

PARENT HANDBOOK

2023/24

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

School Vision

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Welcome to Edison International Academy

We would like to extend a warm welcome to all parents and children to the academic year 2023/24

This handbook has been written as it has become clear that the ‘little things’ about the daily life at school sometimes tend to be a bit of a mystery to parents, especially those new to the school. Rather than wait for everyone to work things out for themselves, this handbook has been put together, so that all parents, as well as children can start the school year armed with a better understanding of how it works and what the school’s expectations are.

We hope that it provides you with all the information you need; however, should you have any questions, please do not hesitate to contact the school Office at any time.

As you know, Edison International Academy aims at offering all children in its care a warm, nurturing, and above all, fruitful learning experience. Our teachers are committed to create an active, hands-on, and exciting learning environment, which gives children a wealth of exciting experiences that capture their imagination, motivate them to work hard and make them into independent and mature thinkers from Preschool all the way to year 6.

However, as your child’s ‘first educators’, we often require your full cooperation, so that your child can achieve his/her learning goals. We are therefore particularly keen to involve you in your child’s learning, by letting you know what is happening in class, and by supporting you to be able to help your child.

We hope that this handbook brings the school’s daily routines and procedures closer to you and brings us one-step closer towards establishing a productive working relationship with you in the best interest of your child.

The School Day

Early Years Foundation Stage	
<i>Preschool</i> 7:15 – 12:30	<i>Reception</i> 7:15 – 12:30
<i>Key Stage 1 (Years 1 & 2)</i> 7:15 – 1:30	<i>Key Stages 2, 3 & 4 (Years 3 – 6)</i> 7:15 – 1:30

Student Attendance:

At Edison International Academy, the school day starts at **7:15 am sharp**. Importance is attached to punctuality, and registration is an integral part of school administration as well as a legal requirement.

Parents are therefore requested to ensure that children are dropped off on time, so that they do not miss valuable classroom time, and that interruptions of other children caused by late students can be avoided. Should your child be late to school for any reason beyond your control, please inform the school Office.

Please note that the school reserves the right to count 5 late arrivals as one absent day.

Our pickup times are at 12:30 pm for our children in the Early Years Foundation Stage (Preschool and Reception) and at 1:30 pm for children in all other year groups.

Edison International Academy requests parents not to pick up children before these times, as again, this causes considerable disruptions to the daily classroom routine and children lose valuable lesson time.

Please also note, that Edison International Academy cannot guarantee sufficient supervision of children who are picked up late after 2pm. If you know that you will be late, please contact the school Office or your child's class teacher, so that the necessary arrangements can be made.

Absence:

If parents know that their child is going to be absent, they must inform the school Office by latest 7.00 am on the day of the child's absence. Parents should give the name of the child, as well as the class teacher's name and the reason for the child's absence.

If a child is absent without being excused, Edison International Academy has the obligation to ascertain the whereabouts of the child.

In case of a medical absence, you are required to supply the school with a medical certificate from a registered medical doctor. You are advised to schedule doctor's or dentist visits or any other appointments after school hours.

Students MUST have 85% attendance for the academic year, to pass the year. Failure to comply to the attendance requirement, will result in an automatic FAIL. Students must also achieve a minimum of 50% in addition to the attendance requirement in all subjects to pass the year.

Edison International Academy has the right to fail students on grounds of not having accumulated the required days of attendance.

Leave out of school:

Parents are strongly requested not to take their child out of school for any reason but the most pressing reasons. It must be said that we object strongly to applications for leave that have the effect of extending the already generous school holidays.

Requests involving the absence for more than a day of school and for reasons other than medical ones, a request must be made in writing to the School Principal, stating valid reasons. A decision will be made by the School Principal within 5 working days.

After School Support and After School Activities:

Both of these take place between Sunday and Thursday, and are scheduled between 1:30 pm and 2:30 pm, EYFS between 12:45 pm and 1:30pm.

You will receive detailed information with regards to the above within the first 3 weeks of the Academic Year.

Note: Parents of Students who use the school buses must make their own arrangements to be picked up from school at 2:30pm.

Detentions:

A detention is a penalty imposed by Edison International Academy in cases of misbehaviour or if the student name is written on the strike sheet.

Detention for misbehaviour is during break times or afterschool.

Detention on the grounds of school work or homework not being completed to a satisfactory standard is arranged by the class teacher, and days can vary depending on the teacher's availability.

Parents will be informed via phone call and subsequent letter, should it be necessary for their child to be detained for afterschool detention from 1pm to 2pm. We request that this letter is returned to the school Office signed the very next day following receipt.

Communication

Edison International Academy is keen to have a close relationship with its parents to ensure there is clear communication about all areas of school life. With our 'Open Door Policy', we welcome parents contacting the school and will do all we can to assist you with your questions, queries and suggestions.

Sources of Information:

1. The school Website: www.edisonqatar.com
2. Parent Portal through the Website
3. ClassDojo: this website allows you to contact your child's teacher directly and ask any questions that you may feel important regarding your child's performance and behaviour in the classroom.
4. Newsletters and/or any other information sent out by the School Principal and/or the school Office
5. School Policies (some are here included in the appendix): they also contain general information and lay out expectations for parents, which we are required to provide.
6. Parent-Teacher-Meetings: these take place once every term, and you are strongly encouraged to attend those to find out in more detail how well your child is doing in class. In addition to this, your child's class teacher and/or the School Principal may wish to set up a meeting with you separate from the termly Parent-Teacher-Meetings. This is the case if we feel that your child does not make adequate progress, is struggling areas of learning, or if there are issues with your child's behaviour.
7. Join the Edison International Academy – Dahl Al Hamam page to find information, pictures and updates on what is happening at our school.

Parents contacting staff:

Parents are encouraged to contact the class teacher via ClassDojo on a regular basis. Login details will be provided to you by your child's class teacher within the first week of the Academic Year.

If you feel it necessary to speak to your child's teacher in person at any time during the Academic Year, may we please ask you to set up an appointment by contacting the school Office to avoid disruptions to the school day.

For any other enquiries, please feel free to contact the school Office between 7am and 2pm. We will try to assist you to the best of our ability.

Parents visiting the school:

During a normal school day, all visitors need to report to the school Office situated in the main building, where you will be requested to sign in upon arrival and sign out when leaving. Visitors will be asked to wait in the reception areas until the requested member of staff has been notified. Again, if

you wish to meet individual members of staff, you are requested to please make an appointment beforehand.

Parents contacting Students/Students contacting Parents:

For operational reasons, it is not possible for us to bring individual students to speak to parents either on the telephone or in person. Should there be an emergency at home, please contact the school office, and the message will be conveyed to the respective student at the earliest.

Should there be an emergency at the school involving your child, the school Office will contact you and instruct you accordingly.

Please note that the use of mobile phones by any student is strictly prohibited on school grounds. Mobile phones will be confiscated and only returned to the respective parent.

School Curriculum & Assessment

There are 3 Key Stages at Edison International Academy.

1. Early Years Foundation Stage (Preschool & Reception):

Here, children follow a curriculum called Early Years Foundation Stage Framework which is largely play-based and involves a balance between ‘child-initiated’ and ‘adult-initiated’ activities.

Children’s learning is divided into 7 Learning Areas:

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

In addition to the above, your children will also be educated in Arabic, Qatar History, and Islamic Studies in line with the curriculum stipulated by the Ministry of Education in the State of Qatar.

Each teacher in the Early Years foundation Stage is supported by a teaching assistant.

There are no formal written examinations in the Early Years Foundation Stage, however, children’s learning is assessed by means of continuous assessment of all learning areas, to see whether the learning goals stipulated in the curriculum have been achieved.

Key Stage 1 (Year 1 & Year 2):

These classes follow the National Curriculum of England Framework, which includes the core subjects of English, Maths, Science and Social Studies. However, children also experience Art, French, PE and Physical, Social and Health Education (PSHE), all of which build on the skills your child has acquired during the Early Years Foundation Stage.

Additionally, your child will have lessons in Arabic (5 lessons per week), Islamic Studies (3 lessons per week) and Qatar History (1 lesson per week), based on the curriculum set by the Ministry of Education in the State of Qatar.

Instruction in Key Stage 1 is naturally more formal than in the Early Years Foundation Stage, but there is still enough time for fun activities for learning.

In Year 1, children will be assessed continuously, to see whether or not learning goals have been achieved. However, there will be a more formal baseline reading test as the year goes on; all other subjects will be assessed by means of continuous assessment.

In Year 2, children will also be assessed mainly by means of continuous assessment. Yet, towards the end of Term 3, there will be a summative baseline test stipulated by the National Curriculum in English, Maths and Science in addition to a reading level test, to determine whether or not your child is able to move on to the more demanding Key Stage 2.

A teaching assistant will aid the class teacher during the school day.

Key Stage 2 (Year 3 – Year 6)

In the lower Key Stage 2 (Years 3 & 4), children typically continue to build on their previous knowledge and skills.

In addition to the statutory National Curriculum of England subjects, children will have Arabic (5 lessons per week) as well as Islamic Studies (3 lessons per week) and Qatar History (1 lesson per week).

Assessment in Term 2 is set out as a continuous assessment. However, in term 1 and towards the end of Term 3, there will be formal assessments, where children are summative assessed in all subjects.

NOTE: Formative assessments (continuous) as well as more summative assessments (spelling tests, end of unit tests, etc.) may not always be announced to children and parents. It is expected for children to regularly revise the content covered in class, so that maximum learning outcomes can be achieved.

Homework:

Homework is given on a daily basis or sent out with the weekly newsletter and is designed to revise and complement what was learnt during the school day. All children are expected to complete

homework assignments to the best of their ability and to hand these back to their class teacher on the day specified.

Please check your child's class dojo and weekly newsletter to ensure that all tasks are completed.

Support for struggling children:

At Edison International Academy we believe that each child deserves a fair chance, and we do understand that all children learn at a different pace.

From experience we have learnt that most children struggle with sufficient English skills, which in turn has a negative impact on all other subjects.

We have therefore implemented a special Intervention/support Department from the Academic Year 2018/19 onwards, so that all children can improve their English, and with it their attainment in other subjects.

Based on diagnostic tests which will be administered at the beginning of the school year, parents of children who display difficulties will be notified as necessary, and the respective child will be put in the school's support programme. This consists of:

a. Support after school from 1:30 pm to 2:30 pm

- 2 – 4 times a week (Selected dates)
- conducted by the school's teachers and support teachers.
- Support classes and subjects are chosen based on Diagnostic and term 1 results.

Note: Should you be notified that your child is struggling in English, the school's support programme will be beneficial for him/her to attend. As we are working towards international examinations there will be no exceptions made to the Pass/Fail Policy.

The school may also offer after school support in other subjects (i.e. Maths, Science, etc.), subject to the results that transpire during the diagnostic tests at the beginning of the school year.

Books and Resources:

Textbooks and note books will be supplied to each child within the first 2 weeks of the Academic Year. Stationery items from every year groups stationery requirements (pencils, sharpeners, rulers, erasers, whiteboard pens, dictionaries, etc.) are to be supplied by parents for their child. Your child's class teacher will provide you with a list during the first days of school.

Our curriculum is based on a thematic, cross-curricular outline, which enables teachers and children to link all subjects together. Years of research in the field of teaching methodologies have shown that children learn far more and retain information better if the teaching and learning is as practical as possible. Gap fills and book teaching, while no doubt useful, does not always guarantee the best

learning outcomes. Therefore, please note that the **textbooks are not the only source for teachers to instruct your child**; they are meant to complement the classroom teaching.

Your child will receive extra materials from his/her class teacher. However, it is also vitally important for your child to make use of his/her note books and to keep them neat and tidy, so that they can study from those, too.

Again, should you have any questions regarding what was covered in the classroom, please feel free to contact your child's teacher via school phone or ClassDojo.

Academic Monitoring & Reports:

All children's progress is monitored throughout the school year, and reports are made to parents by a variety of means, both formal and informal.

Class teachers and subject teachers regularly confer with the School Principal, and class teachers are primarily responsible for bringing to the attention of parents any special problems that may arise during a term.

The pattern of these reports varies, but in essence there will be:

1. A full report at the end of Term 1, 2 and Term 3
3. Individual education plans
4. Parent-Teacher-Meetings (on scheduled days during each term and/or separate meetings requested by either the parent or the class teacher)

The End of Term reports carry grades for Effort and Achievement over the relevant reporting period. The grading system is explained on each report and Achievement grades are converted into overall percentages that can be monitored from report to report.

Typically, percentages of around:

65% indicate that all is mostly well.

80% and above, that things are going very well indeed.

50% and below, that there may be some serious causes for concern.

Again, since the school is working towards preparing children for international examinations, we cannot stress enough that **there will be no exceptions made to the Pass/Fail Policy.**

Pastoral

Prefects & Student Council:

Within the first 4 weeks of the Academic Year, students from Year 6 will be asked to vote for students from their class to become student leaders.

This is implemented to hear children's voices and opinions about their daily life at school and their peers' daily life at school, and to find out what issues there may be and what suggestions they may have. Student leaders will meet with representatives from student council and the student council committee will address these issues and concerns and come up with solutions in order to improve the daily running of the school.

Parent Teacher Association

At Edison International Academy we value every suggestion that you, as the parent may have with regards to your child's education.

To involve parents into their child's learning experience, we have in place the PTA, where parents can work with staff at Dahl Al Hamam as we work towards excellence in our school. PTA meetings take place once a month where parents can meet and work with teachers on initiatives and other aspects.

As parenting trends evolve to keep up with modern expectations, so too have definitions of 'niceness' between parents and teachers.

Nowadays, more parents are protective over their children, intervening when they disagree with our way of teaching or disciplining students.

Other than receptivity and collaboration, respecting teachers as a figure of authority to their children is also appreciated. We need parents to trust the teacher's judgment and not to question how she/he does things,"

The job of teachers is rigorous and mentally exhausting.

The definition of niceness differs, but it's generally indisputable among teachers.

"Parents who are generally understanding and receptive of teachers when they do their jobs—be it discipline or academic matters—are nice parents,"

Transport:

It typically is parents' responsibility to arrange transport for their child to and from school.

At the beginning of the school year, a letter is sent home for all parents asking them to state clearly who is entitled to pick up their kids from school.

Should your child go home with a friend and/or be picked up by a person other than yourself or the regular driver, please inform your child's class teacher and/or the school Office in advance, so that upsets can be avoided.

Since heavy traffic is a constant issue during drop off and pick up times, we request parents to get together in terms of car-pooling, in order to help ease the congestion. Car-pooling not only is a very social affair and minimises traffic jams, but also helps us to contribute a little bit to preserving the environment.

For working parents, Edison International Academy arranges private bus services from and to a number of locations in Doha against an extra cost depending on the distance from the residence to the school. If you wish to take advantage of the school buses, please fill out the 'Bus Request Form', and hand it in to the school Office as soon as possible, so that your child can be put on the bus list.

A term's notice will be required to withdraw your child from the bus service, should the need arise. In case of a failure to notify the school on time, Edison International Academy reserves the right to charge fees in lieu.

Finance

Edison International Academy charges tuition fees and other costs in relation to the educational provision to its students. This is governed by the schools Terms & Conditions.

Notification of charges:

Tuition fees are usually raised through a termly fee statement which is sent to parents shortly before the end of each term. Other charges (i.e. for school trips) may be raised on an ad-hoc basis. If you have any questions about the amount being charged, please contact the school Office directly.

Please note that all fee payments must be submitted before the end of each term for the next term. A failure to do so may result in the loss of your child's school place and a notification to Ministry of Education in the State of Qatar. Another consequence may be that your child is not allowed to sit the examinations at the end of the School Year and that no Term Report/End of Year Report will be issued. Also note that no exceptions will be made in this regard.

Charges:

Edison International Academy charges parents amounts that are reasonably incurred in the provision of the education offered.

For a detailed description of the fees, please refer to the Fee Policy attached in the appendix.

Methods of Payment:

Currently, the school can only accept payment in the form of cash or cheques. The school is working on making this more efficient to offer alternative payment methods such as bank transfer and/or credit card payment.

Miscellaneous

Insurance:

Edison International Academy cannot accept liability for loss or damage to a child's personal property. Children are therefore not encouraged to bring personal belongings to school, unless instructed by the class teacher to do so (i.e. Show and Tell)

Health Care:

To cater for the well-being of all of our students as well as all staff, Edison International Academy has a fully qualified nurse on duty on a daily basis.

You are requested to inform the nurse or the School Office of any pre-existing condition your child may suffer from (i.e. epilepsy, diabetes, etc.), so that we can take all necessary precautions and should the necessity occur handle the matter efficiently and effectively.

Should your child require taking medication, please informing the nurse, your child's class teacher and/or the School Office, so that the medication can be stored properly and administered at the correct times.

Lost Property:

Lost Property is kept in the school storeroom and can be collected at the end of the school day. Please ensure that all items of uniform, books, etc. are clearly marked with your child's name and the name of his/her year group.

Uniform:

Please note that it is compulsory for all children at Edison International Academy to attend school wearing the correct uniform. Uniform shoes are to be black leather shoes, not sports shoes, sandals, or any other type of shoes. On PE days, the PE uniform is to be worn along with proper sports shoes.

Snacks:

Edison International Academy does encourage all its students to follow a healthy and balanced diet.

We encourage children to bring in their lunch boxes:

- *sandwiches*
- *fruit*
- *vegetables*
- *crackers*
- *yoghurt*
- *water*

Not allowed are (and will be confiscated):

- *fizzy drinks of any sort*
- *chocolates*
- *lollipops or any other candies*

The school's canteen is open during both breaks for children to purchase their lunch. Every effort will be made by the school to offer children healthy and balanced options.

We hope that we have been able to answer many of your question and concerns in the above outline, and look forward to working with your child and you during the Academic Year 2023 - 2024!

Relevant School Policies

Please note that all parent-relevant school policies can be accessed via the school website or the School Office.

In the following, please find all policies mentioned above.

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.

2. Aims

At Edison International Academy, we aim to

1. motivate children and raise self esteem
2. value achievement and show appreciation of good work and behaviour
3. have high expectations with regards to behaviour and encourage pupils to take responsibility for their actions
4. provide children with a learning environment that all pupils respect, which is safe and secure, and in which we hope pupils will feel happy, comfortable and confident.

5. encourage all pupils to develop self-discipline, awareness and respect for their own needs and rights and those of others, a caring attitude for people, property and environment
6. ensure that all adults present a positive role model for children to follow and ensure a positive atmosphere for learning where every child can maximise their potential
7. stress the importance for children receiving their education in a stable and ordered environment. To this end, children are expected to be polite, helpful and hard-working

Whilst we promote self-discipline and offer pupils 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 International Academy have a very important role to play regarding behaviour and discipline at the school and adhere to the following code of practice:

1. All staff, both teaching and non-teaching must take responsibility in maintaining the ethos and discipline in school to provide consistency
2. Praise where appropriate
3. Draw attention to good behaviour
4. Rules should be expressed positively and their rationale explained. Pupils 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, even angry at the behaviour and reject that, but not the child who is still valued as a person
7. Ignore petty, attention-seeking behaviour when it does not significantly infringe classroom rights
8. Minimise unnecessary confrontation, undue criticism or embarrassment
9. All responses should be seen as fair

4. Pupil Expectations:

We expect the children at Edison International Academy:

1. to address/refer to all members of staff and other pupils politely and by using their name
2. to be honest and assume responsibility for their own actions and belongings
3. to arrive to school on time, in proper school uniform and with a positive attitude to work
4. to walk around the school and enter and leave school in an orderly manner
5. to show self-control and not react angrily at any time
6. to show kindness and tolerance towards others without bullying mentally, emotionally or physically
7. to show good manners (eg. please, thank you)
8. not to swear or use bad language
9. not to interrupt when someone is talking
10. to assume responsibility for a tidy and clean learning environment and to use litter bins provided
11. to care for and use school property and equipment correctly and sensibly
12. to use sanitary facilities appropriately and wash hands afterwards

13. to never leave the school grounds during school hours unless supervised by a member of staff
14. to only bring toys and other valuable items into school when given permission to do so
15. not to chew gum at school
16. not to wear jewellery (girls are allowed small earrings or studs)
17. not to wear make-up or nail varnish
18. should not use or have a mobile phone at the school .

The children are constantly reminded in a positive way of these expectations and are reminded of these.

5. Classroom Behaviour

At Edison International Academy, we believe that positive teaching strategies help prevent disruptive behaviour. Children are given work appropriate to their needs so that self-esteem and confidence can develop. Children should feel an integral part of the school so they do not feel the need to cause disruption.

Hence, in our classrooms

1. routines are clearly established and children are involved in this process
2. children are expected to participate in all activities with a positive attitude
3. consistent expectations for learning are set
4. Rules are clearly presented to the class at the earliest opportunity by the Class Teacher, and are reminded of these on a regular basis. It must be made clear to students what is expected of them.
5. Tasks are matched to the ability to ensure a sense of success for all children. Learning objectives are communicated to the children in every lesson and Success Criteria generated are appropriate, to ensure that children know what, how and why they are learning
6. Children are listened to and taken seriously
7. The Class Teacher will learn as much as possible about each child in the class
8. The Class Teacher will ensure that an emotionally upset child is supported by informing the appropriate people (eg. Principal, Deputy Principal, Office Staff, etc.) are involved so that action can be taken
9. The Class Teacher will have the flexibility not to over-react to situations over which the child has very little control eg lateness, fee-payment, etc.)

6. Rewards

At Edison International Academy, there is an emphasis on the positive approach to behaviour management. Pupils 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 to improve behaviour.

Reward systems are in place for every pupil in the school. However, as we aim to promote healthy eating sweets will not be used as a reward.

7. Intervention Planning and Sanctions

10. 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 classes.

1. Focus on Learning

This includes ignoring the poor behaviour and noticing children who are on task and learning but it is also vital that the learning is well planned and differentiated so that all children are able to stay on task.

2. Non verbal interventions:

Often looks or a small head movement from the Class Teacher is enough to deter children from further disruption

3. Verbal Intervention:

This is meant to be a warning, however it is important that it is, wherever possible, still linked to learning or questioning.

4. Delay confrontation:

Where possible, confrontation should be avoided in front of an audience. Children should be given the choice to join in with the learning so that there is a ‘win win’ situation

5. Consequences:

Consequences of poor behaviour should be based on ‘certainty not severity’. Children should understand a consequence will definitely happen whether they begin to join in with the lesson or not (eg. they cannot win back break time with good behaviour). **Each school will have its own disciplinary procedures that will detail the consequences of poor behaviour choices to ensure consistency across the school.**

11. Examples of Consequences are:

a. *Loss of break time:* children are required to stay in for their break time

b. *Time out sessions:* if a pupil continues to behave inappropriately despite two prior warnings in class, said student will be removed from the class for a ‘time-out-session’, and will be given some classwork to complete during this time. Pupils are to spend such ‘time-out-sessions’ in the Principal/Deputy Principal/Learning support staff office.

c. *Involvement of the Principal:* should the pupil continue to behave inappropriately, or should a more serious incident have occurred, the Principal will get involved.

d. *Tasks as Punishment:* for certain pupils, it may be appropriate to issue a task as punishment for inappropriate behaviour. This should be a useful task, yet not one the pupil particularly enjoys or considers to be a reward. The Class Teacher or the Principal will decide the nature of this task and when it has to be undertaken by the pupil (eg. cleaning up the playground, rearranging books in the school library).

e. *Detention:* if a pupil continues to persistently display poor behaviour, he may be issued with an after school detention, accompanied by a letter to the parents informing them of the child’s poor behaviour and the necessary detention signed by the Principal.

Reasons for the issuance of detentions are:

1. persistent defiant behaviour
2. persistent disruptive behaviour
3. behaviour that puts others in danger (i.e. constant fighting, aggressive behaviour towards others)
4. persistently breaking school or classroom rules

5. disrespect towards any adult around the school
6. persistent refusal to do homework or bring copy books to school

6. Bullying

Through assemblies, stories and other areas of the curriculum the philosophy of respecting each other, helping and protecting those smaller or weaker than ourselves is explained. Edison International Academy has a no-tolerance stance towards bullying and any incidents are to be reported and recorded.

If bullying is reported by parents or child, procedures outlined in the ‘**Anti-bullying Policy**’ are to be followed.

7. Immediate Suspension:

On occasion, it may be necessary to suspend a pupil from Edison International Academy with immediate effect. Only the Principal can suspend a child from school. Such an action will be exceptional and generally relate to extreme behaviour, constituting a serious breach of school rules. However, the Principal also has the right to exclude a child where the health, safety and welfare or education of others are threatened.

Such offences include:

1. assaulting a member of staff or another pupil
2. possession of illegal substances eg. cigarettes), an offensive weapon (eg. knives) or any other object which could be potentially hazardous
3. serious physical or indecent assault against fellow pupils
4. persistent bullying (ongoing intimidation or physical, emotional, verbal abuse against other pupils)
5. refusing to cooperate with staff when the pupil’s or other pupils’ education or welfare are at risk
6. causing serious damage to school property or the school building

8. School rules Circular:

The School rules circular in as Appendix 1 to this policy, is to be shared with parents to ensure communication about the importance of the schools rules and the consequences if they are not followed.

Appendix 1: School Rules Circular

SCHOOL RULES CIRCULAR

تعميم قواعد الاكاديمية

- We have high expectations of student behaviour and academic achievement at Edison International Academy. 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 اكااديمية اديسون توقعات عالية لتحسين سلوك الطلاب و تطوير التحصيل الدراسي ومن الضروري 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 عضواً صالحاً وفعالاً في المجتمع المدرسي لدينا، ويجب احترام الآخرين والحفاظ على الأشياء الخاصة بهم.
- Proudly wear our **school uniform which includes black school shoes, not trainers**
 - الالتزام بالزي المدرسي وارتدائه بفخر ويشمل 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 و عنصرية 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 International Academy reserves the right not to re-register your child for the following Academic Year.

ونحن على ثقة من أن طفلك سوف يقوم باتباع قواعد الاكاديمية على النحو المبين اعلاه، وفي حالة عدم الالتزام بقواعد الاكاديمية وتكرار حدوث هذه التصرفات الغير مقبولة فأن اكااديمية اديسون الدولية تحتفظ بحق عدم اعادة تسجيل الطالب للعام الاكاديمي التالي

Behaviour and Discipline Procedure

The Primary behaviour procedure is based on the premise that all students should be enabled to take full responsibility for their own behaviour and learning.

This will better prepare them for independent life, enabling a positive contribution to society and to the wellbeing of the whole school community.

1. Our aims are to support students in being well behaved and considerate of others, therefore we must follow these fundamentals:

- All staff members model good behaviour and are positive role models to our students
- There is a partnership between parents/carers, staff and students
- The behaviour expectations are adhered to which leads to a high standard of behaviour both in and out of the classroom
- Students value themselves and others within the school community and respect everyone’s right to feel safe, enjoy and achieve.
- Staff and students treat each other with respect and dignity
- All students should be able to learn without disruption from others
- Students should take responsibility for their own actions and be able to reflect and make amends if necessary
- Excellent behaviour for learning leads to excellent progress

2. The key to achieving outstanding behaviour in the classroom is good management. A managed classroom should have the following characteristics:

- Students are welcomed by their teacher at the start of each lesson. Lessons start promptly and follow an established routine.
- The pace of the lesson is good and activities are varied in line with the subject.
- Workbooks are well presented and with evidence of assessment.
- Students know what they need to do to achieve their potential.
- The classroom is tidy, welcoming and has student work on display, showing celebration of their work.
- Differentiation is appropriate to the class and supports the learning and progress of all.
- **Students are frequently praised. A reward system (eg Class Dojo) should be in place and used to promote learning.**
- **Class behaviour expectations have been discussed as a class, and these are displayed in the class room.**

3. The ‘3 Strikes System’ is used to minimise any low level disruption. The strikes are used fairly and consistently. Each teacher will record this information on the Strikes Monitoring Sheet.

- Strike One - The staff member informs the student their behaviour is unacceptable (they are not conforming to the behaviour expectations) and how they wish them to behave. The student’s name is written on the Board
- Strike Two - The staff member informs the student that this is their second and last chance and that they should now make the right choices. The student is informed that the next time the staff member has to address poor behaviour; there will be a consequence. A mark is placed next the student’s name on the board.
- Strike Three – If the student is still not following behaviour expectations, the last mark is placed against the student’s name. The teacher will inform one of the management team by Whatsapp/messenger. Manager will remove student from the class- the length of time is dependent on how disruptive the student was, and if it is

decided they will now work. **Student will miss the next break by going to set room.** Class teacher will inform the parent that the student has had 3 strikes at end of the day.

- When a student has 3 strikes, the information is written on the Strikes Monitoring Sheet.
- If there are behaviour issues in the class, and the 3 strikes have not been used or Management has not been informed, the teacher will need provide an explanation.

4. Follow Behaviour Discipline Chart. This has an outline of the consequences and the steps of seriousness for behaviour issues identified in our school.

- All class/tutor teachers are to display the Behaviour/discipline chart at teacher desk, to be readily checked when necessary.
- All classrooms need to have the coloured Behaviour /discipline Flow chart displayed for students to be aware of the different steps.

5. Behaviour Report : A student will go onto a Behaviour report if they are consistently getting ‘3 strikes’. Students who show serious misbehaviour, such as using bad language, starting a fight, truanting, coming to lessons later, defiant behaviour and such, will be put straight onto a Behaviour report.

- There are three levels of Behaviour report. Red is the first level, then Yellow, then Green.
- Students will be given 3 targets, and will be given 1 point for each target met in every lesson over the day. The class/form teacher is to add up the marks at the end of the day.
- A photo of the report is taken and sent to the student’s parents by Class Dojo at the end of every day.
- All start on Yellow. If a score of 65% (2/3 targets over the day) is gained over the week, the student will move onto a Green report, and then off the report.
- If a score of 65% is not reached, the student will move to the red report. If a score of 65% is reached, the student will move to yellow, then green as above.
- A student on red who does not reach a score of 65% after 5 days, the teacher will fill out a Behaviour referral form, and the School Psychologist will start collecting information. If the student does not reach 65 % again, a Behaviour Intervention plan will be written. If the student still does not improve, parent meeting will be held. A warning letter will be given about the repeated misbehaviour that is occurring, and will go on file.
- A student on a behaviour report can only go on a trip if he/she has shown improvement to the next level in the previous week to the trip.

6. On occasion, where it is unavoidable, the Principal may deem it necessary to issue a fixed term suspension where a student’s behaviour is affecting other students and staff. This may be in a form of an internal suspension (where a student is at school but does not work in the classroom), or an external suspension (where a student is not allowed into school and needs to stay at home).

- At Dahl al Hamam we work together as a team to try and avoid a child being suspended from school either permanently or continuously for repeated offences. Any suspensions of a student must be discussed and reasoned before any procedures takes place.
- If suspensions and all other avenues have been exhausted, a student may need to be expelled from Dahl Al Hamam. By Qatari law, only the Principal may exclude a student, and this needs to be done with the notification to the Ministry of Education.

ANTI BULLYING POLICY

“Pulling someone down will never help you reach the top”

1. Rationale

At Edison International Academy, we value good relationships between all of the school community and take every allegation of bullying seriously. Every child that feels they are being bullied will be taken seriously. All staff, pupils 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 pupils can work in an environment without fear.

Bullying is unacceptable at Edison International Academy 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 victims refusing to attend school or even, in extreme cases, attempting to harm themselves.

2. Aims:

With this policy, we aim to create an environment where pupils can grow and flourish without fear. Each pupil has the right to be safe in and out of school.

We aim to:

1. ensure that children 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 pupils and staff that bullying is wholly and always unacceptable
5. promote an environment where children feel they can trust and tell adults
6. promote positive attitudes in pupils (also conflict management)
7. ensure that all staff are aware of their duty over those in their care and the need to be alert to signs of bullying
8. ensure that all staff are aware of procedures at all times

3. Information on Bullying:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group physically or emotionally. At Edison International Academy, all forms of bullying are taken equally seriously and dealt with appropriately. Bullying can take place between pupil, between pupils and staff, or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods. We understand that all children have disagreements with each other from time to time. This is not considered bullying.

We identify four types of bullying:

Physical: hitting, kicking, taking or hiding belongings

Verbal: name calling, teasing, insulting, writing or sending unkind notes or messages, including cyber bullying

Emotional: being intentionally unfriendly, excluding, tormenting looks, spreading rumours

Cyber: email and internet chat room misuse, mobile phone threats by text, call, social websites

a. Specific types of bullying:

1. bullying related to race or colour, religion or belief or culture
2. bullying related to special education needs (SEN) or disabilities
3. bullying related to appearance or health conditions
4. bullying related to sexual orientation
5. sexist or sexual bullying
6. bullying using electronic forms of contact (cyber bullying)

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 the group
5. telling tales with the purpose of causing trouble
6. threatening texts or messages in chat rooms

c. Signs and Symptoms:

1. A child may indicate by signs or behaviour that they are being bullied. All staff should be aware of these possible signs and they should investigate if a child:
 2. is unwilling to go to school
 3. becomes withdrawn, anxious or lacking in confidence
 4. starts stammering
 5. attempts or threatens self harm
 6. cries themselves to sleep at night or has nightmares/bedwetting
 7. regularly feels ill in the morning
 8. begins to do poorly in school work
 9. comes home with clothes torn or books damaged
 10. has possessions go missing
 11. has unexplained cuts and bruises
 12. stops eating or overeats
 13. is frightened to say what is wrong
 14. is frightened of walking to or from school
 15. changes their usual routine

Edison International Academy will ensure that all staff are aware of the above symptoms and that they promptly report any suspicions of bullying to the School counsellor, learning support staff, Deputy Principal or Principal.

4. The Role of Staff:

a. The School Principal will:

1. ensure that all staff have an opportunity of discussing strategies and will review them regularly
2. determine the strategy and procedure
3. discuss and further develop those strategies and procedures with the Managing Director of Edison International Academy
4. ensure that staff is aware and appropriately trained
5. ensure that procedures are brought to the attention of all staff, parents and pupils
6. be responsible for the day-to-day management of the policy
7. ensure that there are positive strategies and procedures in place to help both the bullied and bullies
8. refer and liaise with professionals if necessary
9. arrange relevant pupil training, and determine how best to involve parents in the solution of problems
10. ensure record keeping

b. Class Teachers will:

1. be responsible for liaising with the Principal/Deputy Principal over all incidents of bullying involving pupils in their respective classes
2. be involved in any strategy to achieve a solution
3. teach the anti-bullying programme through PHSE/Assembly lessons

c. All staff will:

1. know and follow all relevant policies and procedures
2. keep clear records on a ‘Record of Incidents of Bullying’ form
3. be observant and regularly talk to pupils
4. deal with incidents according to this policy
5. never let any incidents of bullying go unreported

d. Staff are to follow the following principles:

1. it is important that children who experience bullying can be heard
2. it is important to note that children may react to bullying in various ways
3. if children feel upset, they are encouraged to speak to their teacher and that this is kept confidential from other students
4. it must be emphasised to the children that they should under no circumstances deal with the situation themselves and that they must remember that physical aggression is not acceptable at Edison International Academy
5. students must be assured that a responsible adult will sort out the problem as calmly as possible
6. all incidents are reported to the Principal/Deputy Principal
7. parents are to be contacted to discuss matters
8. any incident is noted down and put into the student file
9. all pupils are encouraged to report incidents of bullying

5. Reporting and Recording:

1. all incidents must be reported and recorded in full and records must be kept
2. reports of bullying must be logged by the class teacher and/or any member of staff the incident is reported to

3. the forms are kept in the Principal’s office as well as the Administration Office
4. the form must be filled out in full to ensure that patterns of bullying can be identified

6. Bullying and the Curriculum:

Edison International Academy will raise awareness of the anti-social nature and the effects of bullying through PHSE lessons, school/class assemblies and/or in the course of lessons in the classroom, whenever the topic covered allows the class teacher to do so.

7. Supporting Pupils

a. Bullied Pupils:

Staff who deal with pupils who have been bullied must always offer reassurance. Pupils who have been bullied will be given support.

b. Bullies:

Support will also be given to the pupil who is doing the bullying. Edison International Academy will to the best of their ability try to change the behaviour and attitude of the bully. However, it is unavoidable that sanctions must be used against bullies.

8. Sanctions:

Edison International Academy will take tougher action against pupils who do not respond to preventative strategies to combat bullying. Sanctions are determined by the nature of the bullying on a case to case basis and include:

1. writing a letter of apology
2. removal from the class
3. withdrawal from break-time privileges
4. withholding participation in any school trip, extra curricular activities and/or other events that are part of the school day
5. **temporary, fixed-term or permanent exclusion from the school:** this will only be considered in a case of **extreme and continuing** bad behaviour, bullying, harassment, etc.

Any form of exclusion will be discussed with the School Principal, the parents and the Managing Director of Edison International Academy.

9. Involving Parents:

1. Parents, as well as all staff and pupils, should know that the school will not tolerate bullying. Parents will be informed of policy and procedures
2. Parents of pupils who are being bullied and parents of the bullies will be involved in the solution of the problem as appropriate

10. Cyber bullying:

“Cyber bullying is an aggressive, intentional act carried out by a group or individuals using electronic forms of contact repeatedly over time against a victim who cannot easily defend him or herself”

Types of cyber bullying:

1. text messaging bullying
2. picture/video clip bullying via mobile phone
3. phone call bullying via mobile phone
4. email bullying
5. chat room bullying
6. bullying via websites
7. bullying through instant messaging

School Policy on Cyber Bullying:

8. no pupils are allowed mobile phones on school premises
9. the school ensures internet safety
10. teachers must teach safe internet usage

11. Ministry of Education Policy on Cyber Bullying

Please refer to Appendix 1- Circular from Ministry of Communications.

STUDENT PASS/FAIL POLICY

“We achieve nothing without effort” School Motto

1. Rationale:

Edison International Academy has all children’s best interest at heart. Every child 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 document, Edison International Academy 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 1 to Year 6 who do not meet the expected grade (50%). This pass grade must be achieved in all academic subjects that the student is enrolled in (for example: English, Mathematics, Science, Social/Humanities, Arabic, Islamic Studies, Qatar History, French, ICT).

The 50% grade is taken from the average mark taken for each subject over Term 1, Term 2 and Term 3 assessments.

2. At the end of the academic year, a cumulative report is issued, alongside the Term 3 report, stating if the student has passed or not passed the academic year overall.

3. Students are not passing:
 - a. In Term 1, parents are informed that the student is in danger of not passing the year via a letter, and an intervention programme is put in place. Parents are to sign that this information has been received.
 - b. In Term 2, a formal parent meeting is held to inform the parent that the child is to be re-assessed. The parent is required to sign a letter to confirm this meeting.
 - c. In Term 3, students who have not met the pass mark of 50% in the cumulative end of year report are re-tested, with parents being notified in writing about the date, time and subject of the re-test. Should the student still not meet the required pass mark (50%) after the re-test, the student is retained at the current year level. The re-test in any subject includes some topics from Term 1 and 2, as well as Term 3.

4. All students who have the attendance of less than 85% throughout an academic year.

Note: Absences that are authorised (doctor’s note, leave request form) will be taken into account.

3. Parental involvement:

All teaching staff at Edison International Academy are committed to updating all parents on a regular basis on their child’s academic progress, with at least one school report every term. Parents of children who are in danger of failing their year group in an academic year are called to discuss their children’s progress well in advance, but latest towards the end of the second term. They are informed in writing and such a letter is handed over at the aforementioned meeting. If the parents fail to attend the meeting, the letter is accountable as delivered using the electronic means of communication, (eg Class Dojo or Whatsapp). This is to ensure that the necessary support can be given and children are given the opportunity to improve in the areas addressed to meet the required expectations for the year group.

HOMEWORK POLICY

Nil sine labore - We achieve nothing without effort

School Motto

1. Rationale:

Homework is important at all stages of a child’s education and when used properly, it extends the challenge open to the pupil and ensures that teaching time is used to maximise the effect. Homework makes a significant contribution to the development of independent learning.

2. Aims:

Through this policy we aim to:

1. ensure that parents are clear about what their child is expected to do
2. ensure consistency of approach throughout the schools
3. use homework as a tool to help continue to raise standards of attainment
4. improve the quality of the learning experience offered to pupils and to extend it beyond the classroom environment
5. provide opportunities for parents, children and the school to work together in partnership in relation to our pupil’s learning
6. reinforce work covered in class by providing further opportunities for individual learning
7. practise and consolidate basic skills and knowledge, especially in Numeracy and Literacy
8. encourage children to develop the responsibility, confidence and self-discipline needed to study independently
9. enable children to transfer skills cross-curricular

3. The Nature of Homework

Homework can be set in different ways, and with different expectations and outcomes:

1. The nature and type of homework should change throughout a pupil’s school career
2. The nature and type of homework should consolidate classroom learning
3. The amount and frequency of homework should increase as a pupil gets older, but should always be appropriate to the ability of the individual child

4. Homework should not cause undue stress on the pupil, the parents or the teacher
5. Homework must be set regularly from the Early Years Foundation Stage to Year 6

4. Recommended Time Allocation

Homework should never be too time consuming, nor should it create stress for pupils and their families. If parents have any concerns, they should not hesitate to contact the school. Normally, more than one day will be allowed for the completion of a homework task, **except where daily practice is to be required and needs to be encouraged, eg. reading, spelling and times tables.**

In line with the National Curriculum of England objectives, the following time allocations are recommended for homework activities:

1. Early Years Foundation Stage: **1 hour per week**
2. Years 1 and 2: **1 – 1.5 hours per week**
3. Years 3 and 4: **1.5 – 2.5 hours per week**
4. Years 5 and 6: **30 – 60 minutes per day**
5. Years 7 and 9: **60 minutes per day**
6. Years 10 to 11: **At least 60 minutes per day, but could be more.**

5. Homework Tasks for EYFS and Primary

Listed below, for each Phase, are examples of tasks and activities that might be given as homework. Please note that this list is by no means exhaustive and open to constant change. Homework activities may change to meet the needs of the pupils, and will be relevant to the class programme.

All homework tasks and activities will have a clear purpose and assist pupils in the process of their academic development. The list below is therefore not exhaustive:

<p><u>Phase 1 – Foundation Stage</u></p> <ul style="list-style-type: none"> • Practise letter sounds according to the Edison International Academy’s Jolly Phonics plan • Reading books and key words • Counting up and down stairs, number of jumps, number of tins etc. • Reciting nursery and counting rhymes. • Exercises aimed at the identification of shapes and/or colours • Letter and/or number tracing to enhance pencil control and letter and/or number recognition • Any exercises that are set to train gross and/or fine motor skills 	<p><u>Phase 1 - Year 1 and Year 2</u></p> <ul style="list-style-type: none"> • Reading books and key words • Learning spellings • Learning number facts • Literacy activities and small, age-adequate and curriculum-relevant research projects are encouraged • Numeracy activities • Working out real life problems (i.e. house numbers, shapes in the house, etc.)
<p><u>Phase 2 - Year 3 and Year 4</u></p> <ul style="list-style-type: none"> • Reading • Spellings • Literacy activities, including independent writing activities • Numeracy activities, including times tables • Handwriting practise • Small, age-adequate and curriculum-relevant independent research projects and presentations • Self-assessment of own learning 	<p><u>Phase 2 - Year 5 and Year 6</u></p> <ul style="list-style-type: none"> • Reading • Spellings • Handwriting practise • Reading comprehension activities • Planning pieces of writing • Research projects and planning presentations • Researching topics • Times Tables • Number facts and number bonds • Self-assessment of own learning

6. How can parents help?

Showing care and taking interest is perhaps the greatest help parents can give. Parents should check the student’s diary /digital messages daily. The homework diary/digital message is an important means of communication between the school and parents. Parents can also broaden their child’s education through planned visits to places of geographical, historical, scientific or cultural significance and interest, or by looking out for useful television programmes, newspaper articles or websites such as Al Jazeera, in both English and Arabic.

7. Role of the Class Teacher

1. to inform parents in writing at the beginning of each term, outlining the homework tasks and learning targets set for children, and if necessary give guidance of how they might assist their child.
2. to set up regular homework in an easily followed routine
3. to ensure homework is set consistently
4. to ensure homework is purposeful and links directly to the curriculum being taught
5. to mark homework appropriately regularly and give individual feedback to pupils as necessary.
6. to reward and praise children who regularly and satisfactorily complete set homework tasks

Note: Whilst Edison International Academy is legally responsible to set homework on a regular basis, the school cannot enforce the completion of homework. However, pupils who do not complete their homework or who have not spent the recommended time attempting to complete their homework, will be provided time in school, after regular hours, to finish it with the help of staff, so that it can be ensured that the pupil understands and is confident regarding the homework content.

Parents will be notified by letter/digital message if their child regularly fails to submit homework or does not spend the recommended time trying to complete their homework.

8. Role of the School Principal:

1. to check compliance of the Homework Policy
2. to meet and discuss with staff how far the policy is being successfully implemented
3. to meet and talk with parents when appropriate
4. to report to the Stakeholders on the success of the Homework Policy and suggest changes if necessary

9. Role of Parents/Caregivers:

1. to support the school by ensuring that their child completes or at least attempts the homework independently
2. to provide a suitable, quiet place for their child to carry out their homework
3. to become actively involved and support their child with homework activities
4. At Edison International Academy, we are very keen for parents to support their children with set homework tasks. We believe that children are likely to get more out of an activity if parents get involved and assist, as long as it is apparent to the teacher that the homework is the child’s own work, as we need to see what children can do on their own. It is particularly important for children to become independent in and responsible for their learning. If a parent is unsure what their role should be, they are encouraged to seek advice from their child’s teacher.

10. General:

Marking of homework: staff should mark homework that is returned by pupils. This will give the process of setting and completing homework a higher profile and status, and underpin the message that homework is an important and valued aspect of school life. Marking of homework is a way of keeping track of who has completed their homework, and a way of giving feedback and setting targets.

1. Illness: if children are absent due to illness, we will assume that the child was unable to complete any homework tasks set
2. Long term absence: if a child is absent for a length of time (i.e. hospitalisation), the teacher will contact the parent to determine what should be done. In such circumstances, the Principal needs to be consulted. The school should resume the responsibility of ensuring that the parents/child are given daily work and any homework that is covered during the time of absence.
3. Students taking holidays during term time: it is not possible to give homework in such cases. The parents will be informed that the school cannot be responsible for ensuring the child has school work over this period. This is solely the responsibility of the parents.

Fees Structure

A/Y 2023-2024

- There is Registration Fee payment for each student when placement in the school is accepted.
- Tuition Fees will be invoiced as two payments to be paid before the beginning of term 1 and 2.
- If a student is admitted in the first half of a term, a full term's fee will be charged and not refunded.
- If a student is admitted during the second half of a term, a full term's fee will be charged.
- Seat reservation is QAR 2,500 to be paid after all school fees are settled.

Admission and registration fees		Year 1 – Year 6
Entrance Assessment Fee (non-refundable) for new students.		QR 206
Registration Fee for new students (non-refundable)		QR 515
Registration fee (non-refundable) for existing students	QR 2,500	Will be deducted against 1 st Term tuition fee

Grade Level	Entrance Level test	Registration Fee	Term 1 Fee	Term 2 Fee	Total Fee	Books Fee	Uniform Fee
KG 1	-	515	8500	8500	17000	773	1030
KG 2	-	515	9075	9075	18150	773	1030
Year 1	206	515	10225	10225	20450	1329	1030
Year 2	206	515	10225	10225	20450	1329	1030
Year 3	206	515	10225	10225	20450	1360	1030
Year 4	206	515	10225	10225	20450	1421	1030
Year 5	206	515	11350	11350	22700	1421	1030
Year 6	206	515	11350	11350	22700	1421	1030

ملاحظة: رسوم الكتب لا تشمل كتب المواد الثلاثة (اللغة العربية – التربية الاسلامية - التاريخ القطري) هذه المواد الثلاثة يتم تحديد اسعارها من قبل وزارة التعليم والتعليم العالي.

Please note that book fees are exclusive of the Arabic, Islamic and Qatar history books. This will be determined by the Ministry of Education and Higher Education.

Transport Fee	(Inside Doha)	QR 2,317/ term	QR 4,635 / Year
	(Outside Doha)	QR 2,781/term	QR 5,562 Year

- One month's notice, prior to the commencement of the new term, is required for withdrawal of the child from the school/discontinuation of the school transport. Irrespective of the month in which the child is admitted/withdrawn or stops using school transport; fees for the full term need to be paid.
- School fees are subject to annual review and may be increased subject to approval from the Ministry of Education and Higher Education.

AGREEMENT:

To be signed and returned to the school reception with the application form. **My commitment as the parent / guardian: I have read the above regulations and I agree to honor the school fees payment structure and the responsibility to pay the fees.**

Name of applicant student.....

Name of Parent/Guardian.....

Signature.....

UNIFORM POLICY

1. Rationale:

At Edison International Academy, all pupils are to wear the prescribed school uniform, which is part of ensuring a purposeful learning ethos. A complete list of the items that are part of the school uniform will be in each school’s procedure handbook.

2. Aims:

This policy is based on the belief that a school uniform promotes a sense of pride in the school, and fosters a feeling of community and belonging. Edison International Academy’s uniform identifies our pupils with the school, is not distracting in class, and makes children feel equal to their peers in term of appearance.

3. Uniform:

The school uniform colours and items may change from year to year. Each year the uniform items will be itemised and added to the School’s information site.

1. Boys:

- shirt with school logo
- trousers or shorts
- sweatshirt/jacket with school logo

2. Girls:

- short or long sleeved blouse with school logo
- knee/ankle-length dress/skirt with school logo
- sweatshirt/jacket with school logo

3. Physical Education Kit for Boys and Girls:

- polo shirt with school logo
- tracksuit bottoms or shorts
- sports shoes (no football shoes are allowed at any time)

Note: Children should come to school dressed in their PE Kits on designated PE days.

4. Footwear:

Pupils of Edison International Academy **MUST** wear flat black shoes.

5. Headwear:

During the hot summer months, pupils of Edison International Academy are able to wear a cap with the school logo during break-time and outdoor activities.

6. Jewellery:

Apart from small ear studs for girls, jewellery is not allowed to be worn at Edison International Academy at any time on grounds of health and safety for all pupils.

7. Labelling:

All uniform items are to be clearly marked with the pupil’s name.

PARENT BEHAVIOUR POLICY

1. Rationale:

At Edison International Academy, we believe staff, parents and children are entitled to a safe and protective environment in which to learn and work. Behaviour that will cause harassment, alarm or distress to users of the premises is contrary to the aims of the school.

2. Aims

- That all members of the school community treat each other with respect
- That adults set a good example to children at all times, showing them how to get along with all members of the school and the wider community
- That no members of staff, parents or children are the victims of abusive behaviour or open to threats from other adults on the school premises
- Physical attacks and threatening behaviour, abusive or insulting language verbal or written, to staff, parents and carers, children, stakeholders and other users of the school premises will not be tolerated and will result in withdrawal of permission to be on school premises
- Any parent who is asked to leave the school premises will have the right to appeal the decision by writing to the School Management, Managing Director or Grievance Committee

Please note that incidents of rudeness will be logged with the Ministry of Education Department.

3. Persons Causing Nuisance / Disturbance on School Premises

School premises are private property and parents have been granted permission from the school to be on school premises. However, in case of abuse or threats to staff, pupils or other parents, school may ban parents from entering school. The police may be called to assist in removing the person concerned.

School is not responsible for organizing arrangements for children in the above circumstances. Parents will need to provide alternative arrangements for bringing children into school.

Please note that Kindergarten dismissal time is 12:15pm and students should be collected by 12:30 at the latest. Year 1 to 6 dismissal time is 1:20pm and students should be collected no later than 1:30. Thereafter the school is not responsible for students left in or around the school premises unless they are on the bus, attending support lessons or after school activities which finishes at 2pm and students should be collected on time. **On Thursdays, all students will be dismissed at 12pm.**

4. Guidelines:

Types of behaviour that are considered serious and unacceptable and will not be tolerated towards any member of the school community:

This is not an exhaustive list but seeks to provide illustrations of such behaviour:

- Shouting, either in person or over the telephone
- Disrupting lessons and school routines
- Not collecting child/ren timeously
- Inappropriate posting on Social Networking sites which could bring the school into disrepute or be deemed as bullying
- Speaking in an aggressive/threatening tone
- Physically intimidating, e.g. standing very close
- The use of aggressive hand gestures/exaggerated movements
- Physical threats
- Shaking or holding a fist towards another person
- Swearing
- Pushing
- Hitting e.g. slapping, punching or kicking

- Spitting
- Racist or sexist comments including sexual innuendo.

5. Inappropriate use of Social Networking Sites:

Social media websites are being used increasingly to fuel campaigns and complaints against schools, head-teachers, school staff, and in some cases, other parents/pupils.

Edison International Academy considers the use of social media websites being used in this way as unacceptable and not in the best interests of the children or the whole school community.

Any concerns you may have must be made through the appropriate channels by making an appointment to speak to the class teacher, Administration Manager or School Principal, so they can be dealt with fairly, appropriately and effectively for all concerned.

In the event that any pupil or parent/responsible of a child/ren being educated at Edison International Academy is found to be posting slanderous or defamatory comments on Facebook or other social network sites, they will be reported to the appropriate 'report abuse' section of the network site. All social network sites have clear rules about the content which can be posted on the site and they provide robust mechanisms to report content or activity which breaches this. The school will also expect that any parent/carer or pupil removes such comments immediately.

In serious cases the school will also consider its legal options to deal with any such misuse of social networking and other sites. Additionally, and perhaps more importantly is the issue of cyber bullying and the use by one child or a parent to publicly humiliate another by inappropriate social network entry. We will take and deal with this as a serious incident of school bullying. Thankfully such incidents are extremely rare.

This also includes ClassDojo, which has been implemented for better communication between the school, teacher and parents. If any parent is found abusing this mode of communication, this will result in immediate removal from the application and all communication will be done through a Homework Diary or written letters.

Unacceptable behaviour may result in the Police being informed.

The school reserves the right to take any necessary actions to ensure that members of the school community are not subjected to abuse.

Parents have the right of appeal by writing to the School Management within ten days of their permission to enter the school premises being withdrawn.

Responsibilities:

It is the responsibility of the School Management Team to monitor and annually review this Parental Behaviour Policy.

Procedure to address inappropriate behaviour by adults on the school site

At Edison International Academy, we operate a 'zero tolerance' of the use of inappropriate behaviour anywhere on the school site.

***Inappropriate behaviour means disrespectful conduct towards people or property within the school site.*

Our Parental Behaviour Policy states:

- That adults set a good example to children at all times, showing them how to get along with all members of the school and the wider community
- That no members of staff, parents or children are the victims of abusive behaviour or open to threats from other adults on the school premises.

All staff and stakeholders agree that any adult found to be using inappropriate behaviour towards other adults or children should be dealt with using the following steps:

An adult approach another child	The adult will be spoken to immediately and the issue investigated by a school leader or counselor. This will be reported to the School Principal and recorded. The adult will receive a warning letter.
A parent approaches another parent.	The parent should report this to a member of staff or a school leader. The offending parent/s will be spoken to as soon as possible after the incident and reminded that we have a zero tolerance of inappropriate behaviour. A letter will be given to the parent/s. This warns a parent that if it recurs they could be banned from the school site.
A parent approaches a member of staff	This should be reported immediately to a member of the Senior Leadership Team. This will be investigated as soon as possible and the member of staff will be informed of the action taken. The parent/adult will be spoken to and given a warning letter. This warns a parent/s that if it recurs they could be banned from the school site.
Not collecting students on time Please provide an emergency contact person and phone number	If a parent/s have any emergency and cannot collect their child/ren on time, the school needs to be immediately notified and alternative arrangements need to be made in the best interest of the child.
Recurring inappropriate behaviour	If a parent/s continues to use inappropriate behaviour, they will be referred to the Policy for Parental Behaviour. This indicates how antisocial behaviour, when not corrected, can lead to interviews. This can then lead to a ban from the school site. An ultimately the parents may be asked to register their child/ren in another school based on the severity of the recurring incidents.

***Breaching of this policy will result in an official warning. A sample of the warning is attached to this policy for your reference. Depending on the severity which is at the schools discretion, parents will be given notice to find alternative placement for their child/ren.**

****For ‘parent’ read for any adult who accompanies children onto the school site.**

Depending on the circumstances of the individual incident, these procedural steps may be amended at the discretion of the School Management Team.

The school reserves the right to go straight to a bar where the circumstances are sufficiently serious in the school’s view.

This policy is subject to review in 2024.

Name of Student: _____	Class: _____
Name of Parent: _____	
Parent Signature: _____	Date: _____

سياسة سلوك ولي الأمر

1. الأسباب:

في أكاديمية اديسون الدولية ، نؤمن أن الموظفين وأولياء الأمور والأطفال لهم الحق في بيئة آمنة ووقائية للتعلم والعمل. و أي سلوك يسبب المضايقة أو القلق أو الذعر لمستخدمي المبنى يتعارض مع أهداف المدرسة.

2. الأهداف:

- أن يعامل جميع أعضاء المدرسة بعضهم البعض باحترام.
- أن يكون البالغون مثال للأطفال يحتذى به في جميع الأوقات ، ويوضح لهم كيفية التوافق و التعامل مع جميع أعضاء المدرسة والمجتمع على حدٍ سواء.
- أن لا يكون أي فرد سواء من الموظفين أو الآباء أو الطلاب ضحية لسلوك سلبي أو تهديد من قبل موظفي المدرسة أو طلابها.
- لن يتم التسامح مع السلوك التهديدي و الهجمات الجسدية ، أو اللغة المسيئة و المهينة سواء كانت شفوية أو مكتوبة في حق الموظفين ، أو أولياء الأمور، أو مقدمي الرعاية ، والأطفال ، وأصحاب المصلحة ، وغيرهم من مستخدمي مبنى المدرسة ، و سيؤدي ذلك لسحب الإذن الممنوح للتواجد بحرم المدرسة.
- أي ولي أمر صدر له أمر بمغادرة المدرسة يكون له الحق في تقديم تظلم إلى المدير العام.
- يرجى العلم أن حوادث عدم الاحترام سيتم تسجيلها بوزارة التربية و التعليم.

3. الأشخاص مسببو الإزعاج / الاضطراب في حرم المدرسة

مباني المدرسة ملكية خاصة وقد تم منح الآباء الإذن من المدرسة ليكونوا في حرم المدرسة. ومع ذلك ، في حالة التهديد أو الاعتداء على الموظفين أو الطلاب أو أولياء الأمور الآخرين ، للمدرسة الحق في منع دخول ولي الأمر للمدرسة، كما يجوز لها استدعاء الشرطة للمساعدة في إخراج الشخص المعني.

المدرسة غير مسؤولة عن تنظيم الترتيبات للأطفال في الظروف المذكورة أعلاه. و سيحتاج الآباء إلى توفير ترتيبات بديلة لجلب أطفالهم إلى المدرسة.

يرجى ملاحظة أن وقت مغادرة مرحلتي رياض الأطفال و التمهيدي هو الساعة 12:15 ظهراً ويجب تسلم الطلاب الساعة 12:30 ظهراً بحدٍ أقصى. موعد خروج المرحلة الابتدائية من الصف الأول حتى الصف السادس هو 1:20 ظهراً ويجب تسلم الطلاب في موعد لا يتجاوز 1:30 ظهراً. بعد ذلك ، لا تكون المدرسة مسؤولة عن الطلاب المتواجدين في أو حول مبنى المدرسة ما لم يكونوا طلاب الحافلة المدرسية ، أو الطلاب الذين يحضرون دروس الدعم أو المشتركون بالأنشطة المدرسية التي تنتهي في تمام الساعة الثانية بعد الظهر ، ويجب أن يتم تسلم الطلاب في الوقت المحدد.

يرجى العلم أنه يجب تسلم جميع الطلاب الساعة 12 ظهراً يوم الخميس من كل اسبوع.

4. القواعد التوجيهية:

السلوكيات التي تعتبر غير مقبولة و خطيرة ولن يتم التهاون بها اتجاه أي فرد في المجتمع المدرسي.

** و هي على سبيل المثال و ليس الحصر:

- الصراخ سواء بوجه شخص أو عن طريق الهاتف.
- تعطيل روتين المدرسة و سير الدروس.
- عدم تسلم الطفل/الأطفال في الوقت المحدد.
- المنشورات و التعليقات على مواقع الشبكات و التواصل الاجتماعي التي يمكن أن تسيء للمدرسة و سمعتها.

- التحدث بنبرة عدوانية / تهديدية و التهديد الفعلي.
- استخدام إيماءات اليد العدوانية / الحركات المبالغ فيها كتوجيه قبضة اليد اتجاه الطرف الآخر.
- القسم و الحلفان التهديدي.
- دفع الآخرين أو ضربهم كالصفع أو اللكم أو الركل.
- البصق على الآخرين.
- التعليقات العنصرية أو التحيز الجنسي بما في ذلك التلميحات الجنسية.

5. الاستخدام غير المناسب لمواقع الشبكات الاجتماعية:

تستخدم مواقع التواصل الاجتماعي بشكل متزايد لتغذية الحملات والشكاوى ضد المدارس ، والمدراء ، وموظفي المدارس ، وفي بعض الحالات، أولياء الأمور/ الطلاب الآخرين.

تعتبر أكاديمية اديسون الدولية استخدام مواقع وسائل التواصل الاجتماعي بهذه الطريقة غير مقبول وليس في مصلحة الأطفال أو المدرسة على حد سواء.

في حالة وجود أية مخاوف, يجب أن تتم بطريقة التواصل الصحيحة من خلال تحديد موعد للتحدث مع معلم الصف أو مديرة المدرسة أو الإدارة, بحيث يمكن التعامل معها بحرفية و بشكل عادل و ملائم و فعال لكافة المعنيين.

في حالة اكتشاف نشر تعليقات افتراضية أو تشهيرية على مواقع التواصل الاجتماعي مثل: Facebook أو أية مواقع شبكة اجتماعية أخرى من قبل طالب أو ولي أمر/ المسؤول عن الطفل, يتم تعليمه في أكاديمية إديسون الدولية ، سيتم التبليغ عنهم إلى قسم "الإبلاغ عن الإساءة" في موقع الشبكة؛ تحتوي جميع مواقع الشبكات الاجتماعية على قواعد واضحة حول المحتوى الذي يمكن نشره على الموقع وتوفر آليات قوية للإبلاغ عن الاتصال أو النشاط الذي ينتهك ذلك. وستتوقع المدرسة أيضاً أن يقوم أي من ولي الأمر/ مقدم الرعاية أو الطالب بإزالة هذه التعليقات على الفور.

في الحالات الخطيرة ، ستندرس المدرسة أيضاً خياراتها القانونية للتعامل مع أي إساءة لاستخدام الشبكات الاجتماعية والمواقع الأخرى. بالإضافة إلى ذلك ، ولعل الأهم من ذلك هو قضية البلطجة الإلكترونية وتعرض طفل أو أحد الوالدين لإهانة علنية من قبل آخرين عن طريق الانضمام لمجموعات و شبكات اجتماعية غير ملائمة. سيتم أخذ هذا النوع من التسلط و التتمرد بجدية تامة و التعامل معه بالطرق القانونية. لحسن الحظ مثل هذه الحوادث نادرة للغاية.

وهذا يشمل أيضاً الكلاس دوجو ، الذي تم تفعيله كأداة تواصل أفضل بين المدرسة والمعلم وأولياء الأمور. إذا تم العثور على أي من الأبوبين سيبيئ استخدام هذا النمط من الاتصال ، فسيؤدي ذلك إلى الإزالة الفورية من التطبيق وسيتم التواصل معهم عن طريق دفتر الواجبات المنزلية أو خطاب كتابي فقط.

قد يؤدي السلوك غير المقبول إلى إبلاغ الشرطة.

- تحتفظ المدرسة بالحق في اتخاذ أي إجراءات ضرورية لضمان عدم تعرض أي من أعضاء المدرسة لسوء المعاملة.
- للآباء الحق في الاستئناف عن طريق الكتابة إلى إدارة المدرسة في غضون عشرة أيام من تاريخ سحب إذن الدخول لمباني المدرسة.

المسؤوليات:

- يقع على عاتق فريق إدارة المدرسة مسؤولية مراقبة ومراجعة سياسة سلوك أولياء الأمور سنوياً.

إجراء معالجة السلوك غير اللائق من قبل البالغين على موقع المدرسة

في أكاديمية اديسون الدولية ، نتبع مبدأ "عدم التسامح" في حالة استخدام سلوك غير لائق في أي مكان في موقع المدرسة. ** السلوك غير اللائق يعني سلوكاً غير محترم تجاه الأشخاص أو الممتلكات داخل موقع المدرسة.

تنص سياسة سلوك ولي الأمر على ما يلي:

- يجب أن يكون أولياء الأمور و كبار السن القدوة لأطفالهم بحيث يوجهوهم إلى السلوك السليم، بما في ذلك كيفية التوافق و التعامل مع جميع أعضاء المدرسة و المجتمع على حدٍ سواء.
- يتفق جميع الموظفين وأصحاب المصلحة على أنه يجب التعامل مع السلوكيات الخاطئة بما يقابلها و هي كالاتي:

تعرّض/ تحدث ولي الأمر إلى تلميذ عن مشكلة أو بسببها.	سوف يتم لفت نظر ولي الأمر المخطىء إلى عدم صحة سلوكه، فإن لم يمتثل سيتم إبلاغ الإدارة و سوف توجه الإدارة له رسالة تحذيرية.
تعرّض ولي أمر لولي أمر آخر	يجب على ولي الأمر إبلاغ أحد الموظفين أو قائد المدرسة بما حدث. سيتم التحدث إلى ولي/ أولياء الأمر المخطىء/ المسيء في أقرب وقت ممكن بعد الحادث و تذكيره بأننا لا نتسامح مطلقاً مع السلوك غير اللائق. خطاب تحذيري إلى ولي الأمر، و في حالة تكرار السلوك الغير لائق، قد يمنع و يطرد ولي الأمر من دخول حرم المدرسة.
تعرّض ولي أمر لأحد موظفي المدرسة	يجب الإبلاغ عن هذا على الفور إلى أحد كبار مسؤولي فريق القيادة. وسيتم التحقيق في ذلك في أقرب وقت ممكن وسيتم إبلاغ الموظف بالإجراء المتخذ. سيتم التحدث إلى ولي الأمر/ البالغ وإعطائه رسالة تحذير. و في حالة تكرار السلوك الغير لائق، قد يمنع ولي الأمر من دخول حرم المدرسة.
عدم تسلم الطفل في الموعد المحدد. (يرجى إرفاق اسم و رقم هاتف الشخص المخول للاتصال به في حالة الطوارئ)	إذا كان لدى أحد الوالدين أية حالة طوارئ ولا يمكنه تسلم/ أخذ أطفاله في الوقت المحدد، يجب إخطار المدرسة على الفور بذلك و إجراء ترتيبات بديلة لتحقيق المصلحة المثلى للطفل.
تكرار السلوك الغير لائق	إذا استمر أحد الوالدين في استخدام السلوك الغير لائق ، فسيتم توجيهه إلى قوانين سياسة سلوك ولي الأمر. و هذا يشير إلى أن عدم تصحيح السلوك الغير اجتماعي، قد يؤدي إلى المناظرة. وهذا بدوره قد يؤدي إلى الحظر من دخول حرم المدرسة. في نهاية الأمر ، قد يُطلب من الوالدين تسجيل طفلها في مدرسة أخرى بناءً على تعدد الحوادث السلوكية المتكررة.

* سيؤدي خرق هذه السياسة إلى تحذير رسمي. يتم إرفاق نسخة من التحذير بهذه السياسة للرجوع إليها. اعتماداً على خطورتها طبقاً لتقدير المدرسة. ، سيتم إعطاء الأباء إشعاراً لإيجاد مكان بديل لطفلهم / أطفالهم

- ** بالنسبة إلى "ولي الأمر" ، يُرجى قراءة هذه السياسة لأي شخص بالغ يرافق الأطفال إلى حرم المدرسة كالمربية و السائق و الأقارب. قد يتم تعديل هذه الخطوات الإجرائية وفقاً لتقدير فريق إدارة المدرسة، اعتماداً على ظروف الحالات/ الحوادث الفردية. تحتفظ المدرسة بالحق في اللجوء إلى الحظر إذا كانت الظروف خطيرة بما فيه الكفاية من وجهة نظر المدرسة.

سوف يتم مراجعة هذه السياسة في 2021

إسم الطالب / ة: _____ الصف: _____
 إسم ولي الأمر: _____
 توقيع ولي الأمر: _____ التاريخ: _____