



مدرسة القديسة مريم الكاثوليكية الثانوية – دبي
St. Mary's Catholic High School - Dubai
محبيصنة (فرع) Muhaisnah (Branch)

"Cradle of Quality Integral Education"

Muhaisnah 4
P.O. Box: 52232, Dubai, UAE

Web site: www.stmarysmuhaisnah.com

Parent Handbook

2015-2016

St. Mary's Catholic High School Muhaisnah



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30 August 2015

Dear Parents,

Welcome to the new school year for 2015-16! We hope you have all had a restful and enjoyable summer holiday. We would like to extend a very warm welcome to our new families who will be joining St. Mary's Catholic High School Muhaisnah (SMM). We are all looking forward to welcoming you to SMM and meeting you and your children. Our staff have been busy these past few months preparing the school and the classrooms, to welcome our students on 30th August.

I am delighted to write a few words of introduction to our school.

I have lived in the UAE since 1998 and have a great understanding and appreciation of the culture and educational direction of the country. It is with great joy I am joining SMM and I hope you will join me in my vision of developing SMM into a great school providing a UK Curriculum with a strong religious and holistic foundation.

The Sisters of St. Paul of Chartres (SPC) Philippine Province are also a key part of the school's management team, including Sr. Tess Bayona (Senior Vice Principal), Sr. Terry Capurihan (Vice Principal), Sr. Rosalie Badelic (Finance & Admin) and Sr. Alma Esmero (Pastoral Care and Development). The Philippine Province of the SPC's have more than 500 Sisters supporting 44 schools and universities, 13 hospitals and 7 pastoral centers in the Philippines. Of the 44 schools, some are in foreign countries.

St. Mary's Muhaisnah (SMM) is a school with a diverse pupil population from different parts of the UAE community. We have approximately 800 students from the many countries including the following: Bangladesh, Canada, Egypt, India, Kenya, Lebanon, Nepal, Nigeria, Pakistan, Philippines, Singapore, Sri Lanka, Syria, Ukraine, USA and Zambia.

Pupils, family and staff engagement is extremely important to us and we will endeavour to provide all our young people with memorable experiences that will truly enrich their lives. We strive to involve the whole school community in making SMM a safe, happy, forward-thinking and truly outstanding place for our pupils to learn. Our talented, multi-disciplinary staff team has high expectations of our pupils and we strive to provide the kind of education families want for their children.



Derrick Duggan, B.Sc (Hons), MA.
Principal

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1. THE BRITISH NATIONAL CURRICULUM

The British National Curriculum currently consists of core and foundation subjects. The core subjects are presently English, Mathematics and Science, which are compulsory across Early Years Foundation Stages and Key Stages 1 - 2. In addition to this, the Ministry of Education in Dubai includes Arabic language, Islamic (for Muslims) and Social Studies within its core subjects.

In addition to the core subjects above, we also offer:

- Art and Design
- Geography
- History
- Information and Communications Technology (ICT)
- French
- Physical Education (PE) which includes Swimming

The British Stage Structure

Year (Age)	Stage
FS1 (3-4) FS2 (4-5)	Early Years Foundation Stage
1 (5-6) 2 (6-7)	Key Stage 1
3 (7-8) 4 (8-9) 5 (9-10) 6 (10-11)	Key Stage 2

2. TERM DATES

Start of academic year	30 August 2015
Start of winter break	20 December 2015
Resume classes	3 January 2016
Start of spring break	27 March 2016
Resume classes	10 April 2016
End of academic year	23 June 2016

The school holidays are outlined in the school calendar. The school will follow the UAE regulations with regard to public holidays and close when instructed to by the Knowledge and Human Development Authority (KHDA), our regulating authority.

3. CORE VALUES

In adherence to support of our philosophy and especially in encouraging every member of our community to be considerate of the needs of all others, we all, parents and teachers alike, have a significant role to play in developing the attitudes and behaviour of students, as role models of our community values and in the consistent, firm, but fair enforcement of our behaviour policy.

We strive to foster compassionate and tolerant attitudes amongst our students, and to promote honesty, integrity, respect and responsibility amongst them. Students are expected to respect the rights, feelings and property of classmates, teachers, and all others; they are expected to exhibit co-operation, industry and good citizenship in the classroom and during all other school-related activities, and they are expected to demonstrate courtesy, consideration and good manners towards all others in the community. Just as we intend to establish a tradition of academic excellence at St. Mary's Muhaisnah, so too we expect from students conduct based on high ethical standards.

4. SCHOOL TIMINGS AND ATTENDANCE

It is mandatory that your child attends school 5 days a week. This year your child is to be in at 7.30 ready for their school day to start. Morning registration is at 7.45 am in the classroom and the end of the day is at 2.00pm for key stages 1 and 2. It is vital that children arrive on time as they will miss key lessons and lose track with the time.

Your child's attendance is important in their learning and a child that misses an excessive amount of school days, may be at risk of not being promoted into the next school year unless they have been legitimately excused by the Principal prior to the absence, as the result of an extreme special circumstance. Authorised and unauthorised absences are recorded on the student's report at the end of the academic year.

4.1 Class Timing

EYFS TIMING		
Classes Start	Classes end	Days in School
7.30 am	12.00 noon	Sunday to Wednesday
7.30 am	11.00 noon	Thursday
Key Stages 1 and 2		
7.30 am	2.00 pm	Sunday to Wednesday
7.30 am	12.35 pm	Thursday

There is supervision on the playground from 7:10-7:30. Students are dismissed at 14:00. Please note that there is no supervision on the playground before 7:10 or after school and children are strongly encouraged to go straight home unless they are in a

supervised after-school activity. Students who are travelling home by car are to be collected by their parents in the assigned places at exactly 2:00 pm and not earlier.

Parents are strongly encouraged to make appointments with class/subject teachers to discuss a student to avoid awkward times when teachers must be with the class.

Please avoid discussing your child when other students are present. If you must contact your child during the day or a classroom teacher and have not made prior arrangements, parents should contact the receptionist for assistance. Please do not go directly to the classroom during school hours as this can disrupt learning of students. Parents must never interfere/stop the direction or teaching of the teacher!

4.2 Break Time Procedures

During morning break, students will go to their assigned places for eating. The morning break for Yr. 1-3 commences at 9:45 a.m. from Sunday to Thursday which lasts for 25 minutes and will be supervised by the teachers on duty. The morning break Yr. 4-6 commences at 10.25 from Sunday to Thursday which lasts for 25 minutes. Foundation Stage classes will exercise a degree of flexibility in their timings.

It is mandatory that primary children wear a school regulation hat when outside for breaks and it is recommended that sunscreen be applied by parents prior to the commencement of the school day. All staff will enforce the 'no hat - no play' principle firmly in Primary break time.

4.3 Reporting Student Absence

Parents are required to report a student's absence the night before if they know that their child will not be attending school by sending an email to the Section Head, or to the school official mail, info-smm@smgeducation.org. Notes and medical certificates for absences written by the parent must be submitted to the class teacher as soon as a student returns to school.

If students need to be collected earlier or come in later, parents should let the Receptionist know as soon as possible by phone or e-mail to the school's email address. The Receptionist will forward the message to the class teacher.

Absence undermines and disrupts learning and it is not possible to 'make up' in full the learning lost during a period of absence. We, nonetheless, recognise that some parents may wish to withdraw their children from school during certain religious holidays that are not observed at our school but which are in accordance with the Ministry of Education. In this case, parents must inform the school ahead of time so that account can be taken of the child's absence for purposes of lesson planning.

If parents take their children out of school during term time, parents must do everything they can to ensure that such trips do not conflict with examination/testing weeks. Whilst we make every effort to support the learning needs of students who miss school due

to illness or family emergency, we do not expect teachers to make additional lesson planning arrangements for students who miss school because of planned holidays.

The class teacher must be informed in writing by the parent/guardian of a student's planned absence. Such letter must be given to the Receptionist who will enter the information in the register and ensure that the letter is placed in the student file.

4.4 Late Arrivals

Students must report to the Reception if they are late and sign in on the late sheet indicating the reason for late arrival. Any student who arrives late and does not report to the reception will be marked absent and the parents will be sent a message as per the normal procedure for unreported absence.

5. ACADEMIC EXPECTATIONS

- Students must be punctual for all lessons and be prepared with the correct books, homework and equipment.
- Work should be neatly presented and handed in on time. It should also demonstrate the best of the student's ability.
- Students must follow all reasonable instructions from staff within the school regardless of the context, and exhibit respect to all members of staff.
- If students miss a lesson for any reason other than illness, they must seek permission from the teacher involved.
- Work missed through absence must be caught up on. It is the student's responsibility to catch up on class work missed, missed homework or notes.
- Cheating is unacceptable behaviour. Cheating in examination or plagiarism of homework and coursework is a serious offence and will be sanctioned.
- Unacceptable work, poor classroom behaviour or repeated failure to be punctual will be challenged.
- Misbehaviour during lessons, unstructured time, co-curricular activities or trips will not be tolerated. The behaviour policy will be applied by all SMM staff and the appropriate actions will be taken as per the offence.
- A student whose attitude and achievement is deemed excellent will be rewarded through the house point system and other rewards.
- A student whose attitude and achievement is deemed unacceptable may be put on academic report by the section head.
- Consistent or serious failure to meet academic standards may lead to a student's loss of privileges (house captain status, prefect, etc.), internal exclusion, suspension or removal from the school dependent on the severity of the offence

5.1 Curriculum

The new UK National Curriculum in English, maths and science is delivered through Active Learn from Pearson publication while the other subjects are delivered through the use of suitable books meant for the curriculum. It is imperative that the students read

e-books and do the work allocated by the teachers regularly to gain maximum benefit from the course.

5.2 Homework Guidance

There are different kinds of homework:

- Practice assignments reinforce newly acquired skills. Students review and practice what they have learned. These assignments may be differentiated for students working at different levels.
- Preparation assignments help students get ready for learning activities that will take place in class. Students may be asked to read something, or to carry out some research on the internet.
- Extension assignments are long-term projects that parallel class work. Students must apply previous learning to complete these assignments, which may include projects and essays.
- Daily or weekly assignments in English, Maths and Science will make use of Active Learn.
- Revision of previously learned content for an exam or test.

Homework should complement, extend and enhance the school curriculum. At SMM, we believe this blend between classroom and home instruction not only encourages the growth of your child but will also allow time for physical and mental rest and relaxation. Homework is set and is recorded by students in their Homework Diary.

Year Group	Mathematics	Other subjects	English Reading	Arabic	Arabic Reading	Islamic Studies
	Weekly Homework Minimum use per week	Daily Homework				
FS2	2 x 20 minutes Maths		10 minutes	5 minutes	10 minutes	
Year 1	2 x 20 minutes Maths	10 minutes	10 minutes	5 minutes	10 minutes	
Year 2	2 x 20 minutes Maths	10 minutes	10 minutes	5 minutes	10 minutes	
Years 3 and 4	2 x 20 minutes Maths	20 minutes	15 minutes	20 minutes	15 minutes	30 minutes every alternate week
Years 5 and 6	2 x 25 minutes Maths	25 minutes	15 minutes	25 minutes	15 minutes	
Islamic homework is given every two weeks, on what is to be learned by the following week.						

How You Can Help Your Child

- Provide a quiet place to work where the child will not be interrupted (No T.V.).
- Make homework a daily routine, at the same time each day.
- Encourage the child to complete all tasks thoroughly and neatly.

- Ensure the child completes the homework him/herself. It may be necessary to sit with younger children while they complete homework, however, they should still complete the work by themselves
- Remind the child to check his/her work for errors.
- Provide safe internet access.
- Please sign the diary each day to indicate you have checked your child has completed all her assignments
- Encourage the child to organise his/her books and bags by him/herself, ready for school the next day

If you have any concerns regarding homework, contact the school.

5.3 Assessment

Assessment is the most significant means of evaluating a student's achievements and experiences. The school follows a 3-term academic year. Assessments are held throughout the term and at the end of each term, the report card will be provided digitally.

Student progress will be communicated to parents through:

- Informal meetings as arranged
- Termly reports
- Formal parent-teacher interviews

Assessment and Student Absence

If a student is absent from class when formative class-based assessments are administered, then the student will be allowed to take the assessment at a later date arranged by the teacher, provided this is feasible.

If a student is absent from class when formal summative assessments are administered (external or internal), then the student will not be allowed to take the assessment. No grade will be recorded and the teacher will record the student as absent.

Students will be given in advance timings of scheduled summative assessments and will also be given sufficient time to prepare for them. SMM teachers will discuss and promote effective revision strategies and time management strategies with all students, who will be encouraged to record assessment dates in their homework diaries/student planners.

Marking of Work

Giving feedback to children about their work, regularly and in good time, is at the heart of our approach to marking. Teachers will advise students "What went well" and how their work could be "Even better if . . ." However, periodic levelling of student achievement according to national curriculum levels and encouraging students to know what they have to do to move on to the next level of achievement is very much part of our approach.

Marking Symbols

Sticker/Stamp for smiley face for good work.

S = Supported Work

√ = Correct answer

. = Incorrect answer

– Try again

OF = Oral feedback given

sp in margin with word underlined = spelling mistake. The correct spelling is written for you or you need to check it yourself.

// = New paragraph here

Circle around letter = Capital Letter needed here

p. in margin = punctuation needed on this line

T = Incorrect tense

? = I don't understand this

5.4 Educational Visits

SMM values first-hand experience and data collection by the provision of educational visits. These require very careful planning and SMM is very grateful to all members of the staff who are prepared to undertake this important responsibility. The choice of venue receives careful consideration, as does the lead-in time for the trip. Certain trips need Ministry approval, and this can take several weeks to obtain.

The school's educational visit protocol will be followed and the appropriate forms will be completed for each and every visit.

5.5 ICT and the New Technologies

SMM has a strong philosophy of using ICT in the school. All of the core subjects (English, Science and Maths) will be taught using a platform called Active Learn. This software exactly follows the UK curriculum. There will be textbooks for Science and Maths. All the materials for English will be accessed online through the Active Learn website. Each child will be given a login and password so that parents can access the materials on the website with their child at home. Therefore, it is essential that each child has access to the internet for studying at home. The non-core subjects will also be using ICT to enhance learning.

Furthermore, all Primary students have computer lessons for one hour each week. The ICT curriculum follows the UK National Curriculum.

5.6 Physical Education

All students will take part in the full range of physical education lessons, including swimming, on a weekly basis.

All jewellery must be removed before the start of the lesson and long hair must be tied back. Students are required to wear the correct SMM PE kit for PE lessons and must also wear caps/sunhats if so required by the class or PE teacher.

When a student forgets his/her kit for the PE lesson the following procedures will be followed:

- The student should still take part in the activity if safe to do so. Spare kit can sometimes be made available. If the student is unable to take part in the activity, he/she should be given something constructive to do.
- On the first occasion, the student should be given a verbal warning and such must be recorded in the register/teacher planner.
- On the second occasion, a second verbal warning should be given and the class teacher should be informed. A record should also be made.
- On the third occasion, the student should miss the sports lesson; the class teacher and the appropriate Section Head should be informed.
- On a subsequent occasion, the parents shall be contacted.

When students participate in off-site activities they are expected to wear the appropriate clothing in accordance with the sport and facility. Teachers will provide guidance where necessary.

If a student is unfit to participate in a PE lesson s/he is still expected to bring and change into the PE kit. However, a note from the parent/guardian will allow them to participate in an appropriate role be it as coach, scorer, umpire/referee or peer evaluation. If a student is unable to take part in physical activity for more than one lesson, a medical note is required.

Sickness and Physical Education

When a student is sick or injured and cannot take part in a Physical Education lesson:

- Prior to the start of the school day, a letter to excuse the student from the lesson should be provided by the parents.
- During the school day, the student should provide a note from the School Nurse or the class teacher to excuse them from the lesson.

Unless it is detrimental to the student's health, he/she should still attend the lesson to gain an understanding of the concepts covered.

6. STUDENT BEHAVIOURAL GUIDELINES

The primary aims of this behaviour policy is to promote good relationships and to prepare the students for the responsibilities of the outside world. The school expects all students to behave in a considerate way, know the school rules, read notices, keep themselves informed, and ask for assistance from teachers if needed.

Encouraging good behaviour is most likely to be successful where parents and staff have shared their aspirations for the students; it is, therefore, most important that parents are kept informed when their child's behaviour falls below the expected standard.

These policies will be applied whenever and wherever our students are involved with school activities, trips, etc. It is understood that we expect all participants in school activities to respect and abide not only by our behaviour policy, but by the laws of the country in which they are residing or visiting. Additional guidelines and rules for behaviour may be drawn upon with teachers' own sanctions, for example, to explain what might happen in the case of misbehaviour during a residential trip.

The school does not tolerate the use or possession of alcohol, intoxicating substances, either legal or illegal. It should be noted that only roll on deoderants should be brought into school: the use of sprays propelled by solvents such as butane are not allowed.

6.1 Student Code of Conduct and Disciplinary Procedure

Purpose

At St. Mary's Catholic High School, Muhaisnah, we are committed to providing a learning environment in which every student can fulfill their potentials and participate freely in school in order to achieve our mission-vision.

This student disciplinary procedure is designed to:

- ensure procedural fairness;
- encourage all students to meet the standards of behaviour required by the school;
- ensure consistent and just treatment for all regardless of disability, age, race, gender, religion and belief, sexual orientation and nationality;
- ensure that the facts are established and the matter is investigated fully before disciplinary action is taken; and
- ensure that students know what is expected of them.

This procedure will be implemented in accordance with our equality and diversity policy, and students subject to disciplinary investigation or action will not be discriminated against or victimised on any grounds. Records of disciplinary action are monitored.

6.2 Principle of Equality and Diversity

St. Mary's Catholic High School, Muhaisnah is committed to the advancement and promotion of equality and diversity. We aim to provide a learning environment which values individuals equally regardless of disability, age, race, gender (sex), religion and belief, sexual orientation, nationality. It is our duty and obligation to:

- eliminate discrimination, harassment and victimization;
- advance equality of opportunity; and
- foster good relations between members of school community

Each case is investigated on its own merits, and decisions are normally based on the balance of probability that an incident did or did not take place. The procedure applies to all students of St. Mary's Catholic High School, Muhaisnah.

6.3 Code of Conduct for Students

This Code of Conduct is designed to encourage all students to meet the standards of behaviour, attendance and work performance expected by St. Mary's Catholic High School, Muhaisnah. Whilst it is not possible or desirable to lay down an exhaustive set of standards, detailed below are general standards which, if broken, could result in disciplinary action being taken. Note that every student is expected to comply with the School Promise and other rules and regulations written in the Student Diary.

The Code of Conduct explains how we expect every student to behave whilst in school or taking part in any activities. We also reserve the right to investigate incidents which occur out of school if they are between two (or more) students, or student(s) and staff.

The Code of Conduct lists the school's general expectations in terms of:

- behaviour / actions
- attendance and punctuality
- work/study performance

6.4 The School Rules

- Respect and value self, each other and take care of school property.
- Speak positively, politely and with dignity at all times.
- Wear the uniform with dignity and pride.
- Be punctual at all times.
- Be honest and truthful always.
- Celebrate the diversity of the school community.
- Work responsibly to the best of one's ability at all times.

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Students at St. Mary's Muhaisnah are expected to:

- treat everyone with respect, and make sure that their behaviour does not discriminate against anyone or make any other person feel uncomfortable;
- respect the rights and interests of other students, staff and visitors;
- attend all required activities regularly and punctually;
- explain to their teacher any reason for non-attendance;
- take personal responsibility for their own learning and make active use of the learning resources and support services provided;
- work hard and complete all work within specified deadlines;
- take an active part in reviewing their progress with their teacher;
- seek help from their teacher or Student Services if they need it;
- act safely so that they do not put themselves or others at risk and observe all health and safety rules of the school;
- act with consideration for the school environment and other users, e.g. chewing gum not allowed and no littering.

Students at St. Mary's Muhaisnah must not:

- behave in a disruptive, aggressive, intimidating, bullying, indecent or unruly manner;
- disrupt or interfere with the education or learning of fellow students;
- display or circulate any material which is designed to cause offence or distress to others;
- misuse school property and equipment, including IT or health and safety equipment;
- be incapable of undertaking their course work because of lack of sleep and other unacceptable activities;
- make or send annoying, obscene, malicious or indecent telephone calls, letters, SMS messages, text messages or emails, or place malicious or offensive materials on any electronic media;
- cause malicious damage to, or theft of, the property of other students, staff or visitors of the school;
- use foul or abusive language;
- gain unauthorised access to, or make modifications to, school files or computer or official documents;
- enter any part of the school to which the student is not entitled access;
- carry object with the intention or purpose of use in a threatening way;
- falsify official documents;
- submit materials or work for assessment which have not been made or authorised by the individual, or which have been copied from other students or sources without acknowledging or referencing those sources (plagiarism);
- take part in any illegal/unpermitted activity; and
- behave in any way which adversely affects the reputation of the school.

Disciplinary action may be taken for any student who does not follow the Code of Conduct.

6.5 Disciplinary Procedure

Stage 1: Recorded Written/Verbal Warning (Informal Stage)

For non-serious or minor or first instances of misconduct, member of staff may deal with the incident by means of recorded informal verbal/written warning.

In such instances students will be advised:

- of the school's Code of Conduct;
- of the standards of behaviour expected; and
- that any further misconduct will be dealt with formally under Disciplinary (Misconduct) Procedure.

The staff member has to fill in a Disciplinary Action Form, a "WHITE SLIP" (see below) to be submitted to the Student Affairs Leader for documentation.

St. Mary's Catholic High School, Muhaisnah Disciplinary Action Form (Stage 1)	
Name of Student: _____	Class: _____
Location: _____	Date/Time: _____
Incident / Unacceptable Behavior: _____ _____ _____	
Action Taken by the Teacher: <input type="checkbox"/> Student Warning <input type="checkbox"/> Parent Note by the Teacher <input type="checkbox"/> Use of Time-out	
Others: _____	
Teacher: _____	
Signature: _____	

Stage 2: Disciplinary Referral (Formal Stage)

If further misconduct occurs or if behaviour does not improve after repeated recorded verbal warning, the staff will fill in a Disciplinary Referral Form, a "Yellow Slip". Alternatively, if the misconduct is deemed more serious, the Discipline Board will have the right to take the necessary action informing the parent

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St. Mary's Catholic High School, Muhaisnah
Disciplinary Referral Form (Stage 2)

Name of Student: _____ Class: _____
 Location: _____ Date/Time: _____
 Referred by: _____
 Teacher in _____

Previous Teacher Interventions:

<input type="checkbox"/> Student Warning	<input type="checkbox"/> Parent Conference with Teacher	<input type="checkbox"/> Parent Note by Teacher
<input type="checkbox"/> Use of Time-Out	<input type="checkbox"/> Individual Behavior Plan	<input type="checkbox"/> Parent Contact by Teacher
<input type="checkbox"/> Loss of Privilege	<input type="checkbox"/> Guidance Referral	<input type="checkbox"/> Previous Referral to Office

Others: _____

Incident/ Unacceptable Behavior:

- | | |
|---|--|
| <input type="checkbox"/> Abusive Language | - Swearing or use of inappropriate words |
| <input type="checkbox"/> Bullying/Harassment | - Threats, intimidation, gestures, verbal attacks. |
| <input type="checkbox"/> Disrespect/Defiance | - Refusal to follow directions/cheating and/or socially rude interactions. |
| <input type="checkbox"/> Disruption | - Yelling, noise with materials, or horseplay. |
| <input type="checkbox"/> Fighting Resulting in Injury | - Hitting, punching, hitting with an object, kicking, scratching. |
| <input type="checkbox"/> Theft | - Removing someone's property |
| <input type="checkbox"/> Vandalism/Property Damage | - Substantial destruction of property. |
| <input type="checkbox"/> Weapon/Unpermitted Things | - Sharp objects or anything that may cause bodily harm. |

Others: _____

Information Regarding the Incident:

Action Taken by the Discipline In Charge:

<input type="checkbox"/> Conference with Student	<input type="checkbox"/> In-School Suspension	<input type="checkbox"/> Guidance Referral
<input type="checkbox"/> Loss of Privilege	<input type="checkbox"/> Parent Contact	<input type="checkbox"/> Out-of-School Suspension
<input type="checkbox"/> Time in Office	<input type="checkbox"/> Detention	

Others: _____

Signatures:

Referred By: _____ Date: _____
 Discipline Board Representative: _____ Date: _____

Notes/ Details Regarding the Sanction/s:

Parent: _____ Date: _____

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Stage 3: Final Warning

If further misconduct occurs following the previous warnings and disciplinary referral, a final written warning may be given. The Chair or a Representative of the Discipline Board will fill-in the Final Warning Form, a "Pink Slip" (see below). Alternatively, where serious misconduct has occurred, any student may be given an immediate final written warning. In such instances the details for Stages 1 and 2 will be carried out. Additionally, individual students will be informed that further misconduct or failure to meet the conduct of behaviour and standards expected will result in serious action by the school. Details of recorded verbal warnings, written warnings and disciplinary referral will remain on every student's file from the date of the warning being issued.

St. Mary's Catholic High School, Muhaisnah FINAL WARNING (Stage 3)	
Name of Student: _____	Class: _____
Location: _____	Date/Time: _____
Records:	
_____ Recorded Verbal/Written Warning	Date Issued: _____
_____ Disciplinary Referral Form	Date Issued: _____
Incident Information after Stage 1 and Stage 2:	

Sanction as agreed by the Discipline Board:	
<input type="checkbox"/> School Suspension/Detention	
<input type="checkbox"/> Waiver Letter to Parents from School	
<input type="checkbox"/> Waiver Letter from Parents to the School	
<input type="checkbox"/> Conference with Parents with the SLT and Staff involve	
<input type="checkbox"/> Records Held	
<input type="checkbox"/> Expulsion as approved by KHDA	
<input type="checkbox"/> Others: _____	

Signatures:	
Chair/Discipline Board Representative: _____	Date: _____
Notes/Details Regarding the Sanction/s:	

Parent: _____	Date: _____

Note that Suspension for Stage 3 is expected to be more than the suspension in Stage 2.

6.6 Stages of the Complaints Process for Parents/Students

Stage 1

The complainant raises and discusses their concerns/issues with the student's class teacher. Most concerns can be resolved satisfactorily at this stage. However, the staff member may feel it more appropriate to refer the complainant to a more senior or experienced member of staff who will try to resolve the concern informally.

Stage 2

If the complainant remains unhappy, they should then contact the appropriate member of the Senior Leadership Team either by arranging an appointment to see them or putting their concerns in writing.

The member of the Senior Leadership Team will then investigate the complaint. An acknowledgement will be made of the concern/complaint within 24 hours. They will respond to the issues raised within 5 school working days of receiving the complaint. If it is not possible to resolve the issue in this time, then the matter will be passed to the School Principal

If the concern or complaint is against the School Principal, in the first instance the complainant will need to write in confidence to the Chair of Governors at the school. The Chair of Governors will seek to resolve the issue informally before, if necessary, moving to Stage 4.

Stage 3

The School Principal will consider the complaint and make further investigations which will involve a meeting with all concerned parties. Following the investigation by the School Principal a decision will be made regarding the complaint and this will be communicated to the complainant within 15 days.

Stage 4

If the Principal is unable to resolve the concern to the satisfaction of the complainant, the complainant may write to the Chair of Governors at the school. The Chair of Governors will acknowledge the complaint within five school working days and will carry out a subsequent investigation.

Once the investigation has taken place the complainant and school will be informed of the decision within a further five school working days.

Stage 5

If the complainant remains unsatisfied by the outcome of the investigation carried out by the Chair of Governors, they may contact the Chair of the Vicariate's Management

Board or KHDA, who will investigate if the school's complaints process has been carried out appropriately.

6.7 Members of Complaint Committee (Senior Leadership Team)

SLT NO.	Name	Responsibilities	Contact Number
1.	Mr. Derrick Duggan	Principal	dduggan@smgeducation.org
2.	Sr. Terry Capurihan	Head of EYFS	capterry@smgeducation.org
3.	Sr. Alma Esmero	Head of Pastoral Care & Development	sralma@smgeducation.org
4.	Mrs. Ishani Khanna	Head of Primary Section	ikhanna@smgeducation.org
5.	Ms. Mari Ella Villosillo	Head of Student Affairs and Activities	mariellav@smgeducation.org
6.	Sr. Rosalie Badelic	Head of Finance and Administration	srrosalie@smgeducation.org
7.	Sr. Tess Bayona	Senior Vice Principal for QA	srtressbayona@smgeducation.org

7. GENERAL SCHOOL RULES

7.1 Bullying

All students have a right to learn in a safe environment without fear. Bullying can undermine and even prevent students from progressing academically and socially and it can have lifelong negative consequences for both the victim and the bully. We therefore have zero tolerance of bullying. All students involved in bullying will be disciplined and will receive appropriate counseling and support from the school, whether the bullying is physical, social, conducted in cyber space, or verbal.

Please see the Anti-bullying Policy on the school's website.

7.2 Child Protection Policy

The duty to report to the school's nominated Child Protection Co-ordinator, the Student Affairs and Activities Head, the suspected sexual, emotional or physical abuse of a child is paramount. Any student who is the victim of abuse, or who is concerned about the safety of another child, should know that s/he is supported by the school, that appropriate action will be taken, and that her/his dignity, well-being and safety are of the highest importance and urgency. A student who is the victim of abuse or who is concerned about the safety of another is encouraged to seek the assistance of a teacher, the school nurse, the counsellor or the student affairs and activities head.

Please see the Child Protection Policy on the school's website.

7.3 Mobile Phones

SMM has a policy of students having no mobile phones. In the event of a member of staff seeing a child with a mobile device, it will be confiscated and returned at the end of the school day. If the child is caught bringing the mobile for the second time, the mobile will be confiscated and will be claimed by the parent from school.

7.4 Chewing gum and smoking

SMM has a policy of no chewing gum on the school site. Parents are expected to advise their child/children accordingly.

Please note that smoking is not permitted anywhere on the school campus. Smoking and chewing gum should not be used on the premises, by adults or by children.

7.5 General School Health and Safety

The health and welfare of all our community is of the greatest importance. Members of staff familiarise themselves with all procedures at the beginning of a school year and will be alert to any changes that are made or the special needs of students likely to be in their care.

School Doctor, School Nurse and Medication

The school nurse is present during the school day until dismissal timing or the end of the activities. Any member of the staff sending a child to the nurse must also send an explanatory note in the child's diary.

The doctor and nurse are responsible for dealing with first aid and any accidents that may occur during the school day. In the case of a child feeling unwell, the nurse will contact the parents if it becomes necessary for the child to be sent home. If hospital treatment should be required, the nurse will immediately contact the parents and make arrangements for transfer to a hospital. Any injury requiring regular observation or medication for pain should be managed at home until the student's condition warrants return to school. Any medication brought to school must be handed to the school nurse. This should be labeled with the student's name and dosage to be given.

All students are required by the Department of Health and Medical Services to have a school medical. Medicals are given to all students in the foundation stage, and keystages 1 and 2. Parents will be notified prior to the scheduled appointment. The school nurse is in attendance during all examinations. A school medical file is kept on each student, which includes vaccination records.

Medication

Only our qualified nursing staff may administer medications at school. Any medications brought into school for students, must be accompanied by a copy of a doctor's prescription for the medication required, and a note from parents giving permission to administer medication by the school nurse. This is a Dubai Ministry of Health ruling.

Therefore, any medications which do not have a prescription cannot be administered or kept in the clinic.

Prevention of Infectious Disease

Parents are asked NOT to send their children into school if they are ill, and should contact the school nurse in the case of a diagnosed illness. Parents and staff should follow the requirements of the school's policy to cope with outbreaks in the community which is posted on the school website.

Please see the Hygiene & Infectious Diseases Policy

Evacuation Procedures

In the event the fire alarm sounds at any time during break or lunchtimes, or during the games period, students must proceed immediately, and in silence, to the assembly point with the member of staff teaching them or supervising them and line up according to their class. Students will stand quietly and await their class teacher who will take a register of attendance, which will be made available at the evacuation point.

Evacuation routes have been designed to avoid any bottlenecks, and students will be briefed before any emergency.

Students exit through the designated evacuation points. Visitors should follow staff and students to the evacuation points.

Safety and Security

Safety and security are of the highest priority in the school. Security programmes operate at a number of different levels and locations. The school is in close contact with the local authorities and police all of whom inform the school of any potential security concerns and/or risks. In addition, the school campus is monitored by security cameras. Parents are issued with lanyards by the security if they enter after the normal drop off period, or before normal pick up times and they should also sign the visitors' book.

In the event of an emergency during the school day, it may be necessary for all families to be contacted quickly by telephone or SMS.

Sun Protection

- Hats should be worn by students when they are outside.
- Sunscreen protection should be used by all children, where extended outside exposure to the sun is expected.
- Teachers will educate children about the importance of drinking water throughout the day and will ensure that students drink water regularly.

7.6 Car Parking

Parents are requested not to park inside the school premises nor at the drop-off zones. They are encouraged to use vacant car parking spaces outside the school.

Nobody should park on the pavements immediately outside the school gates. This is dangerous to pedestrians, restricts the visibility of cars leaving the drop off and pick up zones and inhibits traffic flow when cars are backed from the pavement into the road.

Everyone is asked to follow the directions of our facilities and security staff carefully – they do a very difficult job very well.

8. SCHOOL UNIFORM

Students wear their school uniform with pride. It is a sign of the proud choice parents and students have made to join St. Mary's Muhaisnah. By wearing your uniform you are showing yourself and the school in the best possible light and showing your commitment to the values of our school family. Each child has a reasonable number of complete sets of uniforms. Students are also expected to maintain an appropriate level of personal hygiene.

Class teachers make regular uniform checks during the week. If teachers find that a student is persistently not wearing the correct uniform, they will send the student to the appropriate Stage Head and communicate to parents. The following should be noted in particular:

- Small pieces of jewellery of religious significance may be worn by students. Otherwise no jewellery, except for a watch and one small stud earring in each ear lobe for girls only, may be worn to school. No other piercings are permitted.
- Visible tattoos are forbidden.
- Nails should be short and of natural colour.
- Boys' and girls' socks should be of the prescribed school color and other specifications.
- Students' hair must be of a natural colour rather than bright, obvious or 'unnatural'. Hairstyling products can be used to style hair in a neat and tidy manner provided it is presentable and acceptable in a school setting. It is the school's decision on what constitutes appropriate.
- Long hair for girls (hair that touches the shirt collar) is to be tied back. For boys hair should not touch the nape and the eyebrows.
- Girls' skirts should be two inches below the knee.
- Shoes must be black, flat and well polished.
- All uniforms, bags and lunch boxes must be clearly labelled with the child's name and class.
- Un-named lost belongings not claimed for a month shall be handed over to the Administration.

Complete uniform consists of the following: (Refer to drawings on page 30)

Boys

School Uniform: White Polo Shirt, School Logo and Navy Blue Trouser with Black Leather School Shoes with White Socks
Sports Uniform: Coloured Polo T-shirt with School Logo and Drifit Colour Trouser with plain White Sports Shoes with White Socks

Girls

School Uniform: Shirt with Logo and Pleated Navy Blue Skirt with Black Leather School Shoes with White Socks
Sports Uniform: Coloured Polo T-shirt with School Logo and Drifit Colour Trouser with plain white Sports Shoes with White Socks

9. STUDENT SERVICES

9.1 The Library

All students are encouraged to use the school library for research, for study and as a quiet place to read. The aim is to maintain a quiet, calm, peaceful and welcoming environment where everyone can enjoy study and research. We can only achieve this when everyone will carry out the right manner in conducting oneself inside the Library.

Primary Library Opening Times

7:00 – 14:00 Daily

Students may take advantage of break timings and after school to change their books or come to the library and read quietly.

Foundation Stage classes and Key Stage 1 (Years 1 & 2) and Key Stage 2 (Yrs. 3 to 6) classes are timetabled to visit the Primary Library.

Borrowing

Students in Foundation Stage and Key Stage 1 are allowed to borrow 1 book from the library for a period of 1 week. Students in Years 3 to 6 are allowed to borrow 3 books from the library for a period of 2 weeks.

Parent/Guardians of Foundation and Key Stage 1 students are allowed to borrow 2 extra books for 1 week to supplement their children's borrowing from the primary library. The books should be appropriate for their age when borrowing.

Failure to return the borrowed book on or before the due date will be charged AED Five (5) per day in excess including weekends and holidays.

In an effort to promote responsible borrowing, please encourage your children to:

- Look after the library books they borrow.
- Keep the books in their library bag when not reading.
- Keep books away from food and drink.
- Return their library books on time.
- Return to the library for renewal, if they have not finished a book by the due date.

Primary children have a regular library lesson. Foundation Stage and Year 1 students are not allowed to use the library after school unless they are accompanied by a parent or other adult supervisor. Years 3, 4, 5 and 6 students may use the library to choose or return items after school.

7.2 Transport Policy can be found on the school website link on Transport. This includes school trips transport.

7.3 Healthy Eating Policy and Lunch Boxes

SMM has a policy of wellbeing. This includes making sure the children eat healthily. The canteen at the school serves healthy and affordable food. Children can bring money to school to buy food at the canteen during the first break.

If children are bringing lunch boxes, they should not to contain nuts (as some children may be allergic to nuts), fizzy drinks, and chocolate.

Please provide your child with a lunch box containing a variety of foods including some fruit and a water bottle. It is a good to add an ice block to keep the food cool and fresh.

8. EXTRA-CURRICULAR ACTIVITIES (ECA)

An extensive extra-curricular programme is offered at SMM. The programme is delivered both by outside agencies and teachers in school.

All students from Year 4 to Year 6 are encouraged to take part in the extra-curricular programme. Places are awarded on a first come, first served basis.

All activities are supervised by a responsible adult and the normal behaviour expectations apply. Registers are taken for every session. The teacher/activity leader will contact by telephone the parent of any child who has not been collected. Under no circumstances will a child be sent home with another adult without the parent's permission. The teacher/activity leader concerned shall remain with their club attendees until they have all been collected.

We are hoping to extend the programme to Year 3 in Term 2, if there is sufficient interest from parents and students.

8.1 The Nature of our ECA Programme

The Extra-Curricular Activities (ECA) Programme at St. Mary's Muhaisnah extends and enriches the opportunities available to students through well-structured and engaging activities that enhance their development physically, mentally, socially, and globally.

To ensure that all students are exposed to the highest provision possible, we use the following guidelines:

- ECAs will provide students the opportunity to consolidate learning and experience new opportunities.
- ECAs will be meaningful, enjoyable and challenging with clear learning pathways or set tasks to accomplish.

For ECAs please contact our ECA Head, Ms. Maria Ella , at www.stmarysmuhaisnah.com

8.2 Student Leadership

We all regard that students have the potential to lead, and we therefore offer opportunities for them to develop their leadership skills in all aspects of our programmes, through e.g., role-play, discussion groups, posts of responsibility, house and school team leadership, student council, form representatives, community service, and active, significant and problem-solving participation in the myriad of activities that take place at our school.

Leadership opportunities are provided them in class such as being the monitor, class representative, etc. and in the primary level being the house representative, prefect, etc. Being a prefect is a very prestigious position and comes with much responsibility. They will help out teachers at break times; at school functions such as Open Day; monitor behavior of students and other duties that may arise during the year where students will be encouraged to practice their leadership skills.

8.3 Assemblies

A variety of assemblies take place throughout the week in the whole primary school, Key Stage and class.

Each year level/class will have the opportunity to conduct an assembly. This particular assignment will develop confidence and responsibility will boost self image.

8.4 Community Service

Students are strongly encouraged to take part in community service to gain an understanding of what it means to be a responsible citizen and to acquire first hand experience in participating in activities that benefit others in the wider community. Students are asked to keep a log documenting their service and they will have an opportunity to reflect on their contribution at the end of each term.

8.5 The House System

The house system has been developed to give an opportunity for students to take part in a range of organised and competitive activities and sporting events. The house system makes a major contribution to the personal, social and moral development of students

and it gives an opportunity for peer support, sports competition, community leadership, fund raising and service events.

House points are awarded for behaviour and achievement, and a wide range of Primary and whole school house competitions that are held throughout the year.

There are four Houses, each one managed by a Head of House under the auspices of a House leader in the Primary. Students and staff are allocated to a House on a random basis on entry to the school. Students from one family are assigned to the same house. Each House is assigned a colour – Yellow, Red, Blue or Green – and a name to be determined during the first month of the academic year.

Through the house system we:

- develop qualities of leadership, comradeship, loyalty and team identity.
- provide a balance to the academic side of school life.
- give the opportunity to mix with all year groups through the vertical house system.
- provide the opportunity to take part in healthy competition regardless of ability.
- provide opportunities for students to offer their services without expectation of gain or reward.

8.6 Merit System

At SMM we have introduced a green merit system. Teachers are able to give out green merits when they see some excellent work/behavior in the class. The student will then take these merits to Ms. Mari Ella who will collate them and keep a running total. At the end of the term, the student with the most merits will receive a certificate and the class with the most merits will go on a trip together.

9. Home – School Partnership/Collaboration

There can be no doubt that children learn best when school and home work together and support each other. This is at the heart of our mission, and helps ensure that we maximise continuity in learning from the time families join us to the time they leave. It is vital that we work together and understand one another in order to ensure that every child has the best opportunity to fulfil his/her unique potential. The relationship is based on mutual approachability and a willingness to listen to each other, seeking first to understand and then to be understood.

Parents are regular visitors to the school, during the day, after school and at weekends.

9.1 Communication

Parents rely on class teachers to know their children better than anyone else in the school. School staff and parents communicate in a variety of ways:

- Via the student diary
- By e-mail
- By our website
- By information points in the school foyer
- At regular briefing and update meetings
- By reporting progress in formal reports
- At parent – teacher conferences
- By regular e-publications such as the regular newsletter from the Principal's Office

We would like to encourage all parents to contact the school if they have any worries or concerns. The first port of call should be the class teacher. If further communication is necessary, contact the EYFS/Primary Section Head. Ultimately, any issue can be taken to the Principal by any member of the school community – parent, staff member or student – if it seems to be necessary.

9.2 Parents' Meeting with Teachers

A 'Back to School Meeting' at the start of Term 1 is conducted during which the classroom teachers will present classroom routines, aspects of the curriculum, approaches to teaching and learning, and parent participation. This is an ideal opportunity for the parents and teachers to begin a relationship with each other. Whilst the meetings are, in part, to provide parents with curriculum information, the meeting in itself is important as a strong initial grounding for the home-school partnership to develop. Teachers will always be there to support the children.

Within the first few weeks of school, the teachers shall contact parents of students who are having difficulty settling in school.

During the course of the year formal parent-teacher interviews shall be held usually at end of the term where teachers will discuss student performance/assessment results/progress. Parents may make an appointment at any point during the term to discuss their child's progress.

9.3 Letters to Parents

Throughout the year, the principal issues a regular newsletter to parents.

The student affairs and activities/class teacher may issue letters of commendation to students who are performing at an outstanding level or letters of concern to those who are performing at an unsatisfactory level in the following areas - homework, academic performance and/or behaviour.

9.4 What the School Asks of Parents

In SMM, we regard parents as partners in the education of their children. We recognise that parents are the first educators of their children and we encourage them to continue their educative role. Thus, SMM ensures that its specific educational values are understood, acknowledged, and appreciated by families.

In fact, parents and family members are encouraged to share, reinforce, and embrace the school's ethos, and to witness and celebrate their faith within the school community.

We do not take parents' educative role for granted. At the same time, for the partnership to be effective and collegial, parents are asked to:

- Support school policies on behaviour and attendance.
- Monitor their child's homework diary to make sure that it is neat and orderly.
- Review and sign their child's reading diary regularly in an effort to monitor their child's performance.
- Provide the conditions and implement the strategies necessary to help their child cope with the requirements set by the school.
- Use the diary as a tool to communicate with teachers about their child's performance.
- Initiate and encourage discussions with their child on local, world and/or family issues in a manner that engages the child and stimulates his/her thinking.
- Bring problems and concerns directly to the appropriate teacher for clarification and resolution.
- Share and communicate any special circumstances or problems (to the teacher, counsellor, Section Head or Principal) that may have an effect on their child's behaviour, attitude and/or academic performance.
- Regularly visit the school website for information, news, and the like.

SCHOOL UNIFORM

