

PARENT HANDBOOK

Edison Global Academy – Rawdat Al Hamama Academic Year 2026–2027

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Purpose

This handbook gives parents and guardians a clear overview of the school’s routines, expectations and communication procedures. It should be read together with the policies, calendars, fee schedules and notices published by Edison Global Academy – Rawdat Al Hamama. Where a current official notice differs from this handbook, the latest approved notice or policy applies.

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1. WELCOME

Welcome to Edison Global Academy – Rawdat Al Hamama and to the 2026–2027 academic year. This handbook explains the everyday routines that help the school operate safely, consistently and successfully. It is intended to help both new and returning families understand what the school expects and where to obtain support.

Our aim is to provide every student with a warm, nurturing and purposeful learning experience. Teachers plan active and engaging lessons that build knowledge, independence, confidence and maturity. Parents and guardians remain children's first educators, and the school values a respectful partnership in which information is shared promptly and concerns are addressed constructively.

Please contact the School Office whenever you need clarification. Appointments are encouraged for matters requiring a detailed discussion so that the appropriate member of staff can give the issue proper attention without interrupting lessons.

2. VISION, MISSION, MOTTO AND CORE VALUES

2.1 Vision

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

2.2 Mission

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

2.3 Motto

Nil sine labore – We achieve nothing without effort.

2.4 Core values

Our core values are Excellence and Achievement, Respect and Responsibility, Pride and Integrity, Challenge and Success, Teamwork and Empowerment, Open Communication, and Acknowledgement of Accomplishment. These values are reinforced through lessons, assemblies, relationships, leadership opportunities, enrichment and the way the school responds to achievement and behaviour.

2.5 What we aim to develop

We aim to develop skilful communicators who can read, write, speak and listen effectively; lifelong learners who take responsibility for their progress; students who strive for excellence; young people who understand healthy living; and responsible individuals who act with honesty, respect and integrity. The curriculum also promotes Qatar's culture, national identity and Islamic values while preparing students to participate positively in a diverse global society.

3. SCHOOL AND CURRICULUM OVERVIEW

Edison Global Academy – Rawdat Al Hamama follows a British curriculum framework alongside the compulsory Ministry of Education and Higher Education (MoEHE) subjects and requirements for private schools in Qatar. The curriculum offered in each year group is confirmed through the school's approved curriculum documents and annual subject information.

3.1 Early Years Foundation Stage

In Preschool and Reception, learning is play-based and balances child-initiated and adult-led experiences. The seven areas are Communication and Language; Literacy; Mathematics; Understanding the World; Expressive Arts and Design; Physical Development; and Personal, Social and Emotional Development. Arabic, Islamic Studies and other required national provision are delivered in accordance with the approved programme. Progress is assessed continuously through observation, interaction and evidence of learning rather than formal written examinations.

3.2 Key Stage 1: Years 1–2

Students build secure foundations in English, Mathematics, Science and the wider curriculum. Learning remains practical and engaging while gradually becoming more structured. Arabic, Islamic Studies and Qatar History are taught in line with MoEHE requirements. Teachers use ongoing

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assessment, reading information, classwork and age-appropriate summative tasks to monitor progress.

3.3 Key Stage 2: Years 3–6

Students extend their knowledge, subject skills, independence and study habits across the National Curriculum for England and the school's approved programmes. Assessment includes classwork, projects, practical work, reading information and scheduled tests. External benchmark assessments may be used where approved and communicated to parents.

3.4 Key Stage 3: Years 7–9

The Key Stage 3 curriculum builds on primary learning and prepares students for future IGCSE study. Students follow a broad programme that includes English, Mathematics, Science, humanities, technology, physical education, creative subjects and personal development, together with Arabic, Islamic Studies and Qatar History as applicable. Curriculum pathways, setting or support arrangements are reviewed according to student need and the school's approved structure.

3.5 Key Stage 4 and post-16 provision

Where offered, Key Stage 4 students follow approved Cambridge and/or Pearson Edexcel IGCSE programmes. Subject choices, entry requirements, examination arrangements and progression routes are explained to families before courses begin. Any post-16 provision is subject to the school's approved programme, entry criteria and annual course offer. Parents should rely on the current Secondary Curriculum Handbook and official option information rather than earlier branch arrangements.

3.5.1. Secondary curriculum and examination pathways

Year 9 is an important pre-IGCSE preparation year in which students develop the knowledge, skills and study habits required for Key Stage 4. Academic performance, assessment evidence, interests and future aspirations are used to guide students and parents when selecting subjects for Years 10 and 11. The school offers approved Cambridge and Pearson Edexcel qualifications through pathways determined by student readiness, school approval, regulatory requirements and sufficient enrolment. Arabic, Islamic Studies, Qatar History and other compulsory national subjects are provided in accordance with applicable Ministry of Education and Higher Education requirements. Detailed subject combinations, entry criteria and examination arrangements are published separately through the current Secondary Curriculum and IGCSE Options Handbook.

3.6 Homework and independent learning

Homework consolidates learning, prepares students for future lessons and develops independence. The frequency and length vary by age and subject. Parents should check Digital Campus and ClassDojo, where applicable, and support their child in meeting deadlines. A quiet study space and a consistent routine are strongly encouraged; however, work submitted must remain the student's own.

4. ACADEMIC MONITORING, ASSESSMENT AND REPORTING

Teachers monitor progress through lesson evidence, classwork, questioning, homework, projects, practical activities, book work and formal assessments. Assessment information is used to identify strengths, gaps, intervention needs and suitable challenge. Students are expected to respond to feedback and take increasing responsibility for improvement.

Parents receive progress information through scheduled reports, Parent–Teacher Meetings, Digital Campus and direct contact when an academic concern needs attention. The reporting format, grading terminology and assessment calendar are explained through current school communications. Requests for additional meetings should be made through the approved appointment process.

Promotion, retention, examination entry and progression decisions follow the current approved Assessment, Reporting and Pass/Fail policies and applicable MoEHE requirements. Attendance, academic achievement, completion of required work and readiness for the next stage are considered. Families will be informed promptly where a student is at risk of not meeting expectations and will be invited to support the agreed intervention plan.

5. SCHOOL STRUCTURE AND KEY CONTACTS

The school uses role-based contacts so families are directed to the person responsible for the matter. Names and direct extensions may be updated during the year. The School Office can direct enquiries when parents are unsure whom to contact.

Role	Name	Contact / purpose
Principal	Refer to current staff directory	Strategic leadership, final escalation and formal complaints
Head of Secondary	_____	Secondary academic, behaviour and departmental matters
Administration Manager	_____	Daily administration, facilities, support services, regulatory documentation and operational communication
Academic Documents Controller	_____	Controlled academic documents, published handbooks and approved versions
Pastoral Lead	_____	Student wellbeing, behaviour and pastoral support
Accountant	_____	Fees, receipts, statements and approved financial enquiries
Registrar	_____	Admissions, registration, transfer and withdrawal records
School Administration Clerk	_____	Appointments, letters, routine records and School Office support
IT / Digital Campus Support	_____	Approved parent-account and access support
Student Liaison Officer	_____	Attendance, punctuality, student concerns and family follow-up

Role	Name	Contact / purpose
Secondary Examinations Officer	_____	IGCSE/examination entries, timetables, regulations and results
School Nurse	_____	Medical records, care plans, medication and health matters

The Principal holds overall responsibility for the school. Academic and pastoral leaders oversee teaching, learning, student welfare and safeguarding. The Administration Manager coordinates daily administrative operations, facilities, support services, regulatory documentation and operational communication. The Academic Documents Controller manages approved academic documents and version control, while the Secondary Examinations Officer manages applicable examination requirements. All enquiries follow the school’s organisational structure and escalation routes.

6. THE SCHOOL DAY, ARRIVAL, DISMISSAL AND GATE ARRANGEMENTS

The official school-day timings, gate arrangements and year-group dismissal times are published before the start of the academic year and whenever changes occur. Families must follow the current timetable rather than timings from previous branch handbooks. Students should arrive early enough to enter calmly, prepare for learning and be present when registration begins.

At dismissal, students are released through the authorised procedure and only to approved adults, drivers or transport arrangements recorded by the school. Parents should avoid collecting students before the published dismissal time because early collection interrupts learning. Persistent late collection may be addressed through the relevant school procedure. Any unavoidable delay must be reported immediately to the School Office.

6.1 Gate access and vehicle movement

For the safety of students, families and staff, all drivers and pedestrians must follow the designated gate directions, security instructions and traffic flow. Gate use may be adjusted through an official school notice when operational or safety needs change; the latest approved notice will take priority.

Gate	Purpose	Operating time	Parent guidance
Gate 1	Basement and drop-off entry	6:30–8:00 a.m.; from 1:15 p.m.	Vehicles may enter for basement parking. Students may also be dropped off at the Revolving Door area.
Gate 2	Parent and visitor walk-in entry	6:30 a.m.–12:00 p.m.	Parents and visitors entering on foot must use this gate and report to School Reception as required.
Gate 3	Drop-off and Gate 1 vehicle exit	6:30–8:00 a.m.; from 1:15 p.m.	Vehicles entering through Gate 1 and vehicles leaving the Revolving Door drop-off area must exit here.
Gate 4	School-bus entry	6:30–8:00 a.m. and scheduled dismissal	Reserved for school buses. Parent vehicles may not enter during bus arrivals and departures.

Gate	Purpose	Operating time	Parent guidance
Gate 5	School-bus exit	School-bus operating times	Reserved as the exit for school buses. Parent vehicles may not use this gate.
Gate 6	Basement vehicle exit	As directed	Vehicles leaving the basement parking area may exit through this gate.

Between 8:00 a.m. and 1:00 p.m., the main arrival and dismissal gates are closed. Parents visiting during this period should use the access available at Gates 2 and 3 and report directly to School Reception. Parents must not enter through school-bus gates or obstruct bus routes, entrances, exits or emergency access.

6.2 Afternoon collection and supervised waiting areas

Students who have not been collected at the normal dismissal time will wait in the supervised area assigned to their year group. The waiting arrangements operate from 1:15 p.m. until 2:00 p.m.

Year group	Waiting area
EYFS–Year 2	Students remain in their classrooms until collected.
Years 3–8	Students wait in the First Floor Multipurpose Hall until collected.
Years 9–12	Students wait in the Basement Theatre until collected.

Important collection deadline: Staff working hours end at 2:00 p.m. After this time, only security personnel remain on site. Parents and authorised collectors must therefore ensure that every student is collected no later than 2:00 p.m. Any unavoidable delay must be reported to the School Office immediately.

7. ATTENDANCE, ABSENCE AND PUNCTUALITY

Regular attendance and punctuality are essential for progress and are monitored in accordance with the school's Attendance and Punctuality Policy and MoEHE requirements. Parents must notify the school promptly when a student is absent and provide the required explanation or evidence. Planned absence should be requested in advance using the approved form; submission of a request does not guarantee approval.

Late students must report through the designated office or gate procedure so that the attendance record can be corrected. Repeated absence or lateness will result in parent contact and may lead to an attendance support plan, formal warning or referral under applicable requirements. The school will also consider whether an attendance pattern raises a safeguarding or wellbeing concern.

8. EARLY DEPARTURE AND AUTHORISED COLLECTION

A student may leave during the school day only after the required approval has been recorded and the collecting adult's identity and authority have been verified. Parents must report to the School Office and must not go directly to classrooms. The student will be called or escorted to the approved collection point. A sibling or alternative adult may collect only when the school has received and verified prior authorisation.

Students may not leave the campus without permission. Any specific off-campus privilege for older students must be formally approved, communicated and monitored; it is not automatic. Unauthorised departure is treated as a serious safety and disciplinary matter.

9. UNIFORM, DRESS AND APPEARANCE

Students must wear the complete approved school uniform, including the correct PE uniform, on the designated days. Clothing, footwear, head coverings, jewellery, cosmetics and personal appearance must comply with the current Student Uniform and Appearance Policy and applicable MoEHE guidance. Items that create a safety concern, distract from learning or do not meet the approved standard may be restricted.

Parents are asked to label uniform and personal items clearly and to ensure that students arrive neat, clean and appropriately dressed. Repeated or serious non-compliance will be followed up with parents and addressed through the behaviour procedure.

10. STUDENT EQUIPMENT AND LEARNING RESOURCES

Students should arrive prepared with the books, stationery, device and specialist equipment communicated for their year group and subjects. Typical stationery includes pencils, blue or black pens, a ruler, eraser, sharpener, colouring materials, highlighters, glue and a suitable pencil case. Mathematics equipment and calculator requirements should be confirmed by the Mathematics Department before purchase, as specifications may differ by year group and examination course.

Textbooks and digital resources support, but do not replace, teacher instruction. Students must take care of all school-issued books, devices and resources and return them when requested. Parents may be charged for loss or avoidable damage in accordance with the relevant agreement. Copybooks and files should be maintained neatly because they provide important evidence of learning, feedback and revision.

11. PROHIBITED ITEMS AND DIGITAL DEVICES

Students must not bring tobacco or vaping products, alcohol, illegal substances, weapons, dangerous objects, chewing gum, unauthorised medication, offensive material or any item that threatens safety or disrupts learning. Perfume bottles, cosmetics and other personal products may also be restricted where they create health, safety or behavioural concerns.

Mobile phones, smart watches, cameras, recording devices and personal digital equipment may be brought or used only under the current school policy and any written year-group arrangements. Unauthorised devices may be confiscated and released only through the approved parent collection procedure. Students must never photograph, record or share images, voices or personal information without permission.

12. BEHAVIOUR, DETENTION, SUSPENSION AND EXCLUSION

The school promotes respectful, responsible and safe behaviour through clear expectations, positive reinforcement, restorative conversations and proportionate consequences. Parents should read the current Student Behaviour Policy and support agreed interventions. Consequences may include reflection, loss of privilege, detention, a behaviour support plan or other authorised action.

Suspension or exclusion is used only through the approved policy and decision-making process, with parent communication, records and applicable MoEHE requirements. Students remain responsible for completing authorised academic work during a suspension. Serious incidents involving safety, safeguarding, prohibited substances, violence, bullying, harassment or persistent misconduct are escalated immediately.

13. SECURITY, VISITORS, VALUABLES AND LOST PROPERTY

All visitors must report to Security, present identification where required, sign in, obtain a visitor badge and proceed to the School Office. Visitors may not enter student or classroom areas without authorisation and appropriate supervision. Parents must follow gate, parking and collection directions to protect students and reduce congestion.

Students are responsible for their belongings and should not bring unnecessary valuables or large amounts of money. Items should be labelled wherever possible. Found property is placed in the designated Lost and Found process; valuable items are handed to the School Office. Unclaimed items may be disposed of or donated after the announced collection period. The school cannot accept responsibility for personal items brought contrary to guidance.

14. PARENT–SCHOOL COMMUNICATION

Edison Global Academy values respectful, timely and purposeful communication. Official sources include Digital Campus, ClassDojo where used, school email, approved circulars, the website, Parent–Teacher Meetings and direct messages from authorised staff. Parents should keep contact details current and check official channels regularly.

Parents should normally contact the class or subject teacher first for classroom matters. Concerns that remain unresolved should be referred to the relevant Team Leader, Head of Secondary, and then to the Principal where necessary. Teachers should not be interrupted during lessons; appointments should be arranged through the School Office or approved digital channel.

In an emergency, parents should contact the School Office rather than a student's personal device. The school will relay urgent messages or contact the parent when a student requires assistance. Parents must not publish confidential school matters, images of other children or unverified allegations on social media.

15. COMPLAINTS AND CONCERNS

The school aims to address concerns fairly, promptly and at the most appropriate level. Parents should first explain the matter clearly to the relevant teacher or staff member. If it is not resolved, the concern should be referred to the appropriate supervisor or pastoral lead. A formal complaint must then be submitted in writing under the Complaints Policy if the parent remains dissatisfied.

The school will acknowledge, investigate and respond within the timeframes stated in the current policy. Records are retained confidentially and all parties are expected to communicate respectfully. Safeguarding concerns, serious safety matters, discrimination or allegations involving staff must be reported immediately through the designated procedure rather than handled as an ordinary classroom complaint.

16. ADMISSIONS, RECORDS, TRANSPORT, FEES AND GENERAL ADMINISTRATION

16.1 Admissions, re-enrolment, transfer and withdrawal

Admission and continued enrolment depend on the school's approved admissions criteria, available places, required documents, fee arrangements and any applicable MoEHE approval. Parents must provide accurate identity, residency, health, academic and transfer records and must disclose information needed to support the student safely and appropriately. Re-enrolment is confirmed only through the current annual process and should not be assumed from attendance in the previous year.

A transfer or withdrawal must be submitted through the approved written procedure. The school will prepare records, certificates or transfer documents after the required clearance steps have been completed. Families should allow sufficient processing time and ensure that textbooks, devices, library items, fees and other obligations are cleared.

16.2 Student and family records

Parents must immediately update telephone numbers, email addresses, home address, emergency contacts, authorised collectors, medical information and legal or custody arrangements. The school may request supporting documents before changing an official record or collection authority. Accurate records are essential for safeguarding, attendance, emergency response and regulatory reporting.

16.3 Transport

Parents remain responsible for ensuring that their child has a safe and reliable journey to and from school unless the family has enrolled in an approved school transport service. Transport routes, fees, availability and withdrawal terms are confirmed through the current transport agreement. Changes to a student's driver, bus, collection person or homegoing arrangement must be communicated and verified before dismissal.

16.4 Fees and payments

Tuition and other authorised charges follow the current MoEHE-approved fee schedule and the school's Terms and Conditions. Statements and notices are issued through approved channels. Payments must be made using authorised methods and an official receipt must be obtained. Parents should contact the Accountant or School Office promptly about discrepancies, payment evidence or approved payment arrangements.

The school will apply its approved financial procedures and applicable regulatory requirements regarding overdue accounts, records, reports, re-enrolment and services. Parents should refer to the current signed Terms and Conditions rather than relying on earlier branch wording.

17. HEALTH CARE, MEDICATION AND HEALTHY EATING

The School Nurse provides first aid, manages the health room and supports students with identified medical needs. Parents must give the school accurate and current medical information, emergency contacts and relevant physician reports. Changes to allergies, medication, diagnoses or care arrangements must be reported immediately.

Medication must be handed directly to the School Nurse or authorised staff in its original labelled container together with the required consent and instructions. Students must not carry or share medication unless an individual healthcare plan specifically authorises it. The nurse will contact parents or emergency services when a student's condition requires further care.

Students are encouraged to bring balanced meals, water, fruit and nutritious snacks. Items restricted by the Healthy Eating Policy, allergy controls or safety requirements must not be brought to school. The current canteen arrangements and food restrictions will be communicated to families.

18. SAFEGUARDING, PASTORAL CARE AND STUDENT WELLBEING

The safety and wellbeing of every student are the school's highest priorities. All staff have safeguarding responsibilities and must report concerns to the Designated Safeguarding Lead (DSL) or Deputy DSL. Parents should inform the school promptly about any concern involving abuse, neglect, bullying, online harm, self-harm, unsafe collection, family circumstances or another issue that may affect a child's safety or wellbeing.

The Pastoral Lead, Student Liaison Officer, teachers, School Nurse and safeguarding team work together to support attendance, behaviour, emotional wellbeing, relationships and student voice. Information is shared only on a need-to-know basis. The school cannot promise confidentiality where a child may be at risk, because appropriate referral and protective action may be required.

Bullying, cyberbullying, harassment, discrimination and retaliation are not accepted. Concerns should be reported early so that the school can investigate, support those affected, communicate with families and monitor agreed actions. Parents should not confront another student or family directly on school premises.

19. INCLUSION, LEARNER SUPPORT AND INTERVENTION

Students learn at different rates and may require additional support or challenge. The school uses assessment evidence, teacher observations, parent information and specialist advice to identify needs. Support may include classroom differentiation, small-group teaching, targeted intervention, language support, counselling or pastoral strategies, individual plans and reasonable adjustments within available provision.

Parents are partners in the support process and may be invited to review targets, progress and external recommendations. Any additional paid service, external assessment or specialist programme must be explained and agreed before it begins. Students should remain included in mainstream learning wherever appropriate, while receiving the support needed to participate and progress.

20. ENRICHMENT, EMERGENCY COMMUNICATION, PRIVACY AND FURTHER INFORMATION

The school offers activities, clubs, competitions, workshops, educational visits and other enrichment opportunities throughout the year. Details, eligibility, consent, cost, transport and safety arrangements are communicated before participation. Places may depend on age, capacity, behaviour, attendance or required preparation.

During an emergency, severe weather event, transport disruption, public-health concern or temporary closure, the school will communicate through its approved channels. Parents should follow official instructions, avoid circulating unverified messages and keep emergency contacts active. Students must not be sent to school when closure or remote-learning arrangements have been formally announced.

Student and family information is collected, used, stored and shared only for legitimate educational, safeguarding, operational and regulatory purposes. Photographs, recordings and student work are handled according to consent arrangements and school policy. Parents should not photograph, record or publish images of other children or confidential school matters without permission.

Current policies, calendars, forms and notices are available through the school's approved communication platforms or from the School Office. Families are encouraged to read the policies relevant to attendance, behaviour, safeguarding, uniform, assessment, complaints, transport, educational visits, digital use, health and safety, and fees. Questions are always welcome through the appropriate contact route.

21. PARENT AND STUDENT ACKNOWLEDGEMENT

We confirm that we have received and reviewed the Edison Global Academy – Rawdat Al Hamama Parent Handbook 2026–2027. We understand that the handbook must be read with current school policies and official notices. We agree to support the school's expectations, keep contact and medical information current, communicate respectfully and seek clarification whenever a requirement is unclear.

Student name	Year / class	Parent or guardian name

Parent / guardian signature	Student signature (where age-appropriate)	Date