall:

1. Involve parents in evaluating school performance.
2. Seek parent feedback through surveys and consultation activities.
3. Share appropriate school and Edison Group improvement priorities with stakeholders.
4. Consider stakeholder feedback when reviewing policies and procedures.
5. Encourage parent participation in school development initiatives.

3.6 Community Partnerships

The Edison Group of Schools shall actively develop partnerships with:

- Ministry of Education and Higher Education (MOEHE).
- Government organisations.
- Educational institutions.
- Universities and colleges.
- Community organisations.
- Cultural organisations.
- Health organisations.
- Environmental organisations.
- Charitable organisations.
- Local businesses where appropriate.

Such partnerships shall support educational opportunities, student wellbeing and community engagement.

3.7 School Activities and Community Participation

The Edison Group of Schools shall encourage participation in:

1. National celebrations and events.

2. Qatar National Day activities.
3. Environmental awareness programmes.
4. Charity and community service projects.
5. Educational visits.
6. Cultural events.
7. Sporting activities.
8. Community awareness campaigns.
9. Student leadership initiatives.
10. Activities that promote national identity and citizenship.
11. Activities supporting individuals with disabilities.
12. Community health and wellbeing initiatives.
13. Environmental sustainability projects.
14. Traffic safety and public awareness campaigns.
15. Activities that support Qatar National Vision 2030.
16. Activities that promote the Vision, Mission, Values and strategic priorities of the Edison Group of Schools.

3.8 Volunteering Opportunities

Where appropriate, parents and community members may be invited to:

- Support school events.
- Participate in career talks.
- Share professional expertise.
- Assist with educational activities.
- Participate in reading programmes.
- Contribute to community initiatives.

All volunteers shall comply with school safeguarding and visitor procedures.

3.9 Removing Barriers to Participation

The Edison Group of Schools shall:

1. Identify barriers that may limit parental involvement.
2. Develop strategies to improve accessibility and participation.

3. Provide multiple opportunities for engagement.
4. Consider language, cultural and scheduling factors when planning events.
5. Promote inclusion and equal access to involvement opportunities.

3.10 Monitoring and Evaluation

The effectiveness of parental and community involvement shall be monitored through:

- Parent surveys.
- Event participation data.
- Parent feedback.
- School improvement reviews.
- Student achievement data.
- Attendance records.
- Community partnership evaluations.

Findings shall be used to strengthen future engagement initiatives.

Monitoring and Review

Principals shall be responsible for monitoring the implementation of this policy within their respective schools.

The Edison Group Leadership Team shall provide oversight and support to ensure that parent, family and community engagement practices are implemented consistently across all schools within the Edison Group of Schools.

This policy shall be reviewed every three years or sooner if required by changes in legislation, Ministry of Education and Higher Education (MOEHE) requirements, QNSA requirements, NEASC accreditation standards or Edison Group priorities.

SCHOOL COMPLAINTS PROCEDURE POLICY	Policy Number	D 38
	Effective Date	26/08/2024
	Issue Date	01/06/2024
	Valid Until	31/05/2027
REVISION HISTORY		

Revision No	Issue Date	Amendment Description	Date Effective	Revalidated
00	Aug 2015	First Issue	Aug 2015	
01	19.8.18	Review and update	20.8.18	
02	07/12/21	Review and update	04/01/2022	
03	01/06/2024	Review and update	20/08/2024	
04	30/05/26	Review and update	16/08/26	**31/05/2029**

SCHOOL COMPLAINTS PROCEDURE POLICY	**Prepared By**	**HR - Admin**
	Issued By	**HR Department**
	Page 1 of 4	

D38: SCHOOL COMPLAINTS PROCEDURE POLICY

1. Rationale

The Edison Group of Schools is committed to maintaining positive relationships with students, parents, employees and members of the wider school community. The school recognises that concerns, disagreements and complaints may arise from time to time and believes that these should be addressed promptly, fairly, consistently and professionally.

The school values feedback and views complaints as an opportunity to improve services, strengthen communication and enhance the quality of education and support provided to students and families.

Every effort will be made to resolve concerns informally and at the earliest possible stage. However, where concerns cannot be resolved informally, a formal complaints process is available to ensure that issues are considered appropriately and fairly.

The school is committed to ensuring that all complaints are handled confidentially, impartially and in accordance with the principles of natural justice and procedural fairness.

2. Aims

The aims of this procedure are to:

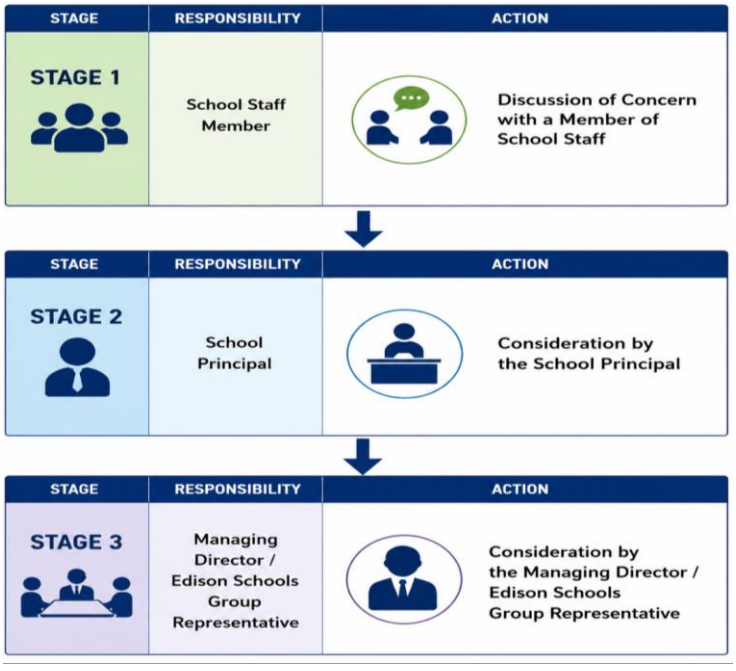
1. Provide a clear and transparent process for raising and resolving concerns and complaints.
2. Ensure complaints are dealt with fairly, promptly and consistently.
3. Promote positive communication and partnership between the school and stakeholders.
4. Encourage concerns to be resolved at the earliest possible stage.
5. Ensure that all parties are treated with dignity, respect and impartiality.
6. Protect the rights and wellbeing of students, parents and employees.
7. Ensure confidentiality throughout the complaints process where appropriate.
8. Identify opportunities for school improvement arising from complaints and concerns.
9. Maintain stakeholder confidence in the school's leadership and governance.
10. Ensure compliance with Edison Schools Group expectations and applicable Ministry of Education and Higher Education (MOEHE) requirements.

3. General Principles

1. Complaints should be raised as soon as reasonably possible after the issue arises.

2. Every effort should be made to resolve concerns informally before initiating a formal complaint.
3. Complaints shall be handled respectfully, professionally and confidentially.
4. All parties shall be given the opportunity to present relevant information and evidence.
5. Complaints shall be investigated fairly and objectively.
6. Appropriate records shall be maintained throughout the process.
7. Retaliation against any individual making a genuine complaint shall not be tolerated.
8. Complaints involving safeguarding concerns shall be managed in accordance with the school's Safeguarding and Child Protection Policy and may be referred immediately to the Designated Safeguarding Lead (DSL).
9. Anonymous complaints shall be considered where sufficient information exists to investigate the matter appropriately.
10. The school reserves the right to address complaints that are malicious, abusive, vexatious or intentionally misleading through alternative procedures where appropriate.

4. Procedure Outline for Dealing with Complaints



Stage 1

Discussion of Concern with a Member of School Staff

Most concerns can be resolved quickly and effectively through informal discussion with the relevant member of staff.

The complainant should initially raise the matter with the individual most closely connected to the concern, which may include:

- Class Teacher
- Subject Teacher
- Form Tutor
- Head of Department
- Member of the Administrative Team

The staff member shall:

- Listen carefully to the concern.
- Gather relevant information.
- Seek clarification where necessary.
- Attempt to resolve the matter promptly.
- Explain any actions that will be taken.
- Provide feedback to the complainant.

Where the concern is resolved at this stage, no further action will normally be required.

If the complainant remains dissatisfied, the matter may proceed to Stage 2.



Stage 2

Consideration by the School Principal

If the concern cannot be resolved through informal discussion, the complainant may submit a formal complaint to the School Principal.

The complaint should:

- Be submitted in writing.
- Clearly describe the concern.
- Include relevant dates and supporting information.
- Outline any actions already taken to resolve the matter.

Upon receipt of the complaint, the School Principal shall:

- Acknowledge receipt of the complaint.
- Review all relevant information.
- Conduct an investigation where appropriate.
- Meet with relevant individuals if necessary.
- Review school policies, procedures and records.
- Determine whether further action is required.

Following the investigation, the School Principal shall provide a written response outlining:

- Findings.
- Conclusions.
- Any actions taken or proposed.
- Recommendations where appropriate.

Every effort shall be made to respond within ten working days, although more complex investigations may require additional time.

Stage 3

Consideration by the Managing Director

If the complainant remains dissatisfied with the outcome of Stage 2, the complaint may be referred in writing to the Managing Director or designated Edison Schools Group representative.

The appeal should include:

- Details of the original complaint.
- A copy of the School Principal's response.
- Reasons why the complainant remains dissatisfied.
- Any additional supporting information.

The Managing Director or designated representative shall:

- Review all relevant documentation.
- Consider the actions taken by the school.
- Determine whether procedures were followed appropriately.

- Seek additional information where necessary.
- Conduct further enquiries if required.

Following review, a final written decision shall be issued.

The decision at Stage 3 shall normally be considered final.

PETTY CASH POLICY			Policy Number	D 39
			Effective Date	26/08/2024
			Issue Date	01/06/2024
			Valid Until	31/05/2027

REVISION HISTORY

Revision No	Issue Date	Amendment Description	Date Effective	Revalidated
00	Aug 2015	First Issue	Aug 2015	
01	19.8.18	Review and update	20.8.18	
02	07/12/21	Review and update	04/01/2022	
03	01/06/2024	Review and update	20/08/2024	
04	30/05/26	Review and update	16/08/26	**31/05/2029**

PETTY CASH POLICY	**Prepared By**	**HR - Admin**
	Issued By	**HR Department**
	Page 1 of 4	

D39: PETTY CASH POLICY

1. **Rationale:**

Petty Cash should be used for small payments or goods where it is uneconomical or inconvenient to process payment through the normal purchasing and procurement procedures. This policy sets out the guidelines for the use of Petty Cash within the Edison Group of Schools.

2. **Aims:**

With this policy, the Edison Group of Schools aims at:

1. ensuring that an annual budget is compiled by school management and approved through Edison Group financial procedures for petty cash purchases

2. ensuring that approved transactions are carried out efficiently through the use of Petty Cash
3. establishing guidelines for the issuance, management and use of Petty Cash
4. establishing procedures to deal with breaches of this policy
5. General Guidelines:

Petty Cash monies are held by the Administration Manager at an amount deemed suitable by Edison Group Leadership and the Finance Department. Any monies raised by the school through approved activities or events will be held by the Administration Manager in accordance with Edison Group financial procedures.

The Principal has responsibility for planning the budget for ongoing expenses and works with the Administration Manager to ensure compliance with the approved budget.

Petty Cash forms part of the operating budget and shall be subject to periodic review and inspection by authorised finance personnel and auditors.

4. Criteria:

Expenses will fall into the Petty Cash category if they meet the following criteria:

1. where individual items of expenditure are less than QAR 1,000
2. when immediate settlement is required and it is the only means of payment accepted by the supplier
3. where it is more cost-effective to process than by other means of payment

Cash reimbursements may be made to employees for small and urgent expenditures made by them on behalf of the Edison Group of Schools. Such expenditure must be made for the legitimate purpose of the school and be of direct benefit to the organisation.

Claims that are deemed to be for purposes other than those of the Edison Group of Schools, and those that are not supported by original receipts or approved documentation, will not be reimbursed.

5. Responsibilities and Procedure:

This policy applies to all employees of the Edison Group of Schools and will be enforced by the Administration Manager.

All Petty Cash funds will operate as a temporary imprest fund. The fund shall always equal the sum of the cash in hand plus unreimbursed expenditures. Each fund will be balanced and verified weekly or at the time of Petty Cash replenishment, whichever occurs first.

a. Administration Manager:

The Administration Manager will determine the amount of the Petty Cash float in consultation with the Principal and Finance Department. Any changes in the amount of the float require written approval.

1. It is the duty of the Administration Manager to verify the Petty Cash account.
2. In the case of any cash shortages reported, the Administration Manager shall determine the action to be taken.
3. The Administration Manager will approve Petty Cash expense claims in accordance with the approved budget and authorisation procedures.

b. Custodian:

The Custodian, duly authorised by the Administration Manager, will maintain the Petty Cash fund. The Administration Manager will ensure that arrangements are in place for the security and safekeeping of Petty Cash.

The Custodian is responsible for:

1. the safekeeping of Petty Cash
2. issuing cash as appropriate and maintaining suitable documentation
3. reporting any cash shortages immediately to the Administration Manager
4. arranging appropriate replenishment
5. carrying out regular balancing of the float
6. posting transactions to the General Ledger and budget records

c. Claimant (All Staff):

Prior to making a purchase, approval must be received from the Administration Manager, Accounts Department, Custodian and/or Principal as appropriate.

All claims for reimbursement are to be submitted on Petty Cash Vouchers approved by the Administration Manager, Custodian and/or Principal.

Claims must be supported by original receipts. Any exceptions must receive prior authorisation.

1. For each amount to be paid out, the claimant will prepare a Petty Cash Voucher. The Administration Manager will verify the Petty Cash Voucher against the relevant supporting documents and ensure that it is approved in accordance with the authorisation limits.

2. The Custodian will obtain the signature of the payee on the Petty Cash Voucher or Receipt and disburse the funds. Where funds are paid by bank transfer or through payroll, the signature of the payee on the voucher is not required.
3. Upon payment of the claim, the Custodian will mark the original supporting invoices or receipts as "PAID".
4. The authorised Custodian of Petty Cash will reconcile the physical cash with the Petty Cash Expense Summary whenever payments are made.
5. Employees may request an advance by completing the Petty Cash Request Form. All advances must be cleared within one week of receiving the advance or upon returning to work, whichever is earlier.

6. Misconduct:

Wherever a significant breach of this policy occurs, the Finance Department and/or authorised auditors will assess the nature of the breach and report their findings to Edison Group Leadership, the Principal and the Finance Department, who will initiate appropriate disciplinary action.

7. Stolen Petty Cash:

In the event that Petty Cash is stolen, the following procedures should be followed:

1. Inform the Principal and Finance Department immediately and indicate the amount stolen.
2. Inform the appropriate authorities, including the police if required.
3. Obtain a copy of the police report.
4. Submit a written incident report detailing the circumstances surrounding the theft.
5. Review security procedures to prevent future occurrences.

ANTI-BRIBERY AND CORRUPTION POLICY	Policy Number	D 40
	Effective Date	26/08/2024
	Issue Date	01/06/2024
	Valid Until	31/05/2027

REVISION HISTORY

Revision No	Issue Date	Amendment Description	Date Effective	Revalidated
00	Aug 2015	First Issue	Aug 2015	
01	19.8.18	Review and update	20.8.18	
02	07/12/21	Review and update	04/01/2022	
03	01/06/2024	Review and update	20/08/2024	
04	30/05/26	Review and update	16/08/26	**31/05/2029**

ANTI-BRIBERY AND CORRUPTION POLICY	Prepared By	HR - Admin
	Issued By	HR Department
	Page 1 of 5	

D40: ANTI-BRIBERY AND CORRUPTION POLICY

1. **Purpose:**

The Edison Group of Schools is committed to operating at all times as an organisation that promotes educational excellence, ethical leadership, transparency, accountability and integrity. This Policy reflects the Edison Group of Schools' Vision, Mission and Values and its responsibility to operate in an ethical manner consistent with best practice.

It is the purpose of this policy to establish and set out the key anti-bribery and anti-corruption principles that are expected to be observed and adhered to by all stakeholders at all times.

2. **Scope and Applicability:**

This Policy applies to all employees, school leaders, governors, consultants, contractors, volunteers, suppliers and any other persons acting on behalf of the Edison Group of Schools.

Additionally, this Policy is designed to sit alongside the Code of Conduct Policy, which, in broad terms, governs the standards of conduct expected of all staff employed by the Edison Group of Schools.

3. **Policy Objectives:**

The following fundamental anti-bribery principles reflect the behaviours and standards required to support the commitment of the Edison Group of Schools to achieve its aims and objectives in an ethical manner:

1. The giving or receiving of bribes is prohibited.

2. Making any improper payment to an official in order to induce the execution of a routine official function is prohibited.
3. Facilitation payments are prohibited.
4. Appropriate limits are placed on the value of corporate hospitality and/or gifts that can be given or received.

4. Particular care should be taken in any dealings with any official who:
- holds a position in any branch of government;
- exercises a public function for any public agency or public enterprise;
- all such dealings must be appropriate, transparent and legal.
- Charitable donations and political contributions must never be used as a means of disguising bribery.
- Any real or perceived conflict of interest between private interests and the performance of duties must be promptly disclosed.
- Fraud, theft or making false or misleading statements of any sort are unacceptable.

5. No giving or receiving of bribes: the payment or receipt of bribes is a criminal offence in most countries, for which employees, officers or persons acting on behalf of the Edison Group of Schools could face disciplinary action, fines or criminal penalties.
6. A bribe involves the offering, promising or giving of anything of value (which need not be cash) to any person that is intended as an inducement to do something that is dishonest, illegal, improper or a breach of their duty.
7. The Edison Group of Schools prohibits the offering, promising or giving of any form of bribe, whether directly or indirectly.

As above, bribery is not limited to monetary payments. However, the following rules must be observed when making any payments to third parties:

8. No payment to any third party should be made except for services or products properly provided.
9. Any fee or other payment to a third party for services or products must represent fair value for the services or products provided by that third party.
10. No payments should be made to any third party in cash except for small petty cash transactions that are appropriately authorised and documented. No corporate cheques may be written to "Cash", "Bearer" or third-party designees of the party entitled to payment.

11. Full and accurate records of all transactions made with third parties must be maintained. Employees must not make any payment for any purpose other than that described by the records supporting the payment.
12. The Edison Group of Schools also prohibits the requesting, agreeing to receive or receiving of any form of bribe. It does not matter whether the bribe is intended for the benefit of the recipient or for the benefit of a third party.

3. Corporate Hospitality and Gifts

1. It is acknowledged that employees may make use of hospitality in their interactions with business counterparties in order to create sustainable professional relationships. Offering or accepting invitations to lunches, dinners or educational events is generally appropriate where the purpose is a legitimate business discussion or to foster positive professional relationships.
2. The offering or acceptance of gifts of nominal value is also usually appropriate. However, the offering or acceptance of any gift of more than nominal value may be viewed, in certain circumstances, as a bribe.
3. All gifts offered or accepted must therefore always be reasonable, proportionate and bona fide.
4. All gifts and hospitality offered should be considered in light of the following criteria:

- Proportionality: that the value of gifts and hospitality is proportionate to the business engagement, occasion and seniority of the individuals involved and is reasonable in that context.
- Intent: the intent of giving the gift or hospitality is not to influence the recipient's objectivity, and the timing would not be viewed as inappropriate.
- Transparency: the gift or hospitality is given and received in an open manner.
- Frequency: where multiple gifts or hospitality are exchanged between the same individuals, consideration is given to the frequency and appropriateness of such exchanges.

Gifts and hospitality must never be offered or received where doing so would contravene local law or regulation.

a. Gifts:

5. For the purpose of this Policy, a gift refers to any item of value offered or given to anyone at the expense of an employee or received by an employee from a business contact.

6. In many industries, it is common to offer, give or receive branded goods as a courtesy gesture and/or marketing tool. Employees should exercise caution before offering, giving or receiving any branded goods of significant value.
7. Persons to whom this Policy applies may not give, promise or accept gifts that are greater than nominal value without authorisation.
8. Occasionally, gifts may be offered in circumstances where refusal may cause offence. In such cases, the gift may be accepted if thought appropriate to do so but must then be reported to the Principal and/or Edison Group Leadership.
9. Every gift given or received must be registered in the Gifts and Hospitality Register maintained by the school.

b. Hospitality:

1. In this Policy, hospitality refers to any form of travel, accommodation, meals (including lunches and dinners), refreshments, entertainment, educational opportunities or similar benefit offered or received.
2. Hospitality may be offered, promised or given where it is for a legitimate business purpose and:
3. In the case of hospitality offered, promised or given, it is not in excess of QAR 365 per hospitality event or in excess of QAR 2,700 per annum for any one person or organisation.
4. It is not otherwise disproportionate in nature.
5. Employees must always consider the appropriateness of offering hospitality regardless of monetary value.
6. Hospitality may be received where it is for a legitimate business purpose and:
7. In the case of hospitality received, it is not considered to be in excess of QAR 365 per event or QAR 2,700 per annum from any one third party.
8. It is not otherwise disproportionate in nature.
9. Employees are expected to exercise professional judgement and caution when considering whether to accept hospitality.
10. Wherever approval is required, approval should be sought in advance wherever possible. Where hospitality is offered unexpectedly and refusal would cause offence, approval should be sought as soon as reasonably practicable afterwards.

- Every hospitality event requiring approval must be registered in the Gifts and Hospitality Register.

4. Conflicts of Interest

A separate Conflict of Interest Policy deals with actual and potential conflicts, both personal and organisational. Please refer to the Conflict of Interest Policy for further information.

5. Fraud, Theft and Misleading Statements

Employees must not defraud or attempt to defraud any parent, student, supplier, government official, regulator, auditor or other stakeholder with whom they conduct business.

In particular, employees must not intentionally or recklessly make false or misleading statements or knowingly omit important information either orally or in writing about the Edison Group of Schools.

Any employee who communicates with internal or external entities must provide all information necessary to prevent misrepresentation and misunderstanding.

6. Reporting a Breach of this Policy

Any employee who becomes aware of a suspected violation of this Policy must immediately report the matter to the Principal and/or Edison Group Leadership.

The matter shall then be investigated and escalated as appropriate in accordance with school procedures.

7. Conflicts

1. Any conflicts or issues arising from this Policy or in connection with this Policy should be communicated to the Principal and/or Edison Group Leadership for determination.
2. A breach of this Policy may result in disciplinary action. Sanctions will vary according to the severity and intent of the breach, previous breaches, perceived harm to the reputation of the Edison Group of Schools and whether the breach was committed intentionally. Edison Group Leadership will determine the appropriate action to be taken.

COMPLIANCE POLICY	**Policy Number**	**D 41**
	Effective Date	**26/08/2024**
	Issue Date	**01/06/2024**
	Valid Until	**31/05/2027**
REVISION HISTORY		

Revision No	Issue Date	Amendment Description	Date Effective	Revalidated
00	Aug 2017	First Issue	Aug 2017	
01	19.8.18	Review and update	20.8.18	
02	07/12/21	Review and update	04/01/2022	
03	01/06/2024	Review and update	20/08/2024	
04	30/05/26	Review and update	16/08/26	**31/05/2029**

COMPLIANCE POLICY	Prepared By	HR - Admin

	Issued By	**HR Department**
	Page 1 of 3	

D41: COMPLIANCE POLICY

1. **Purpose:**

As an educational organisation and employer, the Edison Group of Schools has a range of legislative, regulatory, contractual and accreditation requirements with which it must comply. These requirements may change over time; therefore, it is important that the Edison Group of Schools has processes in place to remain informed of such changes and regularly review, monitor and update policies, procedures and practices to maintain compliance.

This policy guides those processes and assists the Edison Group of Schools in demonstrating compliance when required, whilst ensuring that relevant stakeholders are informed of any significant changes.

The purpose of this policy is:

1. to create a dynamic and healthy working environment grounded in teamwork, trust, professionalism, integrity and accountability;
2. to support sustainable development through continuous improvement, educational excellence, responsible resource management and community engagement;
3. to ensure that high-quality educational and operational services are delivered efficiently and effectively in line with stakeholder expectations and organisational objectives;
4. to lay out the Edison Group of Schools' approach to the identification and management of compliance risks;
5. to establish policy statements on specific compliance issues;
6. to indicate where detailed procedures for the management of such matters shall be set out;
7. to define the responsibilities of all relevant parties;
8. to ensure compliance with Ministry of Education and Higher Education (MOEHE) regulations, employment legislation, health and safety requirements, safeguarding requirements, accreditation standards and all other applicable laws;
9. to ensure compliance with any new laws, decrees, circulars, regulations and decisions issued by the State of Qatar and relevant authorities from time to time.

2. Scope and Applicability

This Policy underpins, and should be read in conjunction with, all governance, operational, financial, educational and administrative policies developed and implemented by the Edison Group of Schools.

Managing Compliance

1. The Edison Group of Schools' approach to compliance is based upon anticipating, identifying and managing Compliance Risks through:
2. identifying and prioritising Compliance Risks;
3. developing and implementing compliance controls;
4. monitoring, reviewing and testing compliance controls;
5. reporting, communication and training on compliance matters.
6. Identification and Prioritisation
7. All persons involved in the operation of the Edison Group of Schools are required to report Compliance Risks and related incidents as soon as they become aware of them.
8. Compliance Risks include any actual or potential breaches of legislation, regulations, policies, procedures, contractual obligations, accreditation requirements or ethical standards.
9. These matters shall be prioritised according to the magnitude of the risk to the Edison Group of Schools, taking into account both the likelihood of occurrence and the potential financial, educational, legal, operational or reputational impact.
10. This prioritisation shall guide the allocation of resources, including staffing, training, monitoring and budgetary requirements.
11. The list of priority compliance issues shall be reviewed regularly through compliance reviews, audits, inspections, leadership meetings and analysis of compliance-related incidents.
12. Compliance Controls
    1. Principals shall work with staff to implement compliance controls and risk mitigation strategies. This includes reviewing any changes to processes and procedures to ensure that Compliance Risks are appropriately considered and managed.

Examples of such controls include:

- safeguarding procedures
- health and safety procedures
- financial controls

- data protection procedures
- confidentiality requirements
- staff recruitment and vetting procedures
- anti-bribery and anti-corruption measures
- information security controls

2. Principals, Human Resources personnel and designated compliance personnel shall lead the development and implementation of policies, procedures, training programmes and guidance documents designed to support compliance.

Examples include:

1. collecting periodic declarations of conflicts of interest;
2. maintaining appropriate reporting mechanisms for concerns and complaints;
3. establishing procedures that allow employees to report compliance-related concerns in accordance with school policies.

3. Reporting

1. Principals shall establish reporting procedures that communicate appropriate compliance information to staff and stakeholders.
2. Principals shall keep Edison Group Leadership informed regarding significant Compliance Risks, investigations, audit findings and improvement initiatives.
3. Additional reporting may be required following a compliance incident, audit finding, regulatory requirement or significant change in risk level.

4. Education and Training

1. Principals, together with designated staff members, shall be responsible for ensuring that employees engaged in activities involving compliance responsibilities receive the necessary training and support.
2. Principals shall act as the primary point of contact for compliance-related questions, concerns and guidance within their respective schools.
3. It is the responsibility of Principals and school leaders to promote a culture of compliance that emphasises ethical behaviour, accountability, transparency and adherence to policies and procedures at all levels of the organisation.

CONFLICTS OF INTEREST POLICY	Policy Number	D 42
	Effective Date	26/08/2024
	Issue Date	01/06/2024
	Valid Until	31/05/2027

REVISION HISTORY

Revision No	Issue Date	Amendment Description	Date Effective	Revalidated
00	Aug 2015	First Issue	Aug 2015	
01	19.8.18	Review and update	20.8.18	
02	07/12/21	Review and update	04/01/2022	
03	01/06/2024	Review and update	20/08/2024	
04	30/05/26	Review and update	16/08/26	**31/05/2029**

CONFLICTS OF INTEREST POLICY	**Prepared By**	**HR - Admin**
	Issued By	**HR Department**
	Page 1 of 2	

D42: CONFLICT OF INTEREST POLICY

1. **Purpose & Aims:**

a. Aims:

With this policy, the Edison Group of Schools commits to the following:

1. to create a dynamic and healthy working environment founded on teamwork, trust, professionalism, integrity and loyalty;
2. to support sustainable development through continuous improvement, responsible resource management and educational excellence;
3. The Edison Group of Schools has adopted a Code of Conduct Policy, which sets out the standards of behaviour expected of all employees. One of the stated objectives of the Code of Conduct Policy is to address actual and potential conflicts of interest and establish how they shall be managed. In particular, the Code of Conduct Policy requires relevant persons to declare conflicts of interest in certain circumstances.

b. The purpose of this Policy is therefore to set out:

1. the circumstances in which potential or actual conflicts will exist for the purposes of this Policy (and the various declarations required to be made in respect of any such conflicts); and
2. the procedures for identifying and declaring any such conflicts and how such conflicts should be managed in practice.
3. In approving, implementing and formally adopting this Policy, the objectives of the Edison Group of Schools are to:

4. implement the policy objectives set out in the Code of Conduct Policy for dealing with conflicts of interest;
5. establish clear rules and efficient processes around the reporting requirements referred to in the Code of Conduct Policy (and detailed further in this document) to minimise the administrative burden for relevant persons; and
6. serve as a reference for relevant persons when preparing their declarations (as set out below).

2. Policy Objectives:

a. A conflict of interest exists whenever:

1. a stakeholder's outside interests (being interests unconnected with the aims and objectives of the Edison Group of Schools and including, for the avoidance of doubt, financial or business interests) interfere or conflict in any way (or might reasonably be expected to do so) with the interests of the Edison Group of Schools and/or the achievement of its aims and objectives; or
2. a stakeholder may benefit (or might reasonably be expected to benefit) in some way, including financially, from the appointment, engagement or procurement of any other person, supplier or organisation by the Edison Group of Schools.

b. When a relevant person:

1. contemplates entering into any transaction, relationship or arrangement; or
2. becomes aware of any transaction, relationship or arrangement,
3. in each case that could reasonably be expected to give rise to an actual or perceived conflict of interest between the stakeholder and the interests of the Edison Group of Schools, he/she must notify such intention in advance (or, as applicable, as soon as the stakeholder becomes aware of the potential conflict) to the Principal for review and approval.
4. Senior stakeholders must also declare any conflicts of interest:
5. initially, upon implementation of this Policy and commencement of employment or engagement; and
6. thereafter, on an annual basis (if, and to the extent that, any additional conflicts of interest have arisen or any previously declared conflicts of interest have ceased to exist).

3. Outside Engagement

Employees of the Edison Group of Schools are typically compensated for the exclusive use of their skills, expertise and professional abilities during their employment.

1. Employees of the Edison Group of Schools are therefore required to declare any conflicts of interest upon employment or engagement and must seek prior approval before taking on outside business opportunities, employment or professional engagements. All ongoing outside employment or engagements should be declared annually.
2. It is at the sole discretion of Edison Group Leadership to approve or reject outside engagements. In order to be approved, the employee must demonstrate that the outside engagement will not interfere with his/her ability to devote the required time, attention and commitment to his/her duties within the Edison Group of Schools.
3. Prior written approval must be obtained from Edison Group Leadership if an employee intends to acquire any significant financial interest, directly or indirectly, in a business entity that does, or seeks to do, business with the Edison Group of Schools.

4. Conflicts:

1. Any conflicts or issues arising from this Policy or in connection with this Policy should be communicated to the Principal and referred to Edison Group Leadership for consideration and determination.
2. A breach of this Policy may result in disciplinary action. Sanctions will vary according to the severity and intent of the breach, previous breaches, the perceived harm caused to the reputation of the Edison Group of Schools, and whether the breach was committed intentionally. Edison Group Leadership shall determine the appropriate action to be taken.

DELEGATION POLICY			Policy Number	D 43
			Effective Date	26/08/2024
			Issue Date	01/06/2024
			Valid Until	31/05/2027

REVISION HISTORY				
Revision No	**Issue Date**	**Amendment Description**	**Date Effective**	**Revalidated**
00	Aug 2015	First Issue	Aug 2015	

01	19.8.18	Review and update	20.8.18	
02	07/12/21	Review and update	04/01/2022	
03	01/06/2024	Review and update	20/08/2024	
04	30/05/26	Review and update	16/08/26	**31/05/2029**

DELEGATION POLICY	**Prepared By**	**HR - Admin**
	Issued By	**HR Department**
	Page 1 of 2	

D43: DELEGATION POLICY

1. **Rationale:**

The Delegation Policy is intended to ensure the efficiency, effectiveness and continuity of operations across the Edison Group of Schools. This policy helps ensure that appropriate and responsible leaders are available to delegate tasks, responsibilities and authority to staff members while maintaining accountability, transparency and effective decision-making.
The policy further supports continuity of operations, succession planning and the efficient functioning of all schools within the Edison Group of Schools.

2. Scope:

This policy applies to Edison Group Leadership, Principals, Heads of School, Human Resources personnel, Finance personnel, Administration Managers, Heads of Department, Coordinators and all other staff members who have delegated responsibilities within the Edison Group of Schools.

3. Policy Principles:

The task distribution and delegation process within the Edison Group of Schools follows the approved organisational structure and reporting lines.
The organisational structure clearly identifies the line management chain and reporting relationships, indicating who is responsible for managing, supervising and supporting each position within the organisation.
In the absence of a line manager, the next authorised manager within the reporting structure shall assume responsibility for ensuring that essential duties, decisions and operational requirements are completed appropriately.
The organisational structure also identifies the delegation of authority and responsibility when required. Line managers may delegate appropriate tasks and responsibilities to members of staff within their area of responsibility, provided that such delegation remains consistent with school policies, procedures and organisational requirements.
Whilst responsibility for carrying out a task may be delegated, accountability for the completion and quality of the task remains with the delegated line manager unless otherwise authorised.
All delegated responsibilities should:

1. be clearly communicated to the staff member concerned;
2. include clear expectations, timelines and outcomes;
3. be appropriate to the role, experience and authority of the staff member;

4. be monitored and reviewed by the line manager;
5. support the efficient operation of the school and the Edison Group of Schools.

The organisational structure for each school may vary according to the size, phase and operational requirements of the school. The approved organisational chart for each school shall therefore be maintained within the school's procedures handbook and staff handbook and shall be reviewed periodically by school leadership and Edison Group Leadership.

In emergency situations or during the absence of key personnel, delegated authority shall be exercised in accordance with the approved organisational structure and relevant school procedures to ensure the continuity of educational, operational and administrative functions.
All staff are expected to cooperate with delegated responsibilities and perform delegated duties in a professional, timely and accountable manner.

GOVERNANCE POLICY	**Policy Number**	**D 44**
	Effective Date	**05/06/2026**
	Issue Date	**28/05/2026**
	Valid Until	**31/05/2029**

REVISION HISTORY

Revision No	Issue Date	Amendment Description	Date Effective	Revalidated
00	28/5/26	First Issue		
01	20/5/2026	Review and update	**5/6/2026**	

GOVERNANCE POLICY	**Prepared By**	**SLT**
	Issued By	**MD**

D44: GOVERNANCE POLICY

(Owner-Led Group of Schools)

1. Purpose of the Policy
This policy establishes a clear governance framework for Edison Group of Schools, ensuring:

- Strategic direction and sustainability
- Financial accountability
- Legal compliance
- High educational standards and continuous improvement
- Meaningful stakeholder engagement

This policy is based on an **owner-led governance model** which is strengthened by structured advisory and improvement mechanisms.

2. Principles of Governance:
The Governing Body shall operate in accordance with the following principles:

- Accountability
- Transparency
- Integrity
- Ethics
- Educational excellence
- Compliance and risk management
- Stakeholder engagement
- Continuous improvement

3. Governance Structure
The Governing Body consists of:

- **Owner (Chair of Governance)**
- **Finance Representative (CFO/Internal Auditor)**
- **Legal Advisor**
- **Group Principals**
- **Independent Education Advisor (External)**
- **PTA Representative(s)** *(advisory role)*

4. Additional Governance Layers: School Improvement Sub-Committee (SISC)
The SISC is focused on **teaching, learning, and student outcomes** and consists of:

- Independent Education Advisor *(Chair of SISC)*
- Selected Principals (nominated)
- SENCo (where applicable)
- Curriculum Lead(s)/Head(s) of Academics (as required)
- Pastoral & Safeguarding Lead

- Complaints Committee
- Educational Resource Committee

The SISC strives to:

- Drive continuous school improvement
- Provide challenge and support primarily to middle leaders and teaching staff
- Analyse academic and pastoral performance
- Ensure consistency across the school group

5. Roles and Responsibilities

a. Owner (Chair)

- Ensures appropriate governance challenge and oversight
- Reviews governance effectiveness annually
- Sets vision and strategic direction
- Holds final decision-making authority
- Approves budgets, policies, and major initiatives
- Ensures overall accountability
- Ensures succession planning for key leadership positions

b. Finance Representative

- Oversees budgeting and financial sustainability
- Provides financial risk analysis
- Ensures efficient resource allocation

c. Legal Advisor

- Ensures compliance with laws and regulations in Qatar
- Reviews policies, contracts, and safeguarding frameworks
- Advises on legal risk

d. Principals

- Lead daily school operations
- Ensure quality of education and student wellbeing
- Implement strategic and improvement plans
- Report on progress towards KPIs, including student numbers
- Report regularly to the Governing Body
- Maintain compliance with regulatory and accreditation requirements
- Ensure implementation of safeguarding and child protection procedures
- Lead school self-evaluation and improvement planning

e. Independent Education Advisor

- Provide objective, external educational expertise
- Challenge and support school leadership
- Validate school self-evaluation and improvement plans

- Benchmark standards against best practice (e.g. British/international frameworks)

Key Responsibilities with Principals:

- Conduct periodic quality reviews / learning walks
- Review assessment data and progress trends
- Advise on curriculum, pedagogy, and inclusion
- Report directly to the Governing Body and Owner
- Review school improvement plans against measurable outcomes
- Support inspection preparation and accreditation readiness
- Monitor implementation of previous recommendations

The advisor remains independent and not involved in daily operations.

f. PTA (Parent Teacher Association)

- Represents parent voice
- Provides structured feedback
- Supports school initiatives

The PTA serves consultative but not a decision-making function but is formally heard.

6. Governance Functions

The Governing Body is responsible for:

a. Strategic Leadership

- Vision, mission, and growth planning
- Long-term sustainability

b. Educational Oversight

- Monitoring student outcomes and progress
- Ensuring quality of teaching and learning
- Oversight of SEN and inclusion provision (where applicable)

c. Financial Oversight

- Budget approval and monitoring
- Financial sustainability

d. Compliance and Safeguarding

- Legal compliance
- Student safety and wellbeing

e. Stakeholder Engagement

- Parent communication and feedback (via PTA)
- Community alignment

f. Risk Management

- Identification and monitoring of strategic risks
- Review of operational, educational, financial, and reputational risks

- Monitoring of risk mitigation actions
- Annual review of the Group Risk Register

7. School Improvement Sub-Committee (SISC)
a. Core Responsibilities

- Analyse academic performance data across schools
- Monitor quality of teaching and learning, including suitability and effective use of educational resources
- Review school self-evaluations
- Evaluate effectiveness of interventions
- Monitor attendance and student engagement trends
- Review staff professional development impact
- Monitor effectiveness of inclusion and SEND provision
- Evaluate curriculum implementation and progression
- Review effectiveness of safeguarding protocols
- Review effective handling of complaints
- Identify trends and areas for improvement

Through:

- Termly data review meetings
- Moderation of standards across schools
- Review of inspection readiness

With particular focus on:

- Attainment and progress
- Behaviour and wellbeing
- Teaching quality

b. Reporting
The SISC submits a **formal report each term** to the Governing Body including:

- Key strengths
- Areas for development
- Risk areas
- Recommended actions
- Areas of priority

8. Meeting Structure
a. Governing Body Meetings
Held **termly (minimum 3 times per year)**

- Chaired by Owner

Include reports from:

- Principals
- Finance
- Legal
- Independent Advisor
- SISC

b. School Improvement Sub-Committee Meetings

- Held **termly (or more frequently if needed)**
- Focused purely on educational quality and safeguarding

c. Leadership Meetings

- Held regularly (monthly or bi-weekly)
- Focus on operational delivery

d. PTA Meetings

- Held at least once per term
- Feedback documented and actioned where appropriate

9. Decision-Making Framework

- **Owner:** Final authority
- **Finance:** Advises on financial decisions
- **Legal:** Advises on compliance
- **Principals:** Advise on operational and educational matters
- **Independent Advisor:** Provides challenge and validation
- **SISC:** Recommends improvement priorities

10. Accountability and Reporting

Principals Report On:

- Student outcomes
- SEN provision
- Safeguarding
- Staffing
- Parent engagement
- Overall achievement of KPIs

Independent Advisor Reports On:

- Quality of education
- Standards benchmarking
- Key risks in teaching and learning

SISC Reports On:

- Group-wide trends
- School improvement priorities
- Effectiveness of interventions and safeguarding protocols

Finance Representative Reports On:

- Budget performance
- Financial risks
- Resource efficiency
- Forecasted sustainability indicators

Legal Advisor Reports On:

- Regulatory compliance status
- Policy review requirements
- Legal and safeguarding risks

11. Safeguarding and Student Welfare

The Governing Body ensures:

- Robust safeguarding systems
- Staff training and compliance
- Immediate escalation procedures
- Alignment with national requirements

12. Ethics and Conflict of Interest

All members must:

- Comply with ethical standards
- Declare conflicts of interest
    - All declarations of interest will be recorded in a Register of Interests.
    - Members must withdraw from discussions and decisions where a material conflict exists.
- Act transparently
- Avoid influencing decisions where conflicts exist

13. Governance Effectiveness Review

The Governing Body will:

- Conduct an annual self-evaluation of governance effectiveness
- Review attendance and participation of members
- Evaluate the effectiveness of governance structures and committees
- Identify areas for governance improvement

14. Policy Review

- Reviewed annually by the Governing Body
- Updated in response to regulatory, operational, or structural changes

- Approved by the Owner/Chair of Governance
- Communicated to relevant stakeholders following revision
- Updated in response to regulatory or structural changes