

GEMS

Founders School
MASDAR CITY



جيمس

مدرسة فاؤنדרز
مدينة مصدر

PARENT HANDBOOK

2024 - 25



FOR
LIFE

EDUCATION

We see genius
in every child

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Welcome Message from the Principal/ CEO



Dear Parents,

I am thrilled to welcome you as the Founding Principal of GEMS Founders School – Masdar City. GFA is not just a school; it is a vibrant community committed to nurturing academic excellence and a deep connection to the world.

What truly sets us apart is our distinctive approach to education. We go beyond conventional learning methods, offering students hands-on experiences and projects that cultivate a love for learning and a profound appreciation for nature and the urgent need to preserve it. This connects to our holistic approach to education, nurturing not only intellect, but also physical, emotional, and social growth. We encourage our students to learn from the world around them, exploring their own interests, and discovering their passions in a new way. This is the transformative education that defines us.

By instilling a culture of inquiry and critical thinking, we empower our students to think for themselves, becoming informed advocates for sustainable practices both locally and globally. Yet, our commitment to sustainability doesn't end there. It permeates every facet of our community.

We believe in nurturing a sense of environmental stewardship among our dedicated staff, students, and the broader community. Through regular awareness campaigns, workshops, and events, we inspire everyone associated with our school to adopt a mindset of environmental responsibility, ensuring that sustainability is not merely taught but lived.

I am genuinely excited about the incredible journey that lies ahead of us. Let's work together to create a supportive environment where teachers and parents empower our students to shape a world that's both educated and sustainably enriched.

Kind regards,

Albie Huyser
Principal /CEO

1. Our Vision



GROW



FLOURISH



ACHIEVE

SUSTAINNOVATION

Igniting Minds, Empowering Futures

Students



By embracing sustainability, innovation, and global stewardship, the school will empower students to become critical thinkers, problem solvers, and responsible citizens.

Educators



By fostering collaboration, embracing innovation, and customising learning opportunities, we will ensure that our educators are equipped with the tools and knowledge they need to shape the future of education.



Whole School

Fostering Eco-Literacy, Sustainability and Technology through Innovation.

British Schools Overseas and other sustainability and innovation accreditations.

Promote the wellbeing of all individuals.

Establish partnerships with local organisations, research institutions and businesses.



GFA
Development Plan
2024-26

Parents



By building strong relationships, optimising communication channels, supporting school events, and collaborating with parents on school improvement initiatives to become active partners in their child's holistic development.

Together, parents and educators will create a nurturing and inclusive space where students will thrive.

A School of Possibilities

Vision

As 'A School of Possibilities' we aim to foster an environment of respect and trust and we treat every child as an individual personalising the approach to their learning. Our aim is to build confidence and develop initiative in our students within a safe, happy, forward thinking, and inclusive school. The GEMS core values of Always Learning, Care, Excellence and One Team lie at the heart of the GEMS Founders School.

Mission

At GEMS Founders School, our mission is SUSTAINNOVATION - Igniting Minds and Empowering Futures. To create an innovative and sustainable learning environment that fosters academic excellence, holistic development and a deep understanding of sustainable practices.


Through our broad and balanced curriculum, we will endeavour to develop responsible, globally conscious citizens. We will support all our students to develop their skills as lifelong learners with a strong sense of self-worth. With a deep emphasis on well-being and belonging, together we can provide the best support for students throughout all stages of their education.

GFA Values

AT GFA we create a vibrant learning community where values are not just taught but lived every day.




2. The GEMS Core Values



CARE

I respect the needs of my stakeholders.
I will ensure they feel listened to and cared for.

EDUCATION We see genius in every child
TECHNOLOGY We see genius in every child
SCHOLARSHIPS We see genius in every child
LEADERSHIP We see genius in every child



ALWAYS LEARNING

My open minded curiosity fuels my love for learning.
I ask questions & listen so that I continuously learn & improve.

EDUCATION We see genius in every child
TECHNOLOGY We see genius in every child
SCHOLARSHIPS We see genius in every child
LEADERSHIP We see genius in every child



EXCELLENCE

I dream big, setting ambitious goals, aiming to be the best at what I do.

EDUCATION We see genius in every child
TECHNOLOGY We see genius in every child
SCHOLARSHIPS We see genius in every child
LEADERSHIP We see genius in every child



ONE TEAM

I am a team player. I work with the bigger picture in mind. I put the team's needs ahead of my own.

EDUCATION We see genius in every child
TECHNOLOGY We see genius in every child
SCHOLARSHIPS We see genius in every child
LEADERSHIP We see genius in every child

3. Summary of Term Dates 2024-2025

*all dates subject to final ADEK approval


Term 1 2024	
Start of term for students	Monday 26 August 2024
Last day of term for students	Friday 13 December 2024

Term 2 2025	
Start of term for students	Monday 6 January 2025
Last day of term for students	Friday 21 March 2025


Term 3 2025	
Start of term for students	Monday 7 April 2025
Last day of term for students	Friday 4 July 2025

4. School Information

Website: <https://www.gemsfoundersschool-masdarcity.com>

 Masdar City - Abu Dhabi, United Arab Emirates

 Email Address: registrar_gfa@gemsedu.com

 Registrar: [+971-2-883-2774](tel:+971-2-883-2774)

5. School Day Timings

Students

	FS1 & FS2	Year 1 – 8
Monday – Thursday	7:30am – 12:30pm	7:30am – 2:40pm
Friday	7:30am – 11:30am	

Front of House

Registrar’s Office, Fee Counter, Bus Counter

Monday – Thursday 7:30am – 3:30 pm

Friday – 7:30am – 11:30 am

6. Attendance and Punctuality

6.1 Routines for the beginning and end of the school day

Entrance to the school starts at 7:30am. All students must be on site by 7.45 am at the latest. We ask that all parents park their cars at allocated parking zones and follow the school's safety policy and the road safety laws on the commercial road outside the school. Common courtesy and consideration of everyone's safety and wellbeing is expected at all drop off and pick up times.

6.2 Adult to Adult Policy

All FS1 – Year 1 students must be handed from an adult to an adult. Students should be taken to their class by the parents and handed to the class teacher.

All students from Year 2-13 must go to their designated meeting point / class ready for the National Anthem and important announcements, which will take place at 7:45am.

a. Drop Off and Collection Procedures for non-bus users.

Students will be marked late if they arrive after 7:50am. If a student arrives after 7:50am, he/she must go to the reception desk to sign in before joining his/her class. This ensures that the reception team marks your child as 'present' on the register to ensure that the school has an accurate record of which students are on site in case of an emergency.

We expect students to arrive punctually at school and we place great importance on developing punctuality as a sign of respect towards others in the community. Persistent lateness will be followed up by the Senior Leadership Team and where necessary, the principal. We understand that there may be infrequent situations when you are unavoidably delayed and if this is the case, please call the school by 7:30am to inform our reception team of your child's lateness.

b. Collection

FS1 to Year 1 parents must collect their students from their class at the end of the day if they do not use the bus service.

Year 2 – Year 13 students will gather at the daily collection point(s) to be met and collected by their parent/adult at the end of each school day.

In the event that another adult needs to collect your child they must inform the teacher of the child's individual safe word or present the Parent ID.

c. Lateness

All students must be collected on time at the end of the school day. In the unlikely event that you are going to be late to pick up your child, you must call the school. Any students who have not been picked up on time will be referred to the senior leadership team, who will deal with them accordingly. In an emergency when you are unable to collect your child on time, he/she will be placed with a member of the leadership team who will only release him/her once you provide the safe word or proof of ID.

d. Afternoon Drop Off Procedures for bus users.

Upon arrival at the allocated drop off point, all students **must be met by an adult**. If an adult isn't there to pick up the child, then he/she will be brought back to the school where the parents will be called and asked to collect them.

6.3 Early Departure from school

The process to collect your child from school early (before the end of the official school day) is as follows:

- Regular attendance and punctuality are required, the minimum expectation being 98%. Early departure from school is not acceptable without a valid reason, due to the disruption to not only your child's learning, but also that of their peers.
- All requests for an early departure must be emailed to reception and the class teacher at least **two days** in advance, with details and an explanation of the valid reason for the early pick up. In the event of an emergency, please contact reception in order for us to support your family's needs.
- If your child must leave school early on the day, please ensure that you report at reception where the receptionist will give you an exit pass in order to leave the site.

6.4 Early Departure from school in case of an emergency:

In the case of an emergency, if you must collect your child early from school, the class teacher and the reception must be informed, and a response has to be received **before 12:30pm on that day; 11am for FS1 and FS2**.

6.5 Sickness:

If your child is unwell, please keep him/her at home until they are well enough to return to school. This is particularly important to prevent the spread of communicable diseases.

Please ensure you inform your child's teacher and apply for leave on the Parent Portal, indicating the reason for absence.

All students are required to do PE unless there is a valid medical reason and a doctor's note should be provided. Should a note not be provided, they will be expected to take part in the lesson assisting the class teacher with coaching and officiating (where possible). If the parent feels their child should not take part in a PE lesson, they should provide a note to the teacher to explain why.

6.6 Student Absence

Regular attendance and punctuality are a pre-requisite for student achievement and a vital preparation for adult life. Absence is monitored carefully, and all unexplained absences are followed up.

Parents should not automatically expect that leave will be permitted by the school. The leadership team of the school will carefully consider a parent's request and consider the child's current educational needs and attendance record.

If a child is absent for any reason, parents should email their child's class teacher before the start of school and telephone the reception.

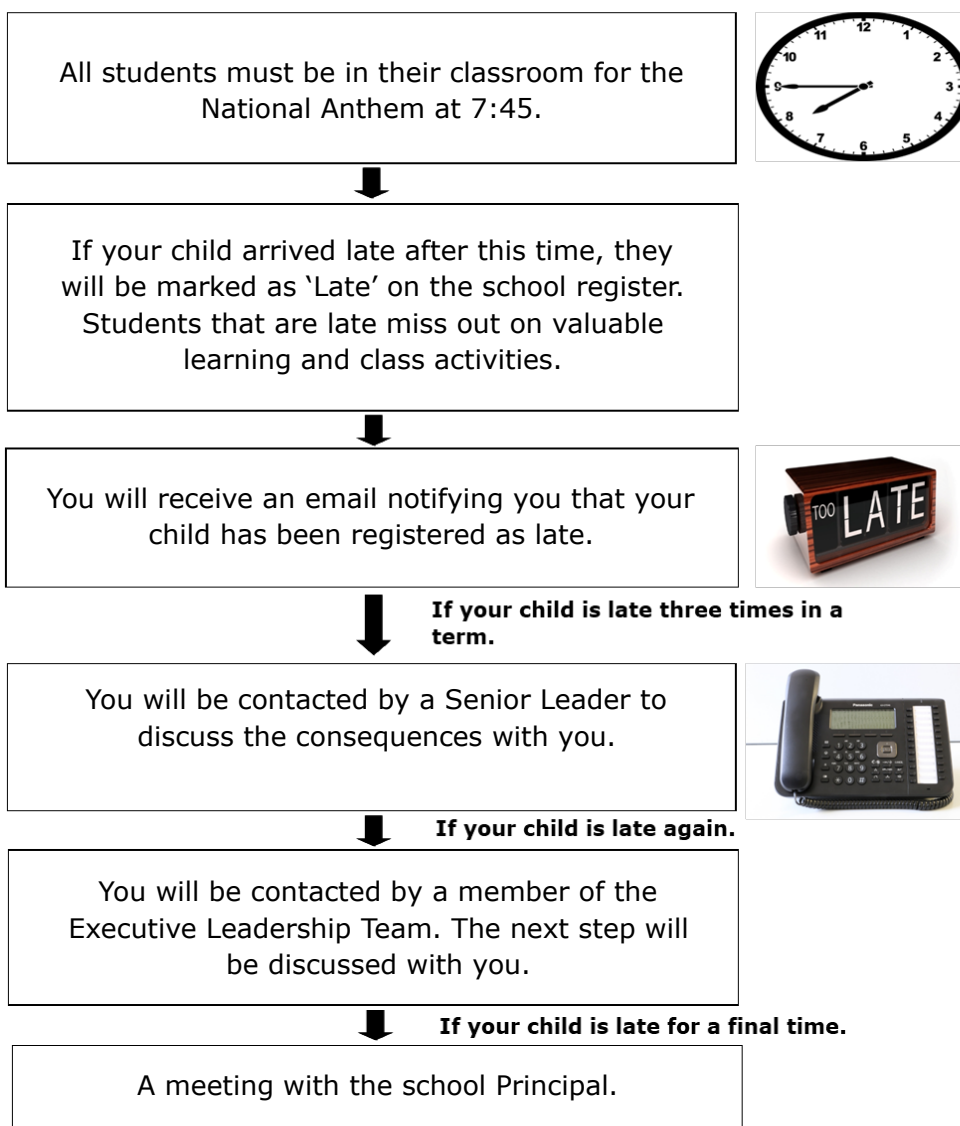
6.7 Planned Absence:

- Planned absence from the school is actively discouraged. Medical appointments for example, should happen outside of school hours.
- Applications for absence for more than three days should be made via the Parent Portal and will only be reviewed for approval by the Principal.
- Permission will only be given for valid reasons such as a serious medical issue or a family bereavement. Other requests will be evaluated on a case-by-case basis.
- A student's attendance record will be monitored closely and included as part of the interim and end of year reports. If a student's attendance record falls below 98% then a member of the Senior Leadership Team will arrange an appointment with the student's parents.

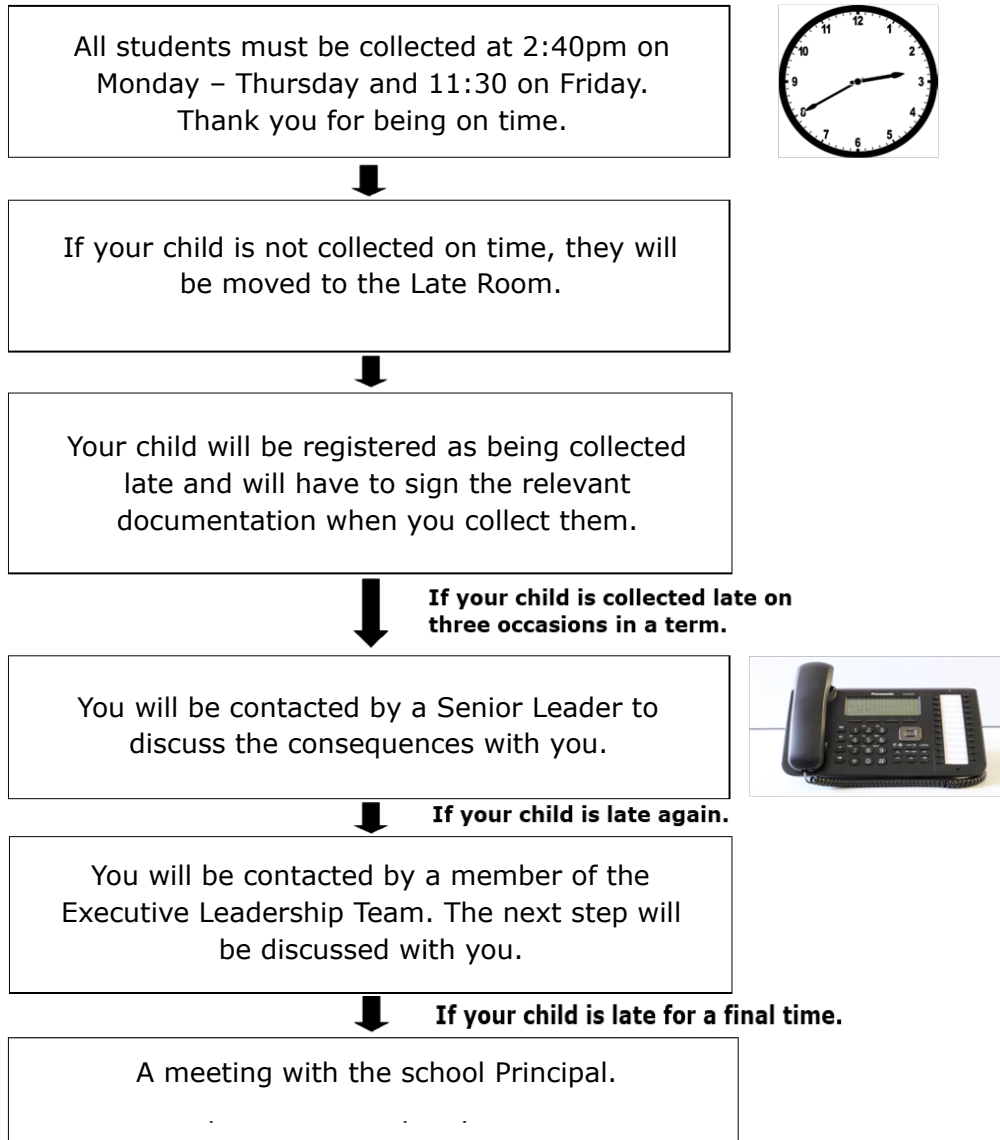
6.8 Unnotified Absence:

If your child is away from school for whatever reason, please ensure that you apply for leave on the Parent Portal and inform the class teacher by email. If we do not hear from you, the first day of absence, shall result in a courtesy email to you to enquire as to the reason why. The second day will result in a phone call from the class teacher and the third day shall be a follow up call by a senior leader.

Attendance and Punctuality procedure—Morning



Attendance and Punctuality procedure–Afternoon



7. School Communication Protocols

7.1 Key Methods of Communication:

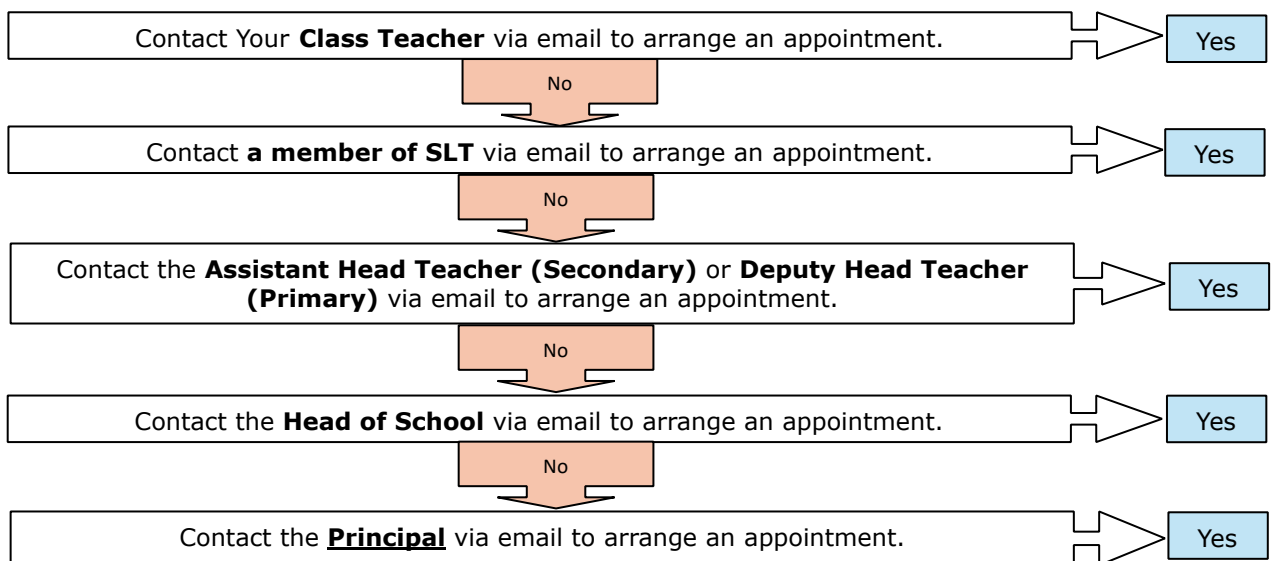
- Class teacher/form tutor email communication.
The main method of communication with your child’s class teacher / form tutor is via email. All staff email addresses are made up of the teacher’s initial of their first name, followed by a full stop and then the teacher’s surname, followed by “**_gfa@gemsedu.com**” for example:
i.smith_gfa@gemsedu.com
- Whole school emails from communications_gfa@gemsedu.com.

- Whole school newsletter that will be available on our Parent Portal - Phoenix Classroom on a weekly basis.
- Meet the Teacher - Early in the first term, to involve parents in the year’s activities.
- Academic Review Days – which are used to provide parents with specific information regarding their child’s progress and learning.
- Regular coffee mornings and parent webinars related to key topics, year groups or areas of interest in the community.
- Student End of Term reports - you will be provided with a summary of your child’s progress, attainment and achievements at the end of each term.
- Parent Engagement sessions provide opportunities for parents to meet with the Senior Leadership Team and other relevant staff to discuss curriculum, teaching and learning and related issues.

7.2 Student Learning Questions, Comments, Compliments or Queries

At GFA, we value your feedback and are always open to suggestions on how to improve our school. The following communication guide and contact details are to ensure that you speak to the right person if you have a question, comment or a compliment.

By following the communication routes, we will endeavour to resolve any questions or comments that you have as swiftly as possible.



8. GEMS Parent portal

Enrolled parents can access the GEMS Connect App by receiving a unique username that will be issued to parents upon joining the school. GEMS Connect is a source of vital information to keep you up to date with communication from the school.

Parents can download at <https://connect.gemseducation.com>.

9. Safeguarding

Safeguarding Protocols

- All staff receive face-to-face training upon induction.
- All staff complete GEMS training linked to safeguarding.
- Refresher courses are delivered termly.
- Confidential safeguarding procedures are adhered to following the GEMS Safeguarding Policy and the UAE Code of Conduct.



Designated Safeguarding Lead
Charne Rossouw – Head of Primary

10. Uniform

10.1 Uniform Expectations

- Full and correct uniform must be worn in, and whilst travelling to and from the school. This also applies to extra-curricular after school activities and travelling home on all school trips.
- Full uniform must be worn to all parent teacher consultations and other formal school events.
- Shirts/blouses should be of an appropriate size. All students' shirts should always be tucked in at the waist.

- Leggings for girls are not allowed, however blue tights are part of the GFA school uniform.
- When sweaters are not being worn, they should not be tied around the waist.
- School uniforms and personal items are the responsibility of the students and their families. Please ensure that all items of clothing and personal possessions are clearly labelled.
- **Please note that trolley bags are not allowed-** students should be using a small rucksack or the Founders school bag which can be purchased at the Threads store in Dalma mall.

10.2 Footwear

- Black formal leather shoes only. Trainers of any kind are not part of the school uniform and are not allowed to be worn with formal school uniform.
- Black school shoes should be polished regularly.
- White trainers should be worn with the school PE uniform, only on the allocated PE day.

10.3 Jewellery

- Students may wear a watch.
- Girls may wear one small stud in each ear lobe, and these should be removed for PE. No other piercings are permitted.
- Jewellery items of religious significance may only be worn with prior approval by the school, following a formal written parent request.

10.4 Henna Tattoos

- These are only acceptable for religious/cultural reasons.

10.5 Hairstyles

- Girls – hair should be tied back fully off the face. The sensible use of hair accessories is acceptable to keep hair orderly and neat e.g. school coloured headband, hairband, clips, slides, elastic bands, scrunchies are permitted.
- No make-up or nail polish are allowed to be worn by any student.
- Boys - hair must be neat, short and tidy, and if your child has long hair long for religious and cultural reasons, their hair must be styled and tied back appropriately.

- We request no coloured gel, wax or mousse etc. be used when styling hair and no exaggerated styles or cuts.
- All students' hair must be of a natural colour and must not be dyed. The hair style itself must be neat and modest. If the student's hairstyle contravenes any of the above requirements, the student will be requested to amend this with immediate effect.



Code of Conduct

11. 1 Attitudes

The cornerstones of standards of students' behaviour are respect for oneself, respect for others, respect for the school and local community, respect for the environment and respect for the UAE.

GEMS Founders School strives to offer all their students a physically and emotionally safe environment in which they can achieve their full academic and personal potential.

For GFA to achieve this objective, the responsibilities of students and parents include:

- Abiding by the school's behaviour policy. This policy will cover the expected code of behaviour during school times, during extracurricular

activities, on school buses, during school trips and students' participation in social-media forums.

- Ensuring the student understands the school's expectations and possible consequences that may arise due to a breach of the behaviour code.

11.2 Roles and Responsibilities

Managerial Responsibility:

The school Leadership Team is responsible for ensuring that a fair and effective Code of Conduct which includes ways of encouraging and affirming student efforts, rewards and consequences are developed and implemented with the participation of all the stakeholders of the institution.

Staff Responsibility:

Staff will take every opportunity to raise students' awareness and understanding of the many issues related to wellbeing, behaviour, and discipline through effective use of assemblies, class discussions, student leadership, PSHE and Moral Education lessons. School staff should always consider themselves responsible for the behaviour of students within sight or sound of them and should respond promptly and firmly to any instances of unacceptable behaviour. These should be recorded. Staff need to consistently follow the policy. Where there are any uncertainties, they should seek the advice of a Senior Member of staff.

Parental Responsibility:

Parents should provide a conducive home environment as it plays a crucial role in shaping attitudes that produce good behaviour in schools. It is therefore important that parents should be aware of the aims, values, and the nature of the expected behaviour of the school. Parents should ensure they are open to the efforts of communication from the school regarding their child/children and should support the school in all actions taken.

Student Responsibility:

Students should apply themselves to the learning and application of real-life enhancing skills such as self-control, conflict management, problem-solving, decision-making, and effective intra- /inter-personal communication. They should also learn to appreciate that unacceptable behaviour has its consequences. They should live out the school values in all areas of their lives.

11.3 A Positive Reward Scheme

There is a legitimate expectation that 'virtue is its own reward'. Adherence to the school's expectations should not be something for which students should expect to be constantly rewarded. Having said that, we all respond to praise and recognition, and it is important that achievement and good behaviour be rewarded, and staff should take every opportunity to praise students. Positive behaviour, effort and success will be actively acknowledged, celebrated, communicated and rewarded both in and out of the school through a variety of ways, from house points, verbal praise and Role Model of the year recognition.

House points are awarded for expected behaviour but also for exceptional effort towards the GFA community.

Staff are encouraged to use them; house points are awarded for:

- Exceptional effort
- Excellent or improved behaviour
- Leading on sustainability • Volunteering
- For outstanding individual pieces of work or contributions in class.
- The number of house points per student is recorded, and the students in the House with the greatest total at the end of the term/year will be rewarded.

11.4 Unacceptable behaviour - This is in line with the MOE and ADEK's regulations and procedures.

Given that students have a right to be in an orderly and safe learning environment, they are expected to behave, both inside and outside the school premises as well as on school buses, in a friendly and orderly manner and to show respect for all persons and property. Behaviour is considered inappropriate if it is not in-keeping with the culture of the GFA Behaviour Policy or Home-School Agreement. Not following a school policy or meeting an expectation is classed as inappropriate behaviour.

Unacceptable behaviour in such contexts includes some examples below:

- shouting or disrupting the class
- leaving the class without permission
- showing disrespect for teachers and other students
- lingering, failure to do work to the best of one's ability
- fighting
- using inappropriate language
- playing rough
- throwing objects at others

- bullying
- indulging in acts of vandalism

11.5 Escalation Route

There is a clear referral route for staff if students do not respond to consequences. The referral route is:

- Class Teacher/Form Tutor
- Senior Leadership
- Principal

11.6 Mobile Phones

Mobile phones are not to be used by students on the school site or on school buses. If there is an emergency and the student needs to access a phone, they may ask their teacher who will then approve this and send the student down to the administration area to make the call.



If students are seen using a mobile phone in school:

The phone is kept with the class teacher/subject teacher until the end of the school day. If repeated, parents will be contacted to collect the student's phone from the reception at the end of the school day.

We thank parents for having their own phone on silent when in the school.

12. Protocols involving students at GFA

We want to remind you that any issues that involve your child and any other child should be reported to your designated teacher / tutor or the school administration. It is important to follow proper procedures and guidelines to ensure the safety and well-being of all students.

Additionally, we would like to inform you that it is not permitted for parents or guardians to approach, investigate, or speak to any other child that is not their own child. There are legal and school policies in place to protect the privacy and security of all students.

We appreciate your cooperation in maintaining a safe and respectful environment for all students at our school. If you have any questions or concerns, please do not hesitate to contact the school administration.

13. Sustainability

GFA will pioneer a transformative approach to education by establishing an innovative model for environmental responsibility, where sustainability and commitment to ecological stewardship play a central role in nurturing the leaders of tomorrow and contributing to a greener, more sustainable future through:

- Net-Zero Energy Approach
- Growing green minds
- Environmental stewardship
- Real-world applications

Please [click here](#) for more information.

14. The School House / Values System

The School House System is a way for students and staff to develop teamwork, pride and community cohesion. Throughout the year there are a wide variety of opportunities for students and staff to gain house points and compete in academic, community, sporting, cultural and fun activities as well as acknowledging the best house at key events, and at the end of the year’s prize giving.

All students and staff are assigned to one of our four houses when they join GFA. Siblings are always assigned to the same house. PE shirts are issued in students’ house colours. Students need to wear their GEMS GFA house colour kits for PE and sports days. Once house teams have been allocated, students will stay in the same house for the duration of their time at GFA.

Our GFA school houses are named according to our values-driven philosophy.



15. Student Leadership Opportunities

Throughout the year, our students have the opportunity to develop their leadership skills. Our vision is for all students to be a leader in some way throughout their time at GFA.

Opportunities could include:

- House Captains
- Class Representatives
- Innovation Champions
- Sustainability Champions
- Teaching and Learning Champions
- Wellbeing Champions

16. Extra-Curricular Activities

As a school, we offer a range of extra-curricular activities ranging from sports, art, music, innovation, etc. Enrichments sessions take place during school hours. We believe that these activities enhance a child's learning and make them a well-rounded individual. We will also offer opt-in after-school ECAs for Year 4 to 8 students.

17. Break and Lunch

All students have set break times every day for eating and playing. All students are supervised at all times.

17.1 Food from home:







- If a student is bringing a packed lunch to school, we remind parents that it is essential that they provide them with nourishing, healthy food for their snack and their lunch (refer to the suggestions below).
- To ensure any healthy drink brought into school is in an unbreakable container.
- To ensure their child brings a water bottle to school every day.

17.2 Food Restrictions:

- **Nuts (including peanut butter and nut-based muesli/snack bars) are not allowed in school, as we have a number of students with severe allergies.**
- As we are based in a Muslim country, we do not permit pork products in our school.
- We follow a healthy eating policy and consequently do not permit chocolate, sweets, chips/crisps, fast food (hamburgers, pizza, fried chicken), energy drinks (Powerade, Gatorade) or fizzy drinks (coke, Pepsi, Sprite, 7-Up et al.) in school.

17.3 Healthy Food Options



FRUIT (2 PIECES)	
SANDWICH, WRAP OR ALTERNATIVE	
DAIRY	
VEGETABLES (2 PIECES)	
FIBRE/GRAINS (Wholegrains)	
WATER	

17.4 School Canteen

Students will be able to buy a snack and or lunch from the canteen as per their allocated timetable.

Slices is our school food provider. Slices' vision is to positively influence the eating habits of the next generation. Its mission is to educate the next generation on healthy eating by providing access to nutritious food at a young age and through a series of initiatives that enable them to look at food differently.

18. School Transport Services (STS)



SCHOOL TRANSPORT SERVICES

Bright Bus is our service provider for families requiring their child(ren) to be transported to and from school by bus.

A Customer Care Executive of Bright Bus is available at our school to support students and parents, and the representatives at the central office are always available to support you. To find out more about the Bright Bus routes, costs, policies, safety procedures, etc. please visit their website at www.stss.ae or call 800STSS (8007877).

Important:

- GPS and Electronic Attendance System - all buses are installed with this system which monitors the movement of students every day when they board and depart from the buses.
- Video Surveillance System – all buses are fitted with purpose built, durable and tamper-proof Digital Video Recorders.
- Student ID card – it is mandatory for students to carry ID cards and get it scanned when boarding and disembarking from the buses. Students are not allowed to travel on the buses without their ID cards. This is to ensure the safety of the students.
- **The wearing of seat belts is mandatory.**
- Code of Conduct - students are expected to adhere to the Bus Behaviour Code of Conduct under all circumstances.
- The drop off students during the return trip – in order to ensure the safety of students we will issue Parent ID cards to our parents/ the adult who picks up the student.

19. Health and Well-being



19.1 School Medical Team / Clinic

We have qualified school nurses on site who play an active part in the life of the school. All required medical records are to be submitted to the Medical Team. Parents will be informed if their child has visited the clinic and shall be called if you must collect your child from the clinic. If you are asked to pick up your child, it is because they are unwell and may be putting the health of themselves or others at risk. We ask that a family member is at the school within 30 minutes of a call being received from our medical team.

19.2 Medical Needs

It is the parents' responsibility to inform us of all medical needs. Please complete the Medical Information Form (compulsory) and return it to school at least one week before your child's first day. If any medical needs develop while your child is at GFA, it is your responsibility to inform us immediately so that we can ensure that the appropriate provision and care is available.

19.3 Medicine

Should your child need to take some medicine during the school day, it should be handed to the school nurse first thing in the morning and collected from her at the end of the day. The nurse will administer the correct dosage at the appropriate time. The medicine should be in a plastic bag clearly labelled with your child's name and class.

19.4 Emergency Contact Details

Once your child has started at GFA, it is the parents' responsibility to provide us with all current direct and emergency contact details.

19.5 Counselling

A school-based service brings counselling to students and young people in a place that is familiar and safe. Counselling is the opportunity to talk about things that are of concern to a young person, in confidence, with a qualified counsellor. What is spoken about will depend on the individual, but common themes are stress, relationships, change and loss. Counsellors are trained to listen without judging and to help students sort out their thoughts and feelings about whatever is concerning them.

Referrals can be made through your child's class teacher or a Senior Leader. Parents also have the option to communicate with the school counsellors to refer their child.

19. 6 General Wellbeing Needs

Should your child have any personal needs that may have an impact on their wellbeing that our staff need to be mindful of such as: Family bereavement,

parental separation etc., please contact your child's class teacher or appropriate member of the Senior Leadership team to keep us informed.

20. Health, Safety and Environment

Health and Safety is a main priority at the GFA. We aim to ensure this process is in place for all students, staff, and visitors.

The school complies with the polices, rules and regulations in accordance with GEMS Education, ADEK and the Abu Dhabi Civil Defence.

20.1 Identification Badges

The school commits to safeguarding its students and staff through issuing new parents with access identity cards which must be worn for the security team to check when leaving or accessing all entrance points at the school. These must be worn at all times whilst on site.

The access identity card carries the student's unique identity number and remains the property of the school. The identity card is not transferrable, and it is the parents' responsibility to provide the school with their up-to-date personal details and photographs prior to joining the school. If the card is lost, parents will have to pay for the replacement card.

20.2 Visitors

- Visitors must ensure that they adhere to the school's health and safety requirements:
- Sign in when entering the school premises and sign out when exiting.
- Parents must always wear their parent ID card.
- Visitors must always wear badges/stickers and ensure that they wear the appropriate lanyard, in line with the school's lanyard requirements.
- Remain within their permitted areas and not to approach any students, without prior management approval.
- Be aware and adhere to the school specific emergency procedures.
- Report any health and safety incidents to the school.

20.3 Car parking

- Drive with caution and very slowly at all times in the GFA car park.
- Maximum speed limit 5 km per hour – please look out for our students.

20.4 Evacuation and Emergency Management

- We have extensive policies and procedures in place for our school with respect to fire, natural disaster and emergency lock down procedures.
- We have regular emergency drills with all staff and students. For visitors' safety we ask everyone to sign in at the front gate/desk and always wear a visitor's badge.
- In the event of an emergency, parents will be expected to come to collect their child directly from the school or the evacuation point.

21. Birthdays

If your child is celebrating a birthday during term time and you wish to celebrate with his/her class, please provide individually wrapped cupcakes or treats. These will be sent home in the students' snack boxes and their parents will decide if they enjoy them or not. Parents can contact the class/form teacher with regards to their child's birthday celebrations. Celebration food is to be distributed at the end of the day.



22. School Curriculum

22.1 The Primary Curriculum

The British National Curriculum is organised based on key stages:

Key Stage	Year Groups	Ages
Early Years Foundation Stage	FS1	3 - 4
	FS2	4 - 5
Key Stage 1	Year 1 - 2	5 - 7
Key Stage 2	Year 3 - 6	7 - 11

The students in the Foundation Stage classes follow the Early Years Foundation Stage curriculum and work towards achieving the Early Learning Goals in prime areas: Personal, social and emotional development; language and physical development and in specific areas: Maths; Literacy; Expressive Arts and Design and Understanding of the World.

In Key Stage 1 and Key Stage 2 students learn the following subjects:

- Arabic (Year 2 upwards)
- Art
- Computing
- English
- French (Year 4 upwards)
- History and Geography
- Islamic (Year 2 upwards for Muslim students only)
- Mathematics
- Moral Education (Year 2 upwards)
- Physical Education (PE)
- PSHE (Year 2 upwards for non-Muslim students)
- Science
- Sustainability
- UAE Social Studies (Year 2 upwards)

22.2 The Secondary Curriculum

Our curriculum is designed to provide our students with a wide variety of intellectual experiences. These will bring them the skills they need to succeed and thrive, without neglecting to provide them with the wide and secure knowledge base they will need as both cultural capital and the foundation for further study.

Key Stage	Year Groups	Ages
Key Stage 3	Year 7 – 9	12 – 14
Key Stage 4	Year 10-11	15 – 16
Key Stage 5	Year 12-13	17 – 18

In Key Stage 3 students learn the following subjects:

- Arabic
- Art
- Computing
- English
- French
- History and Geography
- Islamic (for Muslim students only)

- Mathematics
- Moral, Social and Cultural Studies
- Physical Education (PE)
- PSHE (for non-Muslim students only)
- Science
- Sustainability
- UAE Social Studies

23. Assessment

Assessing Students' Achievement

All lessons have clear learning objectives. All set tasks should be appropriate for each student's level of ability. We share the focus of the lesson with the students and ensure that they understand what they have to do to make progress in the lesson. Throughout the lesson and especially during the lesson plenaries, we assess achievement matched to the learning intention and give appropriate feedback to the students. The teacher must make notes (record) of the students who have not achieved the expected outcome or those who have achieved more than expected. This information is used to inform our future planning.

Formative and Summative Assessment

We believe that formative assessment raises standards and summative assessment provides data for comparison and measuring progress. We believe that for assessment to be formative the feedback information must be used.

Formative Assessment

Formative assessment occurs through:

1. Clarifying learning objectives at the planning stage
2. Sharing these learning objectives at the beginning of lessons
3. Involving students in self-evaluation against learning objectives e.g. traffic lights in Maths
4. Focusing oral and written feedback around the learning objectives
5. Appropriate questioning
6. Raising students' self-esteem using praise and celebration
7. Marking work with next steps where appropriate
8. Listening to readers and giving advice on strategies

9. In (FS1/2) EYFS, observing students engaged in independent and self-directed activities and using this to guide students to develop their understanding.

Summative Assessment Progress Trackers

We use internal progress trackers to record assessments of students on an ongoing basis. We use the system to record and track assessment of students in all subjects of the National Curriculum for England and MOE subjects. The system lists all of the learning objectives from the National Curriculum by subject. As an objective is taught, teachers make a judgement of how well a student has met the success criteria for the objective.

At set points in the year, Pupil Progress meetings are held in which teachers look at evidence that has been generated and moderate the teacher and Progress Tracker judgements. This allows for us to identify any student who is not making the expected progress and adapt their provision. The Teacher Progress Tracker system allows us to track attainment and progress for individual students, significant groups, classes and year groups.

Summative Assessments

- Nationally standardised summative assessments include:
- CAT 4 assessments from Years 3–8
- NGRT Tests from Years 3-8
- GL Progress tests in English, Maths and Science. Years 3-8 at the end of each academic year.
- ABT Assessments for Arabic A students from Y4-8
- End of unit/progress checks for Maths, English, Science (in Primary), All subjects (Secondary).
- Termly and end of year assessments in all the MOE subjects.

24. BYOD Policy

Students from Year 2 – 8 are expected to bring their own device in to school on specific days as per the year group timetable. In addition to this, our students will have access to computers and iPads. Each class will have access to an interactive whiteboard.

As part our BYOD (Bring Your Own Device) Policy, we will teach students how to safely use the internet for learning, communicating, and sharing. All parents must sign the BYOD Policy upon the admission of their child(ren).

25. School Policies

[GFA Admissions Policy](#)

[GEMS Allergy Management Policy](#)

[GFA Behaviour Policy](#)

[GFA Communications Policy](#)

[GFA Curriculum Policy](#)

[GEMS Hot Weather Policy](#)

[GFA Inclusion Policy](#)

[GFA Parent & Students Cybersecurity Guide](#)

[GEMS Safeguarding Policy](#)

[GEMS Social Media Policy 2024-25](#)

[GFA Teaching and Learning Policy](#)

GEMS Founders School, Masdar City
Abu Dhabi
HOME-SCHOOL AGREEMENT

Student Details			
	Student name(s):	ID #	Grade/Year:
1			
2			
3			
4			
5			

Parent / Guardian Details	
Mother	Father
Name:	Name:
Contact number:	Contact number:
Email:	Email:

At GEMS Founders School Masdar City, we wish to create a culture of learning, where students are safe, happy, enthusiastic and motivated.

A constructive relationship between GEMS Founders School Masdar City, and families is key to ensuring that students' well-being is at the core of an effective educational experience. It is beneficial for the school and families if these relationships are based on agreed terms and conditions set out clearly in a contract form. In addition to this contract, GEMS Founders School Masdar City has procedures to address and mitigate parental concerns and complaints, whilst at the same time we recognise that parents are a valuable resource in the educational experience of their children.

To ensure that all parties in this relationship are aware of their duties and responsibilities, families are required to read this document carefully and to ratify it after any queries have been addressed by GEMS Founders School Masdar City.

1. General Responsibilities

1.1 The School's general responsibilities:

- Commitment to student safeguarding, wellbeing, and health and safety.
- Commitment to professional and ethical standards, well-prepared teaching, learning and non-classroom activities.

- To share termly data relating to the child’s attainment and progress with parents (subject to clearance of fees).
- Consistently follow school policies and procedures as published in the Parent Handbook and on the school website.

1.2 The Parent’s/guardian’s general responsibilities:

- Follow school policies and procedures as published in the Parent Handbook and on the school website
- Promote positive behaviours and commit to encourage and care, and to resolve behavioural problems of their child.
- Cooperate with the school to solve any behavioural problems as per the school’s behaviour policy.
- Instil self-discipline in children and always remind them of the values of their religion and society.
- Commit to attend educational and awareness meetings and events when invited by the school administration.
- Communicate with the school when needed.
- Notify the school of their child’s particular needs, including SEND/SofD, and support their child and school accordingly. Provide requested reports and assessments as required.
- Pay the value of repair or replacement of any items lost or damaged by their child, as per the decision of the Behaviour Management Committee, as per ADEK guidelines
- Accept full responsibility towards their child according to Wadeema’s Law and other laws in the state.
- Demonstrate respect to the administrative and teaching staff at the school. Do not harass or verbally/physically abuse them and follow the school’s complaint’s policy.
- Provide and update correct telephone numbers to facilitate continuous communication between the school and the home.
- Support their child inside and outside school to raise their educational level, values and character.
- Ensure their child attends school regularly, brings all required learning materials and stationery, wears the correct school uniform and arrives and is collected on time.

1.3 The Students’ general responsibilities

- Adhere to all MOE/ ADEK and the school’s rules and regulations.
- Commit to the GFA values, principles, customs and traditions of the UAE community, such as honesty, integrity and non-infringement, and to respect all members of the entire school community as well as parents and members of the community.
- Acting responsibly and not endangering the lives and safety of others or the student himself / herself.
- Maintain the property of the school and others.
- Commitment to school hours. Not to be absent or late except with an acceptable excuse.
- Contribute to strengthening the image of the school community.
- Participate in the educational process in a positive way through hard work and diligence.
- Act responsibly and not disrupt the educational process within the classroom.
- Commit to wearing the correct uniform with a smart appearance and attitude.
- Study diligently and promote the educational environment.
- Contribute to the activities of the school community.
- Encourage and promote a positive and motivated school environment.
- Tell a trusted adult if they have any concerns, whether in school, online or in the home.

2. Students' Rights:

- Obtain a quality education.
- Learn in a safe and friendly school environment.
- To be treated with respect, fairness and justice by all.
- Obtain the necessary support from the parent, guardian or the official representative of the student at school meetings.

- Confidentiality: The School will not disclose any student's records without the written consent of the parent or the competent official authority.
- Receive appropriate social, psychological and health care.
- Receive activities that are appropriate for their talents, abilities and potential.

3. Admission and Enrollment

3.1 Acceptance of the student's enrollment in the school- the school's responsibilities

- The school will follow a fair and consistent policy for the admission and enrollment of children into GFA.
- Promotion to the following year will be as per authority attendance and achievement criteria.
- Enrollment is subject to the child passing academic and social assessments, the submission of required authority registration documentation and clearance of the first term's fees in full.
- Priority admission is given to 1) siblings of GFA students, 2) GEMS school transfers, 3) GFA staff children 4) GEMS staff children.

3.2 Additional Support:

- GFA is a mainstream school with a set capacity and facilities for students of Determination. Where we are able to support the child's academic and social development, admission may be offered.
- GFA is committed to equality of opportunity for all our students, and will provide whatever support possible to ensure equity of curriculum and activity access
- To ensure a productive learning experience for all students at the school, including those with additional needs, it is essential that the school and the families work in partnership. This is defined by certain expectations from both parties to set the condition for successful identification and support of students.
- On admission and at the start of each subsequent academic year, parents of students of Determination will sign a **Conditional Admission Letter**, detailing expectations and conditions of admission. This may include the provision of external assessment reports, provision of a Learning Support Assistant and external support sessions, as per the student's individual needs.

3.3 Expectations of parents of children with SEND (Special Educational Needs and/or Disabilities) or ELL (English Language Learner) needs:

Parents understand that and agree that:

- They must provide the school with copies of all therapy reports, medical, psychological or educational assessments before entry to the school. Such materials are a prerequisite in enabling us to provide the best education for your child.
- Failure to disclose any such information, including the deliberate withholding of information, may result in the school withdrawing the placement offer.
- Parents of children with SEND identified at Wave 3, who require one to one support, must have a medical, psychological or educational assessment of their child issued within the last year. This will enable the Inclusion Team to plan interventions to meet their individual needs.
- If additional one to one support is recommended following assessment, a child's place may only be offered if the parents are willing to fund this additional support.
- They must follow the advice of the school in terms of engaging with therapy and providing support at home.
- It is the school's decision to decide if support is to be reduced or stopped; this will be in consultation with the parents. If the school decides that this support is not required in the future, then the school will speak to the parents and inform them that support is no longer needed during the IEP process.

- That enrolment and re-enrolment of students with significant Special Educational Needs and/or Disabilities may only occur if the support required by the school is agreed to and provided by the parents.

3.4 Parents of Foundation Stage students:

Students are expected to be toilet trained (No Nappies or pull-ups).

The expectations are that students:

1. Know when they need to use the toilet
2. Can use the toilet independently during the school day
3. Are responsible for their personal hygiene

4. Fees

4.1 Annual school fees

- Fees are as per authority approval and are published on the website.
- Fees are subject to change as per authority notification.
- If a parent paid the annual fees in full in advance, but the school subsequently receives authority approval for a fee increase, the difference is payable.
- Fees are due per term, by the first day of each term. Term 1 fees must be cleared before any student joins for the new academic year.
- Failure to clear fees would lead to suspension of the report card publication, discussions about individual progress and achievement and TC/formal school document provision. Seats would not be held for the following year if the term fees remain pending after the end of the academic year.
- Term 2 fee must be cleared before seats can be booked for the following academic year.

4.2. Fee payment mechanism

- Fees can be paid at the Cashier, or through the parent's online portal.
- Bounced cheque penalties apply as per the bank's charging structure

4.3. Fee refund mechanism

- Fee refunds are done in accordance with the MOE Bilo No (28) of 1999, Article 52 (One month's fees are payable if the student attends for 2 weeks or less, two months' fees are payable if the student attends for more than 2 weeks and less than one month, and three months' fees are payable if the student attends for more than one month).

4.4. School fee reduction policy

- Fees are set by the Authorities and GEMS.
- The school does not have a fee reduction policy.

4.5. Scholarship Policy

- The school does not have a scholarship programme. Any such programme would be discretionary by GEMS.

4.6. Certificate blocking mechanism

- Certificates and report cards would be withheld in the case of non-payment of due fees.

4.7. Financial sanctions mechanism

- GEMS reserves the right to pursue debts and broken payment plans as per the local law.
- A fee is charged on bounced cheques as per the Bank's charging policy.

5. Communication

5.1 The School's responsibilities

- To share all required information, circulars, authority rules, expectations and requirements with parents in a timely manner by email/SMS/ as appropriate.

- To update and publish the GFA Parent Handbook, which includes links to all main school policies and procedures.
- To reply to parent emails and calls within 2 working days, within working hours.
- To communicate professionally with all stakeholders.
- Confidentiality: never communicate personal information except to that concerned person.

5.2 The Parent's responsibilities

- To check school emails/SMS and keep up to date with school circulars and other communication.
- To respond supportively to school communication.
- To communicate with GFA staff respectfully, both verbally and in writing.
- Never communicate directly with another family's children unless with their parent's permission.
- Never defame GFA, GEMS or GFA staff on social media or other format, or break confidentiality.

5.3 Acceptance of the student's enrollment in the school the Parent/guardian's responsibilities

- To submit all required authority registration documents prior to admission and update these as required over time.
- To clear the full term 1 fees before enrollment is confirmed, and subsequent termly fees by the first day of each term.
- To pay the re-enrollment fee by the given deadline to secure a seat for the following academic year.

6. Curriculum and Educational Programmes:

6.1 Curriculum

GFA follows the National Curriculum for England. This includes books, assessment, progress and attainment expectations, schemes of work (*and in future - external examinations e.g. IGCSE in Year 10/11, A/S Level in Year 12 and A Levels in Year 13*). Please refer to the information below for detailed information regarding the school's curriculum and programmes. Websites are included if parents wish to seek further information.

EYFS: <https://www.gov.uk/early-years-foundation-stage>

Years 1 to 2: NCFE Key Stage 1: <https://www.gov.uk/national-curriculum/key-stage-1-and-2>

Years 3 to 6: NCFE Key Stage 2: <https://www.gov.uk/national-curriculum/key-stage-1-and-2>

Years 7 to 8: NCFE Key Stage 3: <https://www.gov.uk/national-curriculum/key-stage-3-and-4>

6.2. Evaluation/Assessment Policy

- The assessment policy is reviewed termly and annually. It includes compulsory external assessment tests (e.g. CAT4, PASS and GL Progress Tests), internal end of term assessments (MOE and Secondary), quizzes and ongoing teacher assessment of classwork, projects and homework.

6.3. Graduation requirements and equivalencies

- These are subject to MOE change and will be informed to parents of applicable years.

7. School Calendar, Attendance and Punctuality

7.1. The school calendar

- The school follows the authority's published school calendar, which is published in the Parent Handbook. All dates are subject to authority change without notice

7.2. Parent/guardian' responsibilities

- Ensure 'Good', regular attendance (at least 96%)
- Drop off and pick is according to the school timings.
- Submit a leave application for any emergency term-time leave exceeding 1 day, and a medical certificate for any medical leave exceeding 2 days.

7.3 School Timings and the daily routine:

- The school doors will be open to students at 7:30am.
- Every day, all students should be in class by 7:45am.
- Absenteeism and lateness effects students' progress and attainment as well as the school's ability to provide effective educational services. It also disrupts the learning experiences of other students in school.

	FS1 & FS2	Year 1 – 8
Monday – Thursday	7:30am – 12:30pm	7:30am – 2:40pm
Friday	7:30am – 11:30am	

7.4 Reporting Attendance to ADEK

98% and above	96%	94%	92%	90%	Less than 90%
Outstanding	Very Good	Good	Acceptable	Weak	Very Weak

8. GFA Code of Conduct

As per the Ministerial Resolution No. (1) of 2018 on the Regulation of the Students Behaviour at Public Education Foundations, United Arab Emirates)

8.1. Code of Conduct and Behaviour Policy

GEMS Founders School Masdar City strives to offer all students a safe environment in which they can achieve their full academic and personal best. Our Code of Conduct and Behaviour Policy is based on mutual respect and is applicable to all stakeholders.

For GFA to achieve this objective, the responsibilities of students and parents include:

- Abiding by the school's behaviour policy, encouraging students to conform to school rules particularly regarding behaviour during the school timings, during extra-curricular activities, on school buses, during school trips and students' participation in social- media forums, wearing school uniform and completing home learning.
- The school has a zero-tolerance policy for bullying in all its forms. Bullying is the intentional and repeated intimidation of another person who is in a position of power through emotional, physical, psychological and/or cyber means. Instances of proven and intentional bullying may result in immediate fixed term suspension of the aggressor from the school.
- Parents who do not support the school in the improvement of their child's behaviour may have the offer of a place withdrawn at the end of a year.
- Aligned with the above, the school will not tolerate any form of defamation or intentional harm practiced through social media forums.

- The school has a clear policy for parents and students about the use of and participation in social media outlets and/or forums.
- This policy includes the following:
 - Parents and students using social media must, at all times, demonstrate respect for the members of the school community (including all students and personnel).
 - Parents and students must not breach confidentiality, defame or make threats to any person in the school community; instances of proven and intentional breach of the above will result in sanctions that may include fixed term suspension from the school.
- Staff monitor and follow-up behavioural issues in a fair, consistent manner. Multiple incident reports over time and serious safety issues would lead to a warning letter following the Behaviour Policy.
- Students are expected to learn from their mistakes and reflect on 'how to do better next time'.
- Warning Letters are issued immediately for serious violations (such as fighting) or due to repeated irregularities over time.
- Students whose behaviour does not significantly improve would not be readmitted for the following academic year.
- Students receiving 3 Level 2 to more serious Warning Letters can be automatically blocked from re-enrolment for the following academic year.
- By signing this contract, the parents agree to support the school's Behaviour Policy.

Example of Behaviour Offences (as per the Ministerial Resolution No. (581) of 2018 Concerning Students' Management)	
First Degree Offences	<p>First Category (minor) Violations</p> <p>1.1 Being repeatedly late to the morning parade or failing to participate therein without an acceptable excuse. Absence by more than 3% without an excuse.</p> <p>1.2 Failing to attend the classes on time repeatedly without an acceptable excuse. Lack of personal hygiene (hair, nails, clothing)</p> <p>2.2 Non-compliance with the school uniform or the school sports uniform without an acceptable excuse.</p> <p>2.3 Overgrown hair for boys or bizarre haircuts for boys and girls.</p> <p>2.4 Not bringing the books and school kits without an acceptable excuse.</p> <p>2.5 Non-compliance with the positive behavior rules inside and outside the classroom, such as: keeping calm and disciplined during the class time and making inappropriate sounds inside or outside the classroom.</p> <p>2.6 Sleeping during the class time or formal school activities with no justification (after making sure of the student's health status).</p> <p>2.7 Eating during the class times or during the morning parade without a justification or permission (after making sure of the student's health status).</p> <p>2.8 Non-compliance with presenting homework and assignments given to him / her in a timely manner.</p> <p>2.9 Misuse of the electronic devices such as the tablets etc., during the class, including playing games and using headphones inside the classroom.</p> <p>2.10 All of what is similar to these offenses as per the discretion of the Behavior Management Committee.</p>

Second Degree Violations	<p>Second Degree Offences (Medium Risk) Can be issued with internal exclusion for 1-3 days / external suspension if repeated.</p> <p>Repeating the irregularities of the first Level more than 3 times</p> <p>2.1 Not attending the school without an acceptable excuse at any time, including before and after the holidays and ends of weeks and before exams.</p> <p>2.2 Getting in or out of the classroom during the class time without permission.</p> <p>2.3 Not attending the school activities and events without an acceptable excuse.</p> <p>2.4 Inciting quarrel, threatening or intimidating peers in the school.</p> <p>2.5 Acting in a manner contradicting with the public morals or the public order at the school and with the values and traditions of the society, such as imitating the opposite sex in terms of clothes, appearance, haircuts and use of makeup.</p> <p>2.6 Writing on the school furniture or school bus seats. Tampering with the alarm bell or the lift.</p> <p>2.7 Bringing mobile phones or misuse any means of communication.</p> <p>2.8 Verbally abusing or insulting students, staff, or visitors of the school.</p> <p>2.9 Smoking or possessing the relevant kits inside the school campus.</p> <p>2.10 Refusing to respond to the instruction of inspection or to hand over the banned materials.</p> <p>2.11 All of what is similar to these offenses as per the discretion of the Behavior Management Committee</p>
Third Degree Offences	<p>Third Category Violations (Serious / Dangerous) Can be issued with bus bans or external suspension.</p> <p>3.1 Various types and forms of bullying.</p> <p>3.2 Copying or reproducing the assignments, reports, researches or projects and taking credit for them.</p> <p>3.3 Getting out of the school without permission or absconding during the school day.</p> <p>3.4 Attempting to defame peers and the school staff via the social media or abusing them.</p> <p>3.5 Impersonating others' personality in the school, during transactions, or forging the school documents.</p> <p>3.6 Destroying or seizing the school furniture, tools, and vandalism.</p> <p>3.7 Tampering with or destroying the school buses. Causing harm to the driver, supervisor, or the other road users.</p> <p>3.8 Assaulting others in the school, without causing any injuries to the victim.</p> <p>3.9 Driving a private car recklessly inside or around the school campus, and not following the security and safety instructions.</p> <p>3.10 Capturing, possessing, publishing or disseminating photos of the school staff and / or students without their permission.</p> <p>3.11 All of what is similar to these offenses, as per the discretion of the Behavior Management Committee</p>
Fourth Degree Offences	<p>Fourth Degree Offences (Very Serious) Suspension from school pending investigation.</p> <p>4.1 Using the communication means or social media for unlawful or immoral purposes, or in a manner discrediting the educational institution and its staff or others.</p> <p>4.2 Possessing or using arms or blade weapons, or their equivalent inside the school.</p> <p>4.3 Committing sexual assault inside the school, the bus or during activities.</p> <p>4.4 Assaulting others in the school causing injuries to the victim (corporal abuse).</p> <p>4.5 Systematic (pre-planned) or covering up theft.</p> <p>4.6 Bringing, possessing, presenting, or promoting information or electronic materials that are unauthorized and inconsistent with the values, morals, public order, and public decency.</p> <p>4.7 Sexual harassment inside the school, the bus, or during activities.</p> <p>4.8 Leaking questions of the exams or engaging therein, in any way.</p> <p>4.9 Setting the school campus on fire.</p> <p>4.10 Abusing political, religious, or social figures in UAE.</p> <p>4.11 Possessing, bringing, promoting, or using narcotics, medical drugs, or the psychotropic substances inside the school or the school bus, or being under the influence of narcotics, non-prescribed medical drugs or the psychotropic substances.</p> <p>4.12 Disseminating or promoting ideas or beliefs on extremism, blasphemy or atheism, or the ones harming the political and social regulations of the society.</p> <p>4.13 Disdaining the divinely revealed religions or stirring sectarian strife in the school.</p> <p>4.14 All of what is similar to these offenses, which are considered as legally punishable offences, as per the discretion of the Behavior Management Committee.</p>

9. Digital Device Acceptable Use Agreement (DDAUA)

- GEMS Founders School Masdar City recognises that access to technology in school gives students greater opportunities to learn, engage, communicate, and develop skills that will prepare them for work, life, and citizenship.
- The purpose of this agreement is to establish an environment that is reliable, secure, compliant to regulatory obligations, manageable, and conducive to positive pedagogy at school from the perspective of end-user devices. This agreement is to ensure that all students use technology in school, at home and elsewhere, effectively, safely and responsibly, to facilitate learning on a 24/7 basis, and to help ensure that they develop the attributes of competent digital citizens. The rules written in this agreement are not all inclusive. GFA reserves the right to change this agreement as and when it deems it necessary to do so.
- This policy applies to all digital resources, not only the computers, devices and equipment provided in the school's IT labs, but also the personal devices students bring to school in accordance with the school's Bring Your Own Device (Year 2 – 8) Policy.
- Please refer to the complete policy on the school website.
- To use the school's digital resources, they must follow the guidelines set forth in this policy. The rules written in this agreement are not all inclusive. GFA reserves the right to change this agreement as when it deems it necessary to do so. It is a general agreement that all facilities (hardware, software, Internet, etc.) are to be used in a responsible, ethical, and legal manner, in and out of school. By using any digital resources, whether owned personally or by the school, users acknowledge their understanding of the Electronic Devices / Digital Resources / BYOD Agreement as a condition of using such devices and the Internet. The school provides some electronic devices and services to promote educational excellence. The school has a responsibility to maintain the integrity, operation, and availability of its electronic systems for access and use. The school does not guarantee user privacy or system reliability.
- Whilst on site, access to the school network and the Internet should be considered a privilege, not a right, and can be suspended immediately, without notice. Access on site is available only for educational and administrative purposes. Digital resources are to be used in accordance with this Policy and all users will be required to comply with its regulations.
- The guidelines provided in this policy are intended to help users understand appropriate use. The school may restrict, suspend, or terminate any user's access to the school's computer systems upon violation of this Policy.

The **DDAUA** provides guidelines for using all digital hardware and software (on individual computers/devices, on local area networks, wide area networks, wireless networks, the Internet and companion technological equipment - e.g. printers, servers, whiteboards, projectors, etc. when students are at school). The Agreement also establishes rights and responsibilities for all users, in and out of school. All users of the school network and technological devices anytime, anywhere, are expected to follow the guidelines or risk loss of digital privileges. In cases of serious breaches, further action may be taken, in line with the school's standard disciplinary procedures.

9.1 School Network Accounts

- Accounts on the systems at GFA are considered secure, although absolute security of any data cannot be guaranteed.
- Students should not store commercial software, music, and/or games or hidden files to their school network account profile folders.

- School-related files are the only files to be saved in a school network account Profile folder temporarily and should be emailed to student personal email or saved in their fusion virtual learning environment profiles.
- Use only their account/password. This practice will ensure that only their personal device is connected to the network.

9.2 Personal Safety

- Students should not share personal information, including phone number, address, ID number, passwords or birthday over the internet without adult permission.
- Students should recognise that communicating over the internet brings anonymity and associated risks and should carefully safeguard the personal information of themselves and others.
- Students should not agree to meet someone they met online in real life without parental permission.
- If you see a message, comment, image, or anything else online that makes you concerned for your personal safety, bring it to the attention of an adult (teacher if you're at school; parent if you're using the device at home) immediately.
- Students should always use the Internet, network resources, and online sites in a courteous and respectful manner.
- Students should also recognise that some valuable content online is unverified, incorrect, or inappropriate content.
- Student should not post anything online that they wouldn't want parents, teachers, future colleges, employers or the UAE government to see.

9.3 Equipment

- GFA encourages students the use of the latest devices as these will ensure compatibility and appropriate educational apps and programmes to be easily installed. The school highly recommends the use of tablet devices including iPad or Android for Primary / Secondary students and Mac or Windows laptops for senior students.
- Phones are not used at school at any time, unless explicit permission has been given by the Principal. Students are able to use the phone after school. If students need to contact parents at any time this is allowed via the reception phone.
- Only One Device (BYOD) per user is allowed to be connected to school WiFi.
- Equipment problems should be immediately reported to a teacher / SLT / the IT engineer.
- It is prohibited to move, repair, reconfigure, modify or attach external devices to existing information and network equipment.
- All equipment must be properly signed-out/in and documented, and work areas kept neat and clean, free from food and drink.
- Users are expected to treat equipment with extreme care and caution; these are expensive devices that are entrusted to their care. Users should report any damage or loss to their Teacher / FL / Head of Year. If a person checks-out or borrows an equipment, they are responsible for replacing it or repairing it if it is lost or damaged. GFA will **not** be financially accountable for any loss or damage.

9.4 Violations

- Violations will result in a denial of access and possible further disciplinary action. Notification to parents, suspension of network, technology, or computer privileges, detention or suspension from school and school-related activities, legal action and/or prosecution
- Not respecting the values and ethics of the local host culture.
- Giving access of your password to any other user.
- Any attempts to transmit software designed to compromise the operation or security of the school network in any manner.
- Install and use of virtual Private networks within the school network and outside.
- Use school technologies to pursue information on illegal activities.
- Any attempts to circumvent the licensing control or the copying of software from the network.

- Students should not download or attempt to download any software on to school equipment.
- Use or attempt to use another student’s assigned hardware, subscriptions, files, or personal information.
- Tampering or experimenting with the school network or equipment, including efforts to bypass the school’s Internet filters or proxies.
- Use school technologies in a way that could be personally or physically harmful.
- Attempt to hack or access sites, servers, or content that isn’t intended for my use.
- Use school technologies to send spam or chain mail.
- Plagiarise content I find online and attempt to find inappropriate images/content
- Post personally identifying information, about myself or others
- Use language online that would be unacceptable in the classroom and/or at home

9.5 Mobile Device Monitoring

The school will use available MDM and block software to filter objectionable materials on the Internet in order to help ensure the safety of all students. Access to the Internet, including web sites, content, and online tools will be restricted in compliance with UAE regulations and GEMS policies. Web browsing may be monitored, and web activity records may be retained indefinitely. Email usage, web posts, chats, sharing, and messaging may be monitored.

9.6 Netiquette

- Users should not attempt to open files or follow links from unknown or untrusted origin.
- Students are not to have WhatsApp connection with staff but are allowed only through registered email only.
- Recognising the benefits collaboration brings to education, GFA provides students with access to web sites or tools that allow communication, collaboration, sharing, and messaging among students. Students are expected to communicate with appropriate, safe, mindful, courteous conduct online as offline.
- Playing commercial/online games and visiting sites not related to education is not permitted. Watching DVDs, Movies, TV Shows, etc. while at school is prohibited
- Respect the use of copyrighted materials.
- Respect the rights and privacy of others.
- Installation of software and applications on students’ own devices is permitted insofar as it does not conflict with the security requirements outlined above or the primary purpose of such devices as learning tools. Downloading of unauthorised programs is not allowed.
- Avoid modifying or copying any protected system files, system folders, or control panel files on school equipment.
- Obey the laws and restrictions of UAE, do not use personal equipment to record (audio/visual) of others without their permission and upload them.
- Alert a teacher or other staff member if you see threatening, appropriate, or harmful content (images, messages, posts) online and help maintain the integrity of the school network.
- Students should use trusted sources when conducting research via the Internet.

9.7 Cyber bullying/social media

Cyber bullying will not be tolerated. Harassing, dissing, flaming, denigrating, impersonating, outing, tricking, excluding, and cyber stalking are all examples of cyber bullying. Students should not send emails or post comments with the intent of scaring, hurting, or intimidating someone else. Engaging in these behaviours, or any online activities intended to harm (physically or emotionally) another person, will result in severe disciplinary action and loss of privileges. In some cases, cyber bullying can be a crime. Remember that your activities are monitored and retained.

Students will be held accountable for Cyber-bullying, even if it occurs off-campus during the school year and negatively impacts the academic environment at GFA. Students are reminded that in the UAE there are extreme consequences for online defamation of character of person or organisation.

The UAE Student Conduct Disciplinary Bylaw and the Federal Decree-Law no. (5) outline that deliberately creating, transferring and publishing photos and comments on Social Media (Instagram and WhatsApp) that undoubtedly shows defamation of individuals or staff members or School Leadership of character, dignity and integrity are breaking the law.

9.8 Key provisions relevant to schools’ excerpts of Federal Decree-Law no. (5) state:

21	<p>Invasion of privacy, including photographing others, or creating, transferring, disclosing, copying or saving electronic photos (just taking a photo or video of someone without their permission, or saving a photo they have posted, is enough).</p> <p>Defamation. Publishing news, photos, scenes, comments, statements or information, even if true and correct.</p> <p>Amending or processing a record, photo or scene for the purpose of defamation of or offending another person or for attacking or invading his privacy.</p>	<p>Up to 6 months’ imprisonment +/- fine of AED 150k – 500k</p>
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Students need to be fully aware of their responsibilities that is reinforced at school via the curriculum that covers Common Sense Media. This provides the students with a clear understanding of the above conditions within the UAE and includes comprehensive coverage of issues relating to students’ own ‘digital footprints’ and creating a positive online presence, as well as interaction with others.

9.9 Student, School and Parent Agreement

- I acknowledge that I am responsible for my actions on my device, in school, at home and elsewhere, and for following the specific rules established for the use of the hardware, software and networks throughout the school and beyond. I understand that failure to do so could result in a loss of technological privileges.
- I agree that I will not share my passwords or account details with anyone and will have full
- responsibility for the use of my account. I will not use another’s account or represent myself as someone else.
- I agree that I will not engage in illegal activities on the school network or any other digital environment (e.g. plagiarism, bullying, harassment, tampering with hardware, software or documents, vandalism, unauthorised entry or destruction of files or deliberate introduction of computer viruses).
- I agree that I will obey procedural safeguards to maintain the performance of the school’s network and digital devices.
- I agree that I will respect the rights of others, use appropriate language, and avoid offensive or inflammatory material. I will bring incidents of offensive or inflammatory material directed to myself or others to the attention of a GEMS Education staff member.

- I agree that I will not share, make, or post online, personally identifying information about any members of the GFA community without permission (addresses, phone numbers, email addresses, photos, videos, etc.).
- I agree that I will access only those resources that are appropriate for school and those resources for which I have specific authorization.
- I agree that I will obey copyright laws and license agreements. Text material, music, software, and other media are protected by law.
- I agree that I will not install software on the school's network or digital devices without permission of the system administrators.
- I agree that I understand that system administrators and teachers may access my files during system maintenance or as a directed action.
- I agree that students who are issued school devices are responsible for their care. Charges related to repair and replacement caused by abuse, misuse, negligence or loss as determined by school administration will be the responsibility of the student and his or her parents.

I acknowledge that my son/daughter and I have read the above and understood its content and I am fully competent to give my consent. And will instruct my child regarding the importance of following guidelines included in this Acceptable Use agreement. I have signed the Summary document that show that I have read and accepted all content included.

10. Health, Security and Safety

10.1. School responsibilities

- The safeguarding, wellbeing, health and safety of our students are our top priority.
- Issues related to student safeguarding, wellbeing, health and safety will be taken seriously and followed-up promptly as per school, GEMS and Authority guidelines.
- Full details of related policies are published in the Parent Handbook and updated as required.

10.2. Parent/guardian Responsibilities

- Report any safeguarding, wellbeing, health and safety concern to the GFA Management immediately.
- Follow all GFA and Authority safeguarding, wellbeing, health and safety policies as published in the Parent Handbook, including our 'no junk food', healthy lifestyle policy, sending healthy snack and water bottle to school, actions in the case of infectious diseases and head lice, collecting sick children from school, never confronting or interacting with other people's children without parent permission etc.

11. Transportation

The school works closely with our transport provider, STS, to ensure students' safety while on school buses. In addition to implementing rigorous safety procedures outlined in school policy, the school/student will abide by the bus rules. The following are expectations set by the school for parents at the school.

11.1 Parent/guardian responsibilities

- To support STS staff with the behaviour and safety of their children.
- Be punctual to the drop-off/pick-up points.

Private vehicles:

- Parents must abide by the designated entry and exit routes set by the school, and drive within the speed limit. Students are not to be left alone/unsupervised at any time.
- School personnel and staff helping in the organisation of students' arrival and dispersal times represent the school and their instructions must be obeyed, if repeated high levels

of disrespect is shown to school security, then the school retains the right to withdraw the offer of a school place.

Buses:

- For all intents and purposes, school buses are considered part of the school premises when being used by students. All safety rules and behaviour expectations set by the school and enforced by personnel must be adhered to by students and parents. Failure to comply with all transportation rules set by the school will result in disciplinary action and the student may be banned from using the bus service, and this may affect the students’ registration chances for the following academic year.
- All queries, complaints and requests should be directly addressed to them.
- The School Leadership will support with the follow-up of discipline issues.

12. Procedures for managing and resolving disputes between school and parent

- In the event that the parent/guardian fails to comply with the decisions of the school, or self or child violates the conditions of this contract, GFA reserves the right to exclude the child from re-enrolment for the following academic year. The school commits to following the conditions of this contract and policies as published on the school website. Disputes may be referred to the competent regulatory authorities by the school’s GRE.

13.To Sign:

Parent:

- Parent/guardian acknowledges that they have read the Contract and are committed to all of the above.
- All information given to GFA to date is complete and accurate to the best of my knowledge.
- My child has not been previously asked to leave GFA or any other GEMS school (unfortunately GFA is unable to confirm admission for new students if this is the case).
- I fully accept the conditions of this Home-School Agreement and the consequences of breaking the agreement.

Student:

- I fully accept the conditions of this Home-School Contract and the consequences of breaking the agreement.
- I understand and agree that good behaviour, trust and respect for others are vital at GEMS Founders School Masdar City. Therefore, I pledge to follow the good conduct policy and abide by the code of conduct at GFA, which is expected from all students at GFA.
- If I am not able to meet the basic criteria of good conduct or if the school considers my presence to be a possible concern to the health, safety or welfare of others, then the school management has the right to implement disciplinary strategies depending upon the student’s misconduct level and in accordance with the school’s Behaviour Policy and the MOE’s Student Code of Conduct and Behaviour policy.

Parent Name: _____ **Signature:** _____

Date: _____

Student(s)

	Name:	Signature:	Date:
1			
2			
3			
4			
5			