



Parent Handbook 2025-2026

VIRGINIA INTERNATIONAL PRIVATE SCHOOL
ABU DHABI UAE

دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE



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Vision, Mission and Values

Our Mission

Empowering life-long learners to be the next generation of creative innovators who champion the values, culture and aspirations of the UAE

Our Vision

Virginia International Private School will be seen as a leading school within the UAE, developing learners who are committed to the values of the UAE and who become leaders of their community and successful across the globe.

Our Values

<u>REACH Philosophy</u>	<u>The Five Competencies</u>
❖Respect	❖ Creativity
❖Excellence	❖ Communication
❖Aspiration	❖ Collaboration
❖Courage	❖ Critical Thinking
❖Honesty	❖ Citizenship

About Us

VIPS is a school with its vision set firmly on the future.

We are a school centered in our community and serving the young people of that community drives all our activities. As a school rated Good by ADEK and accredited by NEASC, you can be assured that the education provided by the school is recognized as often exceeding all the required standards. Our highly qualified teachers bring with them ideas and experiences from a broad range of settings here in the UAE and MENA region but also from the UK, Ireland and South Africa. The revised Senior Leadership Team has vast experience of leading schools in the UK and MENA region and we are committed to raising standards even further.

Students engage in a range of activities both in school and further afield, many aimed at raising their awareness of global issues as well as celebrating the uniqueness of life in the United Arab Emirates. Providing learners with a rich tapestry of experiences will support them as they grow not only as lifelong learners but also as leaders in their school and in their communities. We will continue to further extend our curriculum to include more real-life learning as well as developing a wide range of leadership and volunteer opportunities available to students.

Our commitment to the success of all students means that we recognize the importance of maintaining a safe, supportive, and respectful learning environment. We appreciate that a healthy body is as important as a healthy mind. The importance we place on physical activities, nutrition, and sports complements the academic activities in which our students participate and promotes the development of the whole child.

We are committed to providing students of all ages with the opportunities to celebrate their culture and traditions whilst ensuring that they are able to apply knowledge and develop skills that will see them succeed in the 21st century. Our values sit at the heart of what we do and will continue to drive us forward to become the very best school we can be. We seek to ensure that all students are safe, happy and successful

VIPS encourages active parent and community participation in our daily activities. Opportunities to volunteer are numerous and vary based on parent interests, availability, and classroom needs. Parents are encouraged to join us as guest readers, library support, or presenters during classroom-centered activities. Research and experience tells us that when parents are involved at school, the performance of all the children at school improves.

School Information

General Information	School Name	Virginia International Private School
	School ID	9262
	School Address	Shakhbout City MFW 31, Abu Dhabi
	School Telephone	971 (0)2 555 4383 971 (0)2 555 4353
	School Principal, Mr. Bassam Saryeddine	bassam.saryeddine@virginia.sch.ae
	Assistant Principal, Mr. Andrew Collins	Andrew.collins@virginia.sch.ae
	Assistant Principal (Teaching, Assessment, Curriculum)	TBC
	Assistant Principal – Secondary	TBC
	Assistant Principal - Elementary, Ms. Gloria D'Souza	gloria.dsouza@virginia.sch.ae
	Head of Kindergarten, Ms. Rania Akl	rania.akl@virginia.sch.ae
	Parent Relations Executive, Ms Jinan Naji	Jinan.naji@virginia.sch.ae
	School counselor, Ms. Dima Ahmed	dima.ahmad@virginia.sch.ae
	Social Worker, Ms Sara Al Ali	sara.alali@virginia.sch.ae
	Career & University Guidance Counselor, Ms Fatma Ibrahim	fatma.ibrahim@virginia.sch.ae
	Supervisor (Boys: 9-12), Ms. Hanaa Fadel	hanaa.fadel@virginia.sch.ae
	Supervisor (Boys: 6-12), Ms. Hajar Almansoori	hajar.almansoori@virginiaschool.ae
	Supervisor (Girls: 6-12), Ms. Mariet Salib	mariet.salib@virginia.sch.ae
	Supervisor (Grades 1-5) Ms. Nesma Rahman	nesma.a@virginia.sch.ae
	Supervisor (KG), Ms. Raghda Ali	raghda.ali@virginia.sch.ae
	School Website	www.virginiaschool.ae
	School Curriculum	American
	School Phases	Pre KG to Grade 12

Curriculum Overview

Kindergarten and Elementary Curriculum:

Our curriculum has a clear rationale aligned to the students' needs, the school's shared vision, mission, values, and the UAE National Agenda. It is relevant and effective in developing a balance of knowledge, skills and understanding. The curriculum fulfills all the requirements of the school's authorized / licensed curriculum (MOE, ADEK, and NEASC accreditation), and the national statutory requirements.

At VIPS, we follow the Virginia Standards of Learning for English, Math and Science. For Arabic, Islamic Studies and UAE Social Studies we follow the curriculum prescribed by the UAE Ministry of Education. Art, Music and ICT are taught through an integrated approach in addition to allowing students to consolidate their learning through 'stand alone' lessons. The curriculum is planned and structured in such a way that the learning builds well on students' previous knowledge, skills, competencies, values and understandings, in all key subjects. VIPS curricular goals and activities promote as well as facilitate challenge, enjoyment, relevance, coherence, personalization, and choice.

Continuity of learning is smooth and students are prepared for the next phases of their education. Cross-curricular links are meaningful and carefully planned through project-based learning opportunities, self-directed (personalized) learning opportunities, and cross-curricular projects. They are managed well and assist students' transfer of learning between different subjects.

We hold regular curricular reflections and reviews in relation to student outcomes, stakeholder feedback, and develop our curriculum to ensure good provision in all subjects, meeting the academic and personal needs of our students. The timetable allows adequate time for all subjects and includes a range of creative, physical and practical activities.

Secondary:

The Secondary phase at Virginia International Private School adopts a coherent curriculum to empower the learners and develop their future. Primarily, the secondary school is offering an American curriculum enriched with inquiry-based learning and student-centered planning. It also incorporates the VIPS values of education to create a modern, exciting, vibrant and creative learning environment.

The American curriculum at VIPS has full compliance with the Ministry of Education (MoE) requirements for Identity subjects such as Islamic, Arabic language and Social studies. The curriculum expectations for other subjects are aligned to Virginia Standards, incorporating the Common Core State Standards (CCSS) in subjects such as English and Math, and the Next Generation Science Standards (NGSS) in all Sciences for the purpose of fully preparing our students to excel in the external examinations such as MAP (Measure of Academic Progress), SAT (Scholastic Assessment Test) and the Advanced Placements (AP) exams.

To enhance students' individual growth and leadership, the secondary school at VIPS is keen to provide the students with high quality extracurricular and counseling activities that provide them with 21st century skills.

The assessments at VIPS meet all of our students' abilities and ensure a proper measure of their understanding, attainment and progress.

Furthermore, the secondary school at VIPS provides the students with a variety of core and elective subjects to ensure that all high school students achieve the necessary standards necessary to acquire the American High School Diploma as per current ADEK's requirements.

Parent Communication Channels

VIPS uses a variety of channels to communicate with parents, such as:

- ❖ Email
- ❖ Aldar Live app
- ❖ School platforms - ClassDojo (Grades Pre-KG - Grade 5)
- ❖ Microsoft Teams (Pre-KG to Grade 12)
- ❖ School Website - www.virginiaschool.ae
- ❖ SMS messages
- ❖ School phone
- ❖ Social media: Facebook, Twitter and Instagram

Should parents have any questions or concerns regarding their child's classroom experience (grades, progress, behavior, etc.), they are expected to contact the classroom teacher directly prior to contacting the school administration. Teachers will respond within two working days. Please note that teachers are not required to check emails or messages after 5:00 pm or before 7:00 am, or on the weekends.

To ensure that the school is able to contact parents in case of an emergency, it is essential that all parents keep the school updated with their most recent contact information. To update the school with a new email, telephone number, or address, please contact the school's registrar at nadia.ashraf@virginia.sch.ae.

School Calendar



ADEK School Calendar - American - VIRGINIA INTERNATIONAL PRIVATE SCHOOL - SOLE PROPRIETORSHIP L.L.C. (9262) - 2025-2026 - (Teaching Days: 178)

								M	T	W	T	F	S	S	Week
Term-1	Aug-25					1	2	3							
		4	5	6	7	8	9	10							
		11	12	13	14	15	16	17							
		18	19	20	21	22	23	24							
		25	26	27	28	29	30	31							
	Sep-25	1	2	3	4	5	6	7							W1 Academic Year for Students Starts
		8	9	10	11	12	13	14							W2 Prophet Muhammad's Birthday
		15	16	17	18	19	20	21							W3
		22	23	24	25	26	27	28							W4
		29	30	1	2	3	4	5							W5
	Oct-25	6	7	8	9	10	11	12							W6
		13	14	15	16	17	18	19							W7 Mid Term Break 1 for Students
		20	21	22	23	24	25	26							W8
		27	28	29	30	31	1	2							W9
		3	4	5	6	7	8	9							W10
	Nov-25	10	11	12	13	14	15	16							W11
		17	18	19	20	21	22	23							W12
		24	25	26	27	28	29	30							W13
		1	2	3	4	5	6	7							W14
		8	9	10	11	12	13	14							W15 Eid Al Etihad, Term 1 for Students Ends
Term-2	Dec-25	15	16	17	18	19	20	21							
		22	23	24	25	26	27	28							
		29	30	31	1	2	3	4							
	Jan-26														
	Feb-26														
	Mar-26														
Term-3	Apr-26														
	May-26														
	Jun-26														
	Jul-26														
	Aug-26														

- Public Holiday
- Term 1, Term 2 and Term 3 days
- Mid Term Break

Notes*

- * Public holiday dates are tentative and are subject to official announcements.

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School Day Timings

Pre-K Timings Academic Year 2025-26			
Monday - Thursday		Friday	
Arrival	7.30-7.50	Arrival	7.30-7.50
Advisory	7.50-8.00	Advisory	7.50-8.00
Period 1	8.00-8.40	Period 1	8.00-8.35
Break	8.40-9.00	Break	8.35-9.00
Period 2	9.00-9.40	Period 2	9.00-9.35
Period 3	9.40-10.20	Period 3	9.35-10.10
Break	10.20-10.40	Break	10.10-10.30
Period 4	10.40-11.20	Period 4	10.30-11.05
Period 5	11.20-12.00	Period 5	11.05-11.40
Break	12.00-12.10	Dismissal	11:45
Period 6	12.10-12.45		
Dismissal	12.50		

KG1 - KG2 Timings Academic Year 2025-26			
Monday - Thursday		Friday	
Arrival	7.30-7.50	Arrival	7.30-7.50
Advisory	7.50-8.00	Advisory	7.50-8.00
Period 1	8.00-8.40	Period 1	8.00-8.35
Period 2	8.40-9.20	Period 2	8.35-9.10
Break	9.20-9.45	Break	9.10-9.35
Period 3	9.45-10.25	Period 3	9.35-10.10
Period 4	10.25-11.05	Period 4	10.10-10.45
Break	11.05-11.25	Break	10.45-11.05
Period 5	11.25-12:05	Period 5	11:05-11:40
Period 6	12.05-12.45	Dismissal	11:45
Dismissal	12.50		

Grades (1 - 5)

Elementary Timings Academic Year 2025-26			
Monday - Thursday		Friday	
Arrival	7.30-7.50	Arrival	7.30-7.50
Advisory/ Assembly	7.50-8.05	Advisory/ Assembly	7.50-8.00
Period 1	8.05-9.00	Period 1	8.00-8.40
Break	9.00-9.25	Period 2	8.40-9.20
Period 2	9.25-10.20	Break	9.20-9.50
Period 3	10.20-11.15	Assembly	9.50-10.20
Period 4	11.15-12.10	Period 3	10.20-11.00
Break	12.10-12.40	Period 4	11.00-11.40
Period 5	12.40-13.35	Dismissal	11.45
Period 6	13.35-14.25		
Dismissal	14.25		

Grades (6-12) Boys & Girls

Secondary Timings Academic Year 2025-26			
Monday - Thursday		Friday	
Arrival	7.30-7.50	Arrival	7.30-7.50
Advisory/ Assembly	7.50-8.05	Advisory/ Assembly	7.50-8.00
Period 1	8.05-9.00	Period 1	8.00-8.40
Period 2	9.00-9.55	Period 2	8.40-9.20
Break Boys Period 3 Girls (1)	9.55-10.25	Rewards Assembly	9.20-9.50
Break Girls	10.25-10.55		
Period 3 Boys	10.25-11.20	Break	9.50-10.20
Period 3 Girls (2)	10.55-11.20	Period 3	10.20-11.00
Period 4	11.20-12.15	Period 4	11.00-11.40
Period 5	12.15-13.10	Dismissal	11.45
Break	13.10-13.35		
Period 6	13.35-14.25		
Dismissal	14.25		

Arrival and Dismissal of Students

Please note that Gates open at 7.30am - parents are requested NOT to drop-off students before this time as supervision is not available.

We ask that all parents adhere to our official dismissal timings. Early leave is not permitted unless prior written notification is shared with the respective supervisor and/or Head of Phase with valid justification or if there is an emergency.

Break Times

There are two breaks during the school day. During breaks, students are expected to eat and socialize in a very safe, hygienic, and secure environment, in the dining area and be active in designated outdoor areas.

Kindergarten:

Arrival Times and Drop-off Points:

KG students are expected to arrive at school between 7:30am - 7:50am. The school day begins at 7.50am with the playing of the UAE National Anthem. We kindly ask that children arrive between these times as punctuality and regular attendance are essential for their progress.

- Pre-K students will be dropped off and picked up at Gate (1-B).
- KG-1 students will be dropped off at the main entrance and picked up at Gate (1-B).
- KG-2 students will be dropped off and picked up at Gate (1-A).
- All KG bus students will enter the school using Gate (2).
- Parents must email (24) hours in advance if early leave is required.

Homeroom Teachers engage our students in meaningful “Morning Routine” activities right from the time they arrive.

Dismissal Times and Pick-up Points:

For KG students, the school day ends at (12:50) p.m. from Monday to Thursday and at (11:45) a.m. on Friday.

● If your child is not using school transport, please ensure they are collected promptly between (12:50pm and (1:00) p.m. from school. For safety reasons, **parents are required to present the Lanyard ID when picking up their child.**

- We kindly remind you to collect your child at the scheduled dismissal time, no later than (1:00pm) as there will be no waiting room available after school.
- Pre-K students will be picked up at Gate (1-B).
- KG-1 students will be picked up at Gate (1-B).

- KG-2 students will be picked up at Gate (1-A).
- Early pickups are discouraged and will only be approved for valid reasons with supervisor and/or Head of KG authorization. Parents must email (24) hours in advance if early leave is required.
- KG Bus students will exit classrooms starting at 12:30pm to board buses under staff supervision.
- On Fridays, students who have siblings in KG are collected by Supervisors & are escorted to KG-2 Exit - Gate (1A). This allows parents to take their children together through one gate.

Elementary:

Arrival Times and Drop-off Points:

Elementary students are expected to arrive at school between 7:30am - 7:50am. **The school day formally begins at 7.50am** with the playing of the National Anthem.

Students who use **their 'own' personal transport and are dropped by parent/guardian use Gate 3B**, while **'Bus' students use Gate 2** to enter the school. Students should proceed to their respective classrooms directly using the designated staircases (Staircase 3 - 'Own' transport students; Staircase 2 - Bus students) in an organized, smooth, compliant manner.

Homeroom Teachers engage students in meaningful "Morning Routine" activities right from the time they arrive.

Dismissal Times and Pickup Points:

The last lesson of the day ends at 2:25pm (Monday-Thursday) and 11:45 am on Fridays.

"Bus" students exit classrooms a little earlier to board the buses, under teachers' supervision.

"Own Transport students" assemble in the playground (waiting area) by 2:25 pm.

- Parents/guardians or parent-appointed responsible adults must collect their child(ren) between 2:25 - 2:35 pm, entering through Gate 3B.
- Students being collected by their elder siblings, stand at the front of their 'car' lines.
- If your child is being picked up by an older sibling who is 15 years or older, we kindly ask that you complete and sign a consent form which will be sent to you during the first week of school.
- On Fridays, students who have siblings in KG are collected by the Supervisors and are escorted to the KG Gate. This allows parents to take their children together through one gate on that day only.
- For the safety of all our students, **it is essential that the parent lanyard is shown at the gate/entry point and to the teacher at the time of pickup, everyday.**
- Early pickups are discouraged and will only be approved for valid reasons with supervisor and/or Head of Elementary authorization. Parents must email (24) hours in advance if early leave is required.

Arrival Procedures and Expectations (Secondary)

SECONDARY: ARRIVAL PROCEDURES AND EXPECTATIONS

Time	Expectations for Girls	Expectations for Boys
7:30 - 7:50 am	Students are expected to arrive at school from Gate 3C (by parent/guardian) or Gate 1 (by bus) .	Students are expected to arrive at school from Gate 3A (by parent/guardian) or Gate 1 (by bus)
7:30 - 7:50 am	Students should remain outdoors in the designated area (girls' garden area/under the tents), until they are lined up and ushered into the building in an organized, smooth manner.	Students should remain outdoors in the designated area (main playground, under the tents), until they are lined up and ushered into the building in an organized, smooth manner.
7:40 - 7:50 am	Form Tutors/Teachers are expected to monitor and engage with students in the girls' garden area before lining up their students.	Form Tutors/Teachers are expected to monitor and engage with students in the main playground area before lining up their students.
7:45 - 7:50 am	Form Tutors/Teachers are expected to line up their students.	Form Tutors/Teachers are expected to line up their students.
7:50 - 7:55 am	Form Tutors/Teachers are expected to lead their students in participating in the UAE National Anthem and the assembly activities. Form tutors/Teachers are expected to usher their students to their classes - grades 10-12 from the main entrance next to gate 2; grades 6-8 from the side entrance, next to gate 3A.	Form Tutors/Teachers are expected to lead their students in participating in the UAE National Anthem and the assembly activities. Form tutors/Teachers are expected to usher their students to their classes- grades 10-12 from the garden door to ground floor corridor; grades 6-9 from the garden door to the staircase adjacent to it up to the first floor.
7:55 - 8:00 am	Advisory time: Advisors are expected to take attendance and deliver any further instructions.	Advisory time: Advisors are expected to take attendance and deliver any further instructions.

Dismissal Procedures and Expectations (Secondary)

SECONDARY: DISMISSAL PROCEDURES AND EXPECTATIONS

Time	Expectations for Girls	Expectations for Boys
2:25 - 2:35 pm	<p>Students are expected to be dismissed and exit their class in an organized and smooth manner via their designated routes.</p> <p>By bus-via the middle stairs and side door, between the football pitch and main playground.</p> <p>By parent/guardian-via garden stairs and garden gate; from the garden area to exiting the campus via gate 3c.</p> <p>Collecting siblings-same as by parent/guardian, to the front of their siblings designated line (grades K-5).</p>	<p>Students are expected to be dismissed and exit their class in an organized and smooth manner via their designated routes.</p> <p>By bus - via staircase 1, exiting the building from gate 2.</p> <p>By parent/guardian-via staircase 4, exiting the campus via gate 3a.</p> <p>Collecting siblings-same as by parent/guardian, to the front of their siblings designated line (grades K-5).</p>
2:35-2:45 pm	<p>Students should be ushered to the gym; parents/guardians should be contacted.</p>	<p>Students should be ushered to the gym; parents/guardians should be contacted.</p>
Evacuation	<p>As per the school's evacuation policy</p>	<p>As per the school's evacuation policy</p>

Bring Your Own Device (BYOD) Policy

To ensure a safe and secure digital environment for all our students, all personal devices brought to school must have the Digital Safety Package installed. Devices without this package will not be permitted on our school premises.

This initiative is a key part of our strategy to protect children online and enables high-quality monitoring and supervision, both in school and at home.

Device Compatibility

BYOD is compatible with the following Apple devices:

- iPad 8th Generation or later
- iPad Air 4th Generation or later
- iPad Pro 12.9-inch 4th Generation or later
- iPad Pro 11-inch 4th Generation or later

For secondary students, a MacBook (M1 chip, 2020 or newer) may be used in addition to the iPad.

How to Comply

If your child already owns a compatible Apple device, or if you wish to purchase one: You may do so via the Aldar Education E-Store, created in partnership with JTRS, an Apple Authorized Education Specialist.

Visit the store here: <https://vips.jtrs.ae/shop>

Purchase the Digital Safety Package from the E-Store at the time of device purchase (or separately if the device is already owned).

Bring the device to school after purchasing the safety package.

Our IT Team will install and configure the Digital Safety Package for you.

This policy ensures a safe, supervised, and supportive digital learning environment for all students. Thank you for your cooperation in keeping our children safe online.

All student devices must have the Digital Safety Package (DSP) installed on their respective devices. Any device with no DSP will be confiscated by the administration and returned to the parents.

Uniform/Dress Code

Students are expected to come to school proudly wearing the school's uniform - and only the school uniform. Students are expected to wear the school's PE uniform on days when they have PE lessons. If it's cold, students should wear a long thermal t-shirt, or the like, under their school uniform. Comfortable shoes are recommended (no sandals, slip-ons, or high heels). Girls may wear an abaya over the school's uniform if they wish to. Hair should be clean and tidy, and tied back if long. Fingernails should be clean, cut, and not polished. Make up is not permitted.

PRE - KG



KG1 - KG2



Grade 1 - 5



Secondary



Mobile Phones

Mobile phones are not allowed on the school premises. In cases where your child will need to contact you or an appointed adult for pickup outside the school premises, and outside school hours, he/she may do that. **Any phones seen on the premises, will be confiscated for a set period of time, in line with school policy.**



School Backpack Policy

We would like to remind you of the importance of regularly monitoring the weight of your child's school bag, and making sure it is within the recommended limits. The impact of heavy bags on your child's spine can be significant and we are committed to protecting their health.

In alignment with the Department of Education and Knowledge (ADEK) policy regarding the weight of school bags, a student's school bag should not exceed 5-10% of a child's body weight when packed (considering individual factors such as the student's overall health, physical strength, and any existing health conditions) to avoid adverse effects on their spine or body: Kindly refer to the table below:

Grade/Year	Max. Backpack Weight*
KG1 / FS2	Not exceed 2 kgs
KG2 / Year 1	
Gr 1 / Year 2	
Gr 2 / Year 3	
Gr 3 / Year 4	Not exceed 3 to 4.5 kgs
Gr4/ Year 5	
Gr 5 / Year 6	
Gr 6 / Year 7	Not exceed 6 to 8 kgs
Gr 7 / Year 8	
Gr 8 / Year 9	
Gr 9 / Year 10	Not exceed 10 kgs
Gr 10 / Year 11	
Gr 11 / Year 12	
Gr 12 / Year 13	

At VIPS, we have taken several measures to ensure compliance with this policy. These include:

- Encouraging students to leave non-essential items at home.
- Reminding students to pack only the necessary items for the day's classes.
- Using cubby holes and lockers at the school.
- Arranging additional spaces for students to store items that they do not need to take home.
- Providing guidance on proper backpack carrying techniques.

We would appreciate your cooperation in helping us ensure your child's school bag is within the recommended weight limit, so that they can carry it comfortably. Please take a few minutes to check the weight of your child's school bag at home, and make sure that it is within the recommended limits.

Parents’/Guardians Rights and Responsibilities

Parents/Guardians play a vital role in their children’s education, and VIPS believes that parental involvement in and support of the school and its staff helps to maintain a safe and happy environment for all of our students. In doing so, parents also help their children meet their own responsibilities (academic and otherwise) and enable them to become successful learners today and great leaders of tomorrow.

Parent/Guardian Rights

- ❖ To ensure his/her child receives proper education and care by the school.
- ❖ To be well-received, well informed and respected by all school staff.
- ❖ To inquire about his/her child’s progress and confer with the school concerning school programs, educational, learning, and behavioral issues pertaining to his/her child.
- ❖ To be informed about all developments or changes in his/her child’s behavior and achievements.
- ❖ To approve or reject his/her child’s involvement in extracurricular activities conducted outside school.
- ❖ To be invited to various school activities.

Parent/Guardian Responsibilities

- ❖ To support school efforts in creating an optimal school environment.
- ❖ To promote positive behavior and ensure their children are aware of the appropriate behavioral practices.
- ❖ To respond positively to school instructions and remarks on student behavior and discipline.
- ❖ To read all school regulations and policies and discuss them with their children.
- ❖ To show appreciation and respect for all school staff.
- ❖ To attend school meetings and information sessions related to student behavior and discipline.
- ❖ To communicate with the whole school community to discuss and find solutions for student behavioral issues and carry out the appropriate corrective actions.
- ❖ To ensure their children conform to, and abide by ADEK and school guidelines, instructions and corrective/disciplinary procedures applied by school.
- ❖ To comply with the school’s educational and administrative regulations for the good of their children.
- ❖ To keep the school informed with any emergent or unexpected problems that their children may be facing.

Parent Code of Conduct

At Virginia International Private School, We firmly believe that the professional conduct of all our stakeholders plays a vital role in ensuring the smooth operation of our daily activities and serves the best interests of our students. In alignment with ADEK's Parental Engagement Policy, the following expectations have been established by the school in close collaboration with ADEK. All members of our parent community are expected to uphold and adhere to these guidelines.

1. Parents should respect the vision, mission, and core values of our school and its learning environment.
2. Parents should treat members of the entire school community including students, staff, (including security guards, cleaners, etc.), parents, in a professional and respectful manner and maintain relationships in the best interest of students.
3. Parents acknowledge that the education and wellbeing of each child whilst in school is a joint responsibility based on a positive school-to-home relationship between the school and the parent and that they will commit to their responsibilities (e.g., ensure their children engage in home learning, get adequate sleep, consume healthy foods, engage in physical activity).
4. Parents will set a good example with regard to speech and behavior and a willingness to resolve concerns in a professional manner whether verbal or written (e.g., not raising one's tone of voice or using offensive language).
5. Parents will refrain from posting culturally inconsiderate or defamatory content about parents, students, or staff of the school on social media as per the ADEK Cultural Consideration Policy.
6. Parents will seek to clarify a child's version of events with the school's view in order to bring about a peaceful solution to any disputes.
7. Parents will correct their own child's behavior (or those in their care), where it could lead to conflict/ unsafe conduct or limit the ability of other children to learn.
8. Parents will commit to and be respectful of the school's general policies and whilst on school premises and behave and dress in a manner that is respectful of UAE national identity and cultural values and its current legislation.
9. Parents will strive to achieve and maintain excellent daily attendance and punctuality of their child, including not taking holidays outside of official school breaks, following up on their child's academic performance, and being respectful of arrival and pick-up timings.
10. Parents will respect the school's policy on academic honesty and integrity (i.e. monitoring your child's schoolwork for plagiarism, refraining from providing unnecessary support) to ensure the work accurately reflects the child's ability. This includes refraining from providing false information to the school (i.e. submitting fraudulent documents, & making false excuses for absences).
11. Parents should respond to teacher requests to attend parent/teacher meetings as invited and maintain frequent positive communication to benefit their child's growth and steady progress.
12. Parents will cooperate with the school's recommendations for additional learning support, in instances where the school deems learning support is necessary for their child's educational progress and development.

We hope that our school community's parents understand that should the above requirements be disrespected or ignored, the school management team reserves the right to ask the parent to leave the school premises or can deny access.

Student Code of Conduct at VIPS

At VIPS, we are committed to fostering a safe, respectful, and inclusive learning environment where all students can thrive academically, socially, and personally. The following Code of Conduct outlines the expectations for all students, both within and beyond the school premises, to ensure a culture of responsibility, respect, and excellence. Misconduct at VIPS will result in the school following the ADEK-based staging of disciplinary procedures which you can also find in our Student Behavior Policy available on our school website.

1. Respect and Responsibility

Students are expected to:

- Show care and respect for the school, its staff, fellow students, and the wider community.
 - Comply with all school rules and regulations at all times.
 - Behave safely and responsibly, ensuring their own safety and the safety and welfare of others.
 - Care for and respect school property, facilities, and the belongings of others.
-

2. Representing VIPS

Students should:

- Act as ambassadors of VIPS in public settings and school-related events.
 - Promote a positive school image through respectful conduct, integrity, and advocacy for the school's values.
-

3. Commitment to Learning

Students are expected to:

- Attend school and all classes punctually, providing valid explanations for lateness or absences.

- Complete classwork, homework, and assigned tasks with diligence, honesty, and a willingness to learn.
 - Maintain a positive work ethic and personal effort in all learning activities.
 - Avoid disrupting the learning of others inside or outside the classroom.
 - Participate actively in extracurricular activities and learning opportunities.
-

4. Courtesy and Community Conduct

Students must:

- Speak politely and behave courteously, using respectful language (e.g., “please” and “thank you”) and showing consideration to others.
- Queue in an orderly manner and respect others’ positions in queues.
- Respect personal space and boundaries, requesting consent before touching others or using their belongings.
- Act as responsible citizens by avoiding misconduct and helping protect peers from bullying by intervening appropriately or reporting incidents.
- Show good sportsmanship, whether winning or losing.
- Be mindful of the impact of their words and actions on others.
- Follow good hygiene practices and maintain cleanliness.
- Support and mentor younger students when appropriate.
- Promote environmental awareness and sustainable practices in line with the ADEK Sustainability Policy.
- Foster inclusivity by welcoming and collaborating with peers, especially new or marginalized students.
- Dress modestly and appropriately, adhering to the school’s dress code and grooming guidelines.

- Respect the UAE's national identity and cultural values, as stated in the ADEK Cultural Consideration Policy.
 - Celebrate diversity and refrain from discrimination based on ethnicity, nationality, culture, language, religion, gender, or ability/disability, in accordance with the ADEK Values and Ethics Policy.
-

5. Behavior Beyond the Classroom

The expectations of this Code of Conduct apply:

- During school hours, on school grounds, and in all school-related activities and events, whether on or off campus.
 - When traveling to and from school, including while using school transportation.
 - During any school-organized trip, competition, or event.
 - When representing VIPS in public settings, including when wearing the school uniform outside school premises.
-

6. Misconduct and Disciplinary Actions

Any behavior that violates this Code of Conduct will be addressed according to the school's disciplinary policy. Misconduct includes, but is not limited to:

- Disrespect toward staff, students, or community members.
- Physical or verbal aggression.
- Bullying, cyberbullying, or harassment.
- Vandalism or theft of property.
- Breaching safety rules.
- Academic dishonesty (e.g., cheating, plagiarism).
- Disruption of learning.

- Inappropriate language, gestures, or attire.
- Any other actions deemed unacceptable by the school administration.

Consequences will be proportionate to the severity and frequency of the misconduct and may include verbal warnings, written warnings, detention, loss of privileges, suspension, or expulsion, in line with ADEK guidelines.

Behavior for Learning

In Virginia International Private School, we also aim to promote student well-being and happiness. We strive to create conditions conducive of effective learning. We aim to develop a sense of self-discipline in our students and an acceptance of responsibility for their actions. We provide a fair and transparent set of procedures to ensure consistent application of sanctions for dealing with unacceptable behavior that impacts on the smooth running of the school within the context of positive behavior management.

The staff of Virginia International Private School, place emphasis on the use of Positive Recognition and Rewards such as:

- Verbal Recognition
- Written Comments
- Certificates/Letters of Appreciation
- Material Recognition
- Participation in a Special Event or Activity

Teachers engage in varying practices to promote positive behavior in the classroom. Lessons are planned to promote active engagement, classroom rules are set at the beginning of the year and school rules are explained to students continuously. Despite good lessons, appropriate encouragement and support, some students will, for a variety of reasons, sometimes fail to meet acceptable standards of behavior. Disruption cannot be tolerated since it denies other students their 'right to learn'.

Attendance and Punctuality Policy

We are keen on working in partnership with our parents to further promote and encourage high rates of attendance and punctuality. Students' attendance at our school is driven by an enjoyment and love for the school; this is reflected in our students' excellent relationships with peers and teachers, positive attitudes inside and outside the classroom, and a genuine sense of belonging to the VIPS community.

Aims

- ● To raise stakeholder awareness on the importance of attendance and punctuality and its positive impact on student achievement.
- ● To establish clear expectations for student attendance and punctuality
- ● To embed effective absence and lateness monitoring and reporting procedures
- ● To ensure parents are regularly apprised and advised through appropriate communication mediums and channels.
- ● To promote and positively reinforce student attendance and punctuality through appropriate programs and initiatives.
- ● To ensure attendance and punctuality records are accurate and maintained on a daily basis for each lesson.
- ● To ensure absence and lateness data is used by teachers and leaders to inform corrective shxprt-, medium-, and long-term steps and decisions.

Punctuality*

At VIPS, we know that lateness to school negatively affects learning. Punctual attendance also ensures that lessons are not disrupted by late student arrivals. Our students are expected to arrive between 7:30am and 7:45am, before morning assembly and class advisory, and at least 5 minutes before the UAE National Anthem is played at just before 7:50am. Any student with an unauthorized lateness rate of 10% or higher will be regarded as a "cause for concern". In case the lateness to school is beyond the control of parents and students and where the lateness is justified, this will need to be explained by parents. Below are examples of justified reasons for lateness:

- Weather conditions (eg: fog)
- Accidents (eg: car accident)
- Medical (eg: doctor's appointment)
- Personal family reasons (eg: transportation-related)

* **Early student departure** is only allowed in case of a family emergency or a doctor's appointment. These requests come through reception and, if approved by the supervisor, the child will be sent to the reception area with an "Early Departure" slip with the relevant details. **Parents whose children need to leave early from school, should inform the head of section and/or the supervisors by email / phone call at least one day ahead unless it is an emergency.** An official document (Sick leave, appointment SMS ...) should be submitted along to be authorized for leaving early.

Attendance

In line with ADEK policy, it is an expectation that each child attend school every day per the ADEK-approved calendar. Any student with an unauthorized absence rate of 10% or higher will be regarded as a “cause for concern”. To support improved attendance, at VIPS, we use a range of age-appropriate rewards and sanctions to ensure high levels of attendance and good punctuality, such as recognition during Assemblies, ClassDojo points to individual students, “Golden Time” to the class with Outstanding Attendance each month.

Per ADEK, attendance is judged on the scale seen below:

- *Outstanding: 98% and above*
- *Very Good 96%- 97.9%*
- *Good: 94%- 95.9%*
- *Acceptable 92%- 93.9%*
- *Unacceptable- 92% and below*

Absence- Authorized & Unauthorized

In cases of authorized (i.e. justified) absence, these will need to be explained by parents. Below are examples of authorized reasons for absence:

- Illness Bereavement of a first or second degree relative
- Scheduled doctor appointments
- Official community task Mandatory appearance before an official body
- Essential and urgent family travel (eg: medical)

For all of the above, a written letter/email from the parent(s) and/or official documents (eg: medical reports) will need to be shared with the school for the absence to be considered “Authorized”.

Any reasons not mentioned above (eg: weddings, unnecessary travel) will be considered as “Unauthorized”.

Truancy- the absence of a student from a school without the knowledge and permission of his parent(s)- is an “Unauthorized” form of absence and will be dealt with by the school in partnership with the parents, per the school’s Behavior Management policy.

For all cases of “Authorized Absence”, it is the responsibility of the school (teacher and department) to ensure the list of assignments that will be (or have been) missed is shared with parents and the student. Parents should ensure their children complete the missed work and submit it on or shortly after the day(s) of absence. The school administration will also ensure there is personalized follow up to check on our students’ wellbeing and provide support where needed.

In cases where there is an anticipated “Authorized Absence” (eg: traveling abroad for medical treatment), it is the responsibility of the parent to inform the school of all relevant details (period of absence, etc.) at least 10 days before the period of absence, allowing the school to make arrangements accordingly.

Where absence is unauthorized, it is the responsibility of the parent and student to ensure any missed work is completed and submitted to the school.

Primary Students (up until grade 4): When a student does not attend school, parents will be called to discuss reasons. If this is recurring, with no reasonable excuse, parents will be asked to attend school to sign an undertaking. Persistent absence can result in further actions being taken, including advising ADEK of the persistent absences.

From grade 5- grade 12: When a student does not attend school without a reasonable excuse (unauthorized absence) the school will for the first offense, send official notification via email to the parents informing them of the absence and serious cause for concern. Meetings for the parents and students will be arranged with parents & school leaders to discuss the reasons for absence and solutions going forward. This will include the signing of a contract between the parent and school. If the behavior continues, the school will apply the ADEK and VIPS Student Behaviour & Misconduct Policy. Should the school believe that there is a lack of cooperation by the parent, the case could be raised to ADEK for further guidance.

Level one offense (ADEK & School Student Behavior and Misconduct Policy):

- Being repeatedly late to the morning assembly or failing to participate without an acceptable excuse.
- Failing to attend classes on time repeatedly without an acceptable excuse.

Actions include: Verbal warning & written warning

Level two offense (ADEK & School Student Behavior and Misconduct Policy):

- Failing to attend school without an acceptable excuse at any time, including before and after breaks/holidays and the weeks leading up to exams (unless during an ADEK-approved study leave).
- Leaving or entering the classroom during class time without permission.
- Not attending mandatory school activities and events without an acceptable excuse.

Actions include: Written warning, onsite suspension & expulsion

Level three offense (ADEK & School Student Behavior and Misconduct Policy):

- Leaving the school premises without permission.

Actions include: Onsite suspension, offsite suspension & expulsion

If attendance falls below 94% due to excessive unauthorized absence, the implementation of Level 2 corrective measures, as per our Behavior Policy, will be used.

After 3 days of an unauthorized absence	5 days of an unauthorized absence	10 days of an unauthorized absence	15 days of an unauthorized absence	18 days of an unauthorized absence
First written warning letter.	Second written warning letter.	Third written warning letter.	Signed final undertaking from parents. Final written warning letter.	Retention of the current year. permanently exclude a student or withdraw their place for the next academic year.

Students' Rights and Responsibilities

Students, parents/guardians and staff have responsibilities for ensuring welcoming, caring, and safe learning environments which are founded on our school's vision, mission and values, nurturing a sense of belonging as well as a positive sense of self and community.

All students have the right to:

- ❖ Be provided with a high-quality education.
- ❖ Be physically and emotionally safe and respected in a welcoming, friendly school environment.
- ❖ Be treated with respect and fairness by teachers, staff, and fellow students.
- ❖ Be supported by parents, guardians or designated members at school meetings.
- ❖ Be provided with appropriate educational activities that promote their talents, abilities and potential.
- ❖ Have confidential school records, not disclosed without written permission by parents/guardians or authorities.

All students are responsible for:

- ❖ Upholding and adhering to all policies, rules, and regulations set forth by ADEK and the school.
- ❖ Upholding and adhering to the Student Code of Conduct, Student Behavior Policy and Students' Rights and Responsibilities.
- ❖ Engaging as an active, authentic learner and contributing to the learning environment.
- ❖ Contributing to and promoting a positive school environment and community.
- ❖ Acknowledging and being responsible for their behavior.

General guidelines and expectations for a VIPS student apply equally to all students. These guidelines encourage each individual to develop the self-discipline required for future success. Guidelines are not designed so that every situation will be covered, nor are they intended to be a complete guide to conduct. All guidelines reflect the responsibility that a student assumes when he or she agrees to become part of the school. The guidelines apply to all students during the time that they are under the jurisdiction of the school, including when they are away on school-related activities and traveling on school buses. Failure to comply with any of the guidelines will result in corrective, restorative action.

Inclusion at VIPS

1. Mission

Aldar Education encourages all students to be aspirational, to be inspired and to flourish. We provide high quality learning opportunities in a safe, creative and stimulating environment. Aldar Education acknowledges the right of all children to access a broad and balanced curriculum in a manner which promotes school connectedness, wellbeing, resilience and raises self-esteem.

2. Vision

Aldar Education is committed to inclusivity, an all-encompassing practice of ensuring that Student of differing abilities are engaged and are connected to the goals and objectives of the whole and wider society. Aldar Education seeks to offer a nurturing and personalised approach to education which is flexible and innovative enough to meet the diverse needs of individuals, values the contributions of all and which enables every member of the school community to reach their full potential.

3. Strategy

The aim of our inclusion strategy, policy and procedures are to promote the welfare and well-being of all students and ensure individuals are appropriately accommodated, by acting in the following ways:

- To identify students with Additional Learning Needs (ALN) as early and accurately as possible through a variety of means and in consultation with appropriate personnel.
- To ensure full entitlement and access for students, including those with ALN, to high quality education within a broad, balanced, meaningful and differentiated curriculum so that they can reach their full potential.
- To ensure that all children, including those with ALN, feel valued and have a positive self-image.
- To offer curricular, pastoral and extra-curricular experiences and opportunities which allow students to develop their knowledge, understanding and skills, ensuring progress, promoting success and self-confidence.
- To encourage parental and pupil involvement in the identification, assessment and support for students with ALN and to strive for close co-operation between all agencies concerned in a multi-disciplinary approach.
- To educate all students alongside their peers in the classroom after giving due consideration to the appropriate wishes of their parents and the necessity to meet individual needs through pull-out interventions.
- To maintain high expectations, stimulate and/or maintain pupil interest and enjoyment in their own education.
- To encourage the use of a range of teaching strategies which incorporate adaptive teaching and Universal Design for Learning.

Cultural Consideration Policy

Introduction

Cultural Consideration- which is the knowledge, awareness, and understanding of appropriate topics and practices of the UAE culture is a priority across our entire school community. We seek to promote respect and sensitivity towards cultural differences in all of our school activities and interactions. In line with the National Tolerance Program which aims to promote understanding and respect among the diverse population, fostering a sense of unity and shared values, we aim to integrate these principles into our curricula, ensuring all students excel academically and grow as empathetic and socially responsible individuals.

Community Conduct: Members of our VIPS school community are expected to conduct themselves in ways that are mindful of cultural considerations, including the following:

1. Respecting the UAE's cultural and social norms, values, and traditions.
2. Refraining from (directly/indirectly) promoting inappropriate stereotypes, preconceptions, and assumptions about the UAE and the region.
3. Refraining from directly or indirectly encouraging any behavior, practice, or displays that are culturally inconsiderate, such as drug and alcohol use, smoking, violence, promoting alternative gender identity and sexual orientation, indoctrination, etc.
4. Refraining from using symbols, colors, or imagery associated with any movement/beliefs related to political, social, or extremist religious groups that are culturally inconsiderate, such as misrepresentations of prominent figures, images that are gratuitously violent or sexual in nature, representation of pride movement, extremist ideas, etc.).
5. Refraining from conducting any activities and/or using any content that leads to the indoctrination and promotion of religious/political extremism, racism, bullying, and all other forms of discrimination.
6. Refraining from holding rallies, demonstrations, and protests on school premises or while holding a school-related event offsite.
7. Ensuring that one's appearance is culturally considerate. Examples include but are not limited to:
 - a. Covering visible body tattoos and any type of piercings for men and women.
 - b. Appropriate clothing in line with the school's dress code per school policy.
8. Ensuring the appropriateness of all school-organized events and celebrations to UAE culture, in adherence with this policy.
9. Adhering to the laws of the UAE by conducting themselves accordingly.

At VIPS we are committed to:

1. Ensuring UAE Cultural Practices are observed, such as:
 - a. The daily singing of the UAE national anthem daily
 - b. Observing official public holidays and national celebrations
 - c. Following protocol for the UAE flag and portraits of UAE leaders per the respective guidance.
 - d. Incorporating these cultural practices in lessons, highlighting the significance of these practices into the curriculum to deepen students' understanding and respect for the UAE's cultural heritage.
2. Clearly communicating all relevant school-level processes and procedures to our staff.
3. Ensuring all members of staff avoid indoctrination when discussing political or cultural matters in class.
4. Ensuring the suitability and appropriateness of the materials (topic/ content/ images) to the UAE culture, values, and national identity: (For example, topics/ content/ images that are culturally inconsiderate or encourage undesirable habits/ behaviors).
5. Ensuring the suitability and appropriateness of political topics as per the approved UAE Social Studies curriculum.
6. Establish rigorous procedures for the selection and review of teaching and learning resources that are culturally appropriate.
7. Developing, reviewing, and approving lesson plans using resources approved by the school's vetting process.
8. Ensuring all approved resources are compliant with relevant and updated requirements and regulations and that they are age and culturally appropriate.
9. Carefully reviewing all online resources prior to delivery to ensure they are free of any culturally inconsiderate content.
10. Ensuring there are mechanisms for the supervision and monitoring of resources and materials in adherence to this policy.
11. Regularly monitor all official and unofficial school-related communication channels (newsletters, social media, parent communication groups, etc.) to ensure full compliance with this policy.
12. Establish processes and procedures for reporting and responding to any breaches (non-compliance) of this policy in school.
13. Ensuring our staff and all relevant stakeholders are provided with training, orientation, information on Cultural Consideration Awareness.
14. Ensuring any and all staff report to the Principal (who in turn reports to ADEK) any content discovered in resources that could violate this policy and immediately remove the content from circulation.
15. Ensuring full adherence to data confidentiality requirements when posting school information on public forums (eg: social media channels).

It is also important to take note of the following key points relating to potentially controversial topics in

the approved school curriculum, in line with ADEK's Cultural Consideration Policy:

If the approved curriculum includes topics relating to biological reproduction, human evolution, or sex education, schools shall limit the usage of figurative explanations and scientific images/ photos required to address the relevant learning outcomes in a manner that is respectful and culturally considerate. Mindful of this, our concerned parents will be informed in advance of the lesson, including the topics that will be covered (and whether the topic will be covered in any assessments), and allow parents to excuse their child from attending the relevant lesson with a written exemption.

If the approved curriculum includes topics relating to revolution, wars, or any other potential violent conflict, schools shall ensure that the required content is discussed and handled in the right formal educational context and presented objectively as related content may involve offensive, violent, or obscene imagery or themes. Our teachers will limit figurative explanations and scientific images/photos required to address the relevant learning outcomes in a manner that is respectful and culturally considerate.

If the approved curriculum includes any potentially controversial topics as part of the learning resources or activities required for the preparation of any high- stakes exams, we are authorized to teach these topics after seeking approval from ADEK.

Our parent partners are of course entrusted and expected to oversee their child's use of the internet at home to minimize their exposure to inappropriate content. Parents are expected to report to the school and ADEK Parent Hotline (800 2335) any content in school resources that is non-compliant with this policy and always exercise caution when posting school information on public forums and social media channels.

Safeguarding & Student Protection Policy

At Virginia International Private School, we are committed to safeguarding all of our students and understand that the promotion of our children's welfare and safety is everyone's responsibility. Below you will find our Aldar Education Safeguarding and Student Protection policy, also available on our school website.

1) Safeguarding Commitment Statement

Aldar Education is committed to safeguarding and promoting children's welfare. We recognise that children have a right to feel secure and cannot learn effectively unless they do so. All children have a right to be protected from abuse and maltreatment and to be well-informed about their rights and responsibilities, promoting a safe and supportive learning atmosphere. This Safeguarding and Student Protection Policy framework embodies the ethical standards, objectives, and core beliefs that are fundamental to education, prioritising the child in all decision-making.

Safeguarding and promoting the welfare and safety of children is everyone's responsibility. All adults who come into contact with children and families are legally and morally compelled to work to prevent harm and respond to a child at risk of, or suspected of being at risk of abuse, neglect or maltreatment.

Therefore, for this policy to be effective, there needs to be collective duty shared by every member of the Aldar Education community. Board members, Principals, senior leaders, employees, support staff, volunteers, third-party services, children and parents must play an active and conscious role in promoting and embedding a zero-tolerance approach to abuse and harm.

We encourage everyone to think proactively to prevent abuse from occurring to children as well as responding to it, so that the organisation builds a safeguarding culture built on the Aldar values:

- ❖ Result-oriented in delivering tangible wellbeing, academic, and personal outcomes for every learner.
- ❖ Growth-minded in embracing innovation in safeguarding, learning from challenges, and continually raising our standards.
- ❖ Community-focused in building inclusive, culturally respectful partnerships with families and stakeholders, whilst keeping the child at the centre of our work.
- ❖ Collaborative in fostering teamwork, distributed leadership, and cross-sector cooperation
- ❖ Responsible in safeguarding every child, ensuring ethical governance, and sustaining trust across all we do.

This approach ensures that schools are empowered to develop safe and caring environments in which all children can learn, thrive and develop the confidence to voice ideas, feelings, and opinions in an atmosphere that prioritises their best interests.

Safeguarding and child protection are central to all policies, with Aldar Education schools prioritising children's best interests. Therefore:

- ❖ Zero tolerance for maltreatment is upheld in all student-related actions and environments.
- ❖ All staff are tasked with a duty of care towards children and are responsible for their wellbeing, safety and protection whilst they are under the school's supervision. All adults in school fulfill this responsibility from a 'position of trust', this carries with it certain expectations and responsibilities, breaches of which may lead to disciplinary action and possible dismissal.
- ❖ Parents, carers, and trusted individuals can harm children through direct acts or neglect, leading to various forms of abuse. Therefore, all school adults, will prioritise children's best interests and adhere to this policy.

2) Purpose and Scope

2.1 Purpose:

The purpose of this policy and any relevant guidance is to provide all stakeholders with the best advice and clarity they need to keep children safe in our schools, by recognising, responding and reporting effectively in cases where abuse or neglect is alleged or suspected. This policy also provides information on how we safeguard children whilst they are in our care through a positive, proactive safeguarding culture and how school's work to prevent student maltreatment as well as handle any abuse or maltreatment and support children following any concerns.

2.2 Scope:

The scope of this policy covers all Aldar Education schools, including those on a managed and operated basis. Aldar Education believes that safeguarding is everyone's responsibility and working together is essential for effective safeguarding and child protection, therefore roles and responsibilities at all levels are clearly identified. All schools are required to observe and implement this policy as a minimum expected service level.

3) Continuous improvement

Aldar Education are committed to continually reviewing and enhancing the Safeguarding and Student Protection Framework, using data insights from schools and international best practice. The safeguarding landscape is ever changing, and new challenges, harms, technology and best practice emerge that require responses to ensure children's safety and wellbeing. This commitment to learning and proactive risk management keeps our policy relevant, fosters accountability and transparency. This policy will be reviewed at least annually unless an incident, new legislation or guidance suggests the need for an interim review. This will be led by the Aldar Education Safeguarding and Child Protection Education Committee.

4) To fulfil their commitment to safeguard and promote the welfare of children, all Aldar Education schools ensure that:

- ❖ Policies, approaches and the organisational culture supports, cares for, and safeguards all children, staff and wider stakeholders, irrespective of their faith, nationality, gender, lived experiences or culture.
- ❖ The best interests and safety of the child is a primary consideration in all actions taken to safeguard their wellbeing. 'Positions of trust' exist in professions where the professional is in a position of authority or status over a child or vulnerable person, e.g. teachers/school staff, doctors, social workers, therapists etc. Staff in school are employed in a 'position of trust' in respect of all children connected to Aldar Education. All relationships developed with children will be as agents of the company and as such no personal relationships are permitted outside the remit of the school service. This means that adults should always maintain appropriate professional boundaries and avoid behaviours, which might be misinterpreted by others. They should report and document any incident with this potential.
- ❖ A person-centred approach is developed so that policies, systems and processes consider the diverse backgrounds, abilities and circumstances of individuals to promote trust and open communication.
- ❖ Student participation is fundamental to ensuring that children's rights are upheld and that they participate in relevant decisions that might generally affect their lives.
- ❖ Partnership with parents is prioritised so that trust is built between school and home, leading to effectively protecting children from harm.
- ❖ All children are provided with appropriate support in school and their needs are identified and responded to effectively, including those who have experienced abuse, neglect and/or maltreatment. This includes access to support and counselling for any child who needs it.
- ❖ All staff receive appropriate training to fulfil their roles effectively and safely. Staff and volunteers respect and protect the rights of all students and take no actions that may put the student at risk of maltreatment. Staff and volunteers are required to report any incidents of inappropriate behaviours against students.
- ❖ Safeguarding education, which is culturally informed is integrated across the curriculum and regularly reviewed to reflect emerging risks including those through technology. This may be delivered to children or parents to raise awareness of safeguarding issues.
- ❖ Data driven insights on safeguarding risks are used to inform decision making and provision. All schools use the CPOMS platform to support this risk-informed approach, identifying and addressing prevalent issues and contributing to continuous improvement in practice.
- ❖ Effective whistleblowing procedures and a positive safeguarding culture exists where students, staff, volunteers, parents and the wider community know how they are expected to behave. If concerns arise regarding child welfare/adult behaviour, individuals may raise them in confidence and without fear of retaliation. This includes concerns related to digital spaces e.g. social media and in-person harms.

- ❖ There is a clear line of accountability within the educational organisation for safeguarding and child protection. It is the responsibility of the Principal and all staff of the education institution to recognise, respond to, and manage student protection risk and impact to the best of their ability.
- ❖ Effective working relationships with other agencies including the relevant Regulator, Family Care Authority, CDA, Police and emirate-specific Child Protection Units are developed and promoted.
- ❖ This Safeguarding and Student Protection policy is communicated publicly through the school website, understood and followed by all within the institution community, with a student-friendly version available.
- ❖ Recruitment and HR procedures prioritise the safety and welfare of children, through staff, volunteers, and invited visitors being properly vetted and screened prior to working in or accessing any locations where students are present. This includes criminal record checks from countries from which the applicant is being hired. The Principal takes full responsibility and accountability for all persons working in educational institutions and ensures their suitability and compliance with all student protection and safeguarding requirements. This includes preventing any person from working with students if they pose a risk to students' safety and wellbeing. The Principal also ensures continuous monitoring of all staff and immediately reports alleged inappropriate conduct or suspected actions that may result in harm or risk of harm to a student.
- ❖ Confidentiality and data privacy is paramount and that safeguarding concerns are raised and managed through the secure CPOMS safeguarding platform to ensure that case reports and student data remain strictly confidential. The data is shared only with authorised individuals who are strictly prohibited from discussing active or closed cases with the media, any third parties or other staff, and/or unauthorised regulator representatives, with the exception of investigative and judicial authorities and within the legal responsibilities.
- ❖ Effective Digital and physical security mechanisms are in place to measure and monitor the delivery of safeguarding practices to protect students from all types of harm to their health and development. These may include regular school Safeguarding & Child Protection Committee meetings, review of the school security systems that safeguard school assets, data and people against any risk of harm, relevant audits and critical incident response protocols.

5) Child Rights:

The Aldar Education Safeguarding & Student Protection policy advocates for and protects the right of all students to:

- ❖ Be treated with respect and dignity.
- ❖ Be treated with fairness and justice.
- ❖ Be listened to and heard, and to express their voice through schools seeking children's views in ways that are appropriate to their age and understanding.
- ❖ Have these views taken account of in individual decisions and the establishment or development of provision.

- ❖ Be supported by an advocate and provided with necessary support where required so that their rights are protected.
- ❖ Be safe, protected from harm and aware of what constitutes risk and harm.
- ❖ Have equal rights to care, protection and safety in all educational institutions.

6) Roles and Responsibilities:

- ❖ The Aldar Education Board of Directors/CEO/Executive Management Team (EMT)/Chief Education Officer is responsible for corporate governance, exercising the duty of care for all and the oversight of the effective delivery of the Aldar Education Safeguarding and Student Protection Policy and any legal/regulatory requirements. They demonstrate the Aldar Education commitment to safeguarding through the organisation's governance and scrutiny procedures, safer recruitment, training framework, working practices and complaints/allegations processes.
- ❖ The Chief Child Protection Officer oversees the enhancement and implementation of safeguarding and child protection activities throughout Aldar Education and Chairs the Safeguarding & Child Protection Education Committee. This involves strategic leadership to ensure compliance with legal requirements and best practices in safeguarding and child protection policies and procedures across schools.
- ❖ The Director of Education is responsible for ensuring that all aspects of the Aldar Education Safeguarding and Student Protection policy, any relevant safeguarding legislation and regulatory/Aldar Education policies are delivered effectively in their respective cluster of schools.
- ❖ School Board of Governors: Manages overall governance, ensuring all safeguarding practices align with Aldar Education and school policies and legal standards, and focuses on long-term strategic issues.
- ❖ Principal/Head of School: Leads the development of a positive safeguarding culture, enforces safe recruitment practices, and ensures all safeguarding and child protection concerns are addressed and that stakeholders recognise, respond to, and manage student protection risk and impact to the best of their ability.
- ❖ Safeguarding Governor: Collaborates with the Principal and DSL to embed effective safeguarding within the school's strategic plans, supporting the allocation of sufficient resourcing to keep children safe.
- ❖ Designated Safeguarding Lead/Child Protection Coordinator (DSL/CPC): Holds primary responsibility for all safeguarding and child protection activities including liaison with external agencies, leading initiatives and policy implementation.
- ❖ Deputy Designated Safeguarding Leads/Child Protection Team (DDSLs/CPT): Assist the DSL and assume their duties when necessary, ensuring ongoing safeguarding efforts.

- ❖ Specific Roles: Provide specialist support for specific risks related to safeguarding e.g. Digital Safety Leads, Counsellors/Mental Health Leads, Social Workers, Clinic staff, or Site Security.
- ❖ All Staff and Volunteers: Prioritise children's welfare and safety, actively contributing to a supportive and safe learning environment.
- ❖ Parents/Carers: Support the school's efforts to maintain a safe environment, helping ensure that children feel secure and supported in their development both at home and in school.
- ❖ Children: Support the school and each other to maintain a safe environment, develop and maintain positive relationships so that the right of everyone to feel safe and happy is protected.

Digital Safeguarding and Responsible Use of Digital Devices

As we work together to further develop our students' digital literacy, we also must raise awareness about practices that safeguard against risks such as cyber threats, data breaches, and the misuse of technology. The use of these facilities within the school should be responsible, legal, appropriate, and for educational purposes. Usage must follow the guidelines outlined in this policy, which applies to the use of all ICT devices, whether provided by the school or by the student. Both students and parents/caregivers must read and sign the relevant agreements shared by the school. These must then be returned to the relevant member of staff.

❖ Devices and applications covered by this policy are:

- Computer systems and related applications
- Web-based tools such as discussion forums, chat rooms, blogs, podcasts, social networking sites and instant messaging systems
- Devices such as iPads, Chromebooks, mobile/smartphones or other similar devices
- Imaging tools such as video or still cameras
- Audio tools such as audio recording devices.

❖ Devices Permitted

- All Apple devices indicated in the school's BYOD policy with the Digital Safety Package (DSP) installed
- School-owned devices given to students for assessment administration or other reasons (Chromebooks, Desktop PCs)

❖ Devices Not Permitted

- Students' mobile phones should NOT be used at school. These can only be used afterschool outside the school premises to make travel arrangements where necessary.
- Any personal device without the Digital Safety Package (DSP)
- Students should NOT be using any (Virtual Private Network) as this is restricted/blocked at school

❖ Social Media

Stakeholders are expected to adhere to the UAE's laws with respect to social media posts. It is forbidden to harass or post or link to any defamatory, discriminatory, or obscene materials. In case any of the above is found online, please report it to a member of the senior leadership team.

Acceptable uses of ICT

We expect our students to:

- Use ICT equipment and resources for educational purposes under teacher direction and supervision.
- Follow teacher directions for accessing files, programs, and internet-based resources.
- Not access or play games on any device unless instructed to by their teacher for learning.
- Follow all online safety rules as provided by teachers and staff.
- Observe copyright rules by respecting the information, ideas, and work of others.
- Acknowledge the author or publisher of information from the internet and not claim the work or pictures as his or her own.
- Keep passwords and personal work secure
- Use the internet and similar applications for educational purposes only
- Seek advice from an adult before providing personal details online
- Always obtain teacher permission before publishing any personal information or photos online.
- Advise their class teacher or other member of staff if they accidentally access inappropriate materials when using ICT.

Unacceptable uses of ICT

We expect our students NOT to:

- Disclose personal information that can expose users to inappropriate material, physical danger, harassment, and bullying.
- Attempt to gain unauthorized access to any computer system, network or Wi-Fi.
- Attempt to log in through another person's account or accessing another person's files or emails.
- Make intentional attempts to disrupt other people's use of ICT
- Make intentional attempts to destroy data by hacking, spreading computer viruses or by other means.
- Engage in illegal and criminal acts online.
- Install or use software that is not licensed by the school.
- Share their password with any other student(s).
- Provide their password to another person or in response to a request via email.
- Post information that could cause damage to or disrupt the school network.
- Use specific devices to use or access restricted applications.
- Use inappropriate language either on public forums or private messages or material posted on web pages or social media pages. Any profane, rude, threatening, sexist, racist, disrespectful or inappropriate language is forbidden.
- Re-post a message that was sent to them privately, without the permission of the person who sent the message.

- Take photos, sound or video recordings of people, including the background figures and voices, without their permission.
- Distribute private information, including photos or recordings, about another person without their permission.
- Use material from the internet in a manner, which violates copyright laws. All content should be properly referenced.
- Use the ideas or writings of other people and present them as if they were your own.
- and presenting them as if they were original to the user.
- Connect to the internet using a 'hotspot', 4G/5G account or VPN while at school

Any students violating the above will be subject to consequential action in accordance with the Student Behavior and Misconduct Policy. In the case of illegal activities, this could include the involvement of the police.

❖ **Parental Responsibility**

Mindful of the fact that the child's use of social media at home is a parent's responsibility, any implications this could have on relationships at school being affected, the school will communicate with the parent to address the issue. We are confident that our strong partnership with parents ensures your child's safe use of the internet and social media.

Healthy Eating & Nutrition Policy

At VIPS, we believe that a safe and healthy diet is important for a child's physical and mental health and their overall wellbeing. We will ensure that we promote healthy food choices across our school as our staff have a duty and responsibility to create a safe, healthy food environment for each and every student. On campus, we provide facilities for students to spend their break time in a comfortable dining area where they can socialize with their peers and friends whilst having their lunch. Our school canteen is well stocked with nutritious snacks and lunch for those who wish to use the facility. Outdoor dining is also possible along with the opportunity to engage in a range of physical activities.

At VIPS we are committed to being fully compliant with the relevant Abu Dhabi regulations and are keen on further improving nutritional awareness and meal practices across the VIPS community.

We are committed to the above and will:

1. Fully adhere to the nutritional standards prescribed in the Abu Dhabi Guideline for Food Canteens in Educational Institutions.
2. Fully adhere to the hygiene and food safety standards prescribed in the Abu Dhabi Guideline for Food Canteens in Educational Institutions in relation to food preparation, packaging, transportation, and handling.
3. Offer food services through the canteen that provide students and staff with healthy, nutrient-rich food in line with the requirements of the Abu Dhabi
4. Implement measures to actively monitor and supervise students during snack/mealtimes in our efforts to:
 - a) Ensure students are consuming acceptable foods (not bringing allergens that may harm other students).
 - b) Ensure all students have access to a meal every day (unless they are fasting).
 - c) Ensure staff are vigilant about concerning food-related behavior (eg: eating disorders, food-related bullying, etc.)
5. Implement measures to improve the sustainability of food consumption practices.
6. Implement measures to foster an environment conducive to healthy eating.
7. Setout measures to promote the inclusion of minority groups and the safety of students with allergies and food intolerances.
8. Implement measures for shared events by the school to ensure certain food items (e.g., alcohol, carbonated drinks, pork, and allergens) are prohibited.
9. Conduct risk assessments related to student allergies and implement appropriate risk mitigation measures.
10. Communicate any and all food-related concerns to parents on the same day as the concern was noticed.

11. Share food allergy records of students with relevant staff members and respective parents and students to minimize the risk of accidental exposure to allergenic food substances.
12. Share with parents any and all relevant information and guidelines from external authorities regarding health, nutrition, allergies, and balanced eating.
13. In case there are events where food sharing has been authorized by ADEK, communicate to parents that any food brought in shall adhere to the Abu Dhabi Guideline for Food Canteens in Educational Institutions.

We also believe that we need to promote healthy eating and sustainable practices, and we will do this by:

1. Creating a healthy food culture that encourages a healthy eating environment of nutrition-rich foods for all members of the school community.
2. Facilitating and delivering nutrition education to students through the formal curriculum and other extracurricular strategies (e.g., competitions, lectures, workshops) to enable them to make active and informed choices.
3. Covering within the school curricula topics that include but are not limited to: Healthy and Balanced Eating, Sustainable Meal Practices, and Reading of Food Labels.
4. Facilitating and organizing relevant training sessions targeting all staff (including canteen staff) in coordination with the Abu Dhabi Public Health Center (ADPHC) and other relevant entities in relation to healthy eating, to support their efforts in promoting healthy eating across the school community.
5. Striving to reduce and manage waste by not overstocking, better controlling portions and recycling.
6. Continuing to promote the importance of sustainable meals and practices amongst our stakeholders (eg: plant-based meals, avoid using single-use containers).
7. Listening to stakeholder feedback about the school's food services (eg: parent council input, student council feedback, etc.)

To ensure we fully adhere to ADEK's Healthy Eating and Food Safety Policy, and in line with our belief that the health and safety of our students is our number one priority, the following list clearly lays out all that is strictly prohibited at Virginia International Private School:

- 1. The personal consumption or distribution of food items that contain allergens (eg: nuts) is strictly prohibited.**
2. The use of external food delivery services (e.g., Talabat) during school hours is strictly prohibited.

Expectations of Parents:

1. Notify the school immediately if your child develops an allergy and provide the relevant medicines to the school.
2. Abide by all official guidelines shared by the school relating to healthy eating and food safety.

Ideally, students' packed lunches brought from home should include:

- a) at least one portion of fruit and one portion of vegetables e.g. carrot sticks, cucumber, small apple or orange, banana, dried fruit, mini tomatoes, melon cubes or any other fruits;
- b) Meat, fish or other source of non-dairy protein;
- c) a starchy food e.g. bread, pasta or rice;
- d) dairy food e.g. milk, cheese, yogurt;
- e) a drink of either water, fruit juice, milk, yogurt drink or smoothie.

**Packed lunches should not include chips or crisps, sweets or fizzy drinks.*

We recognize that some students may require special diets that do not allow for the above suggestions exactly. In this case, parents are responsible for ensuring that packed lunches are as healthy as possible. **For this reason students are also not permitted to swap food items.**

In Primary, healthy lunches will be rewarded with stickers and verbal congratulations etc. Each half term students can also earn ClassDojo points for their class for having a healthy lunchbox. We use opportunities such as parental engagement events, the School Newsletter, Healthy Eating days to promote healthy eating.

Assessment at VIPS

Definitions

Assessment	The wide variety of processes, methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.
Internal Assessment	An assessment designed by entities external to the school used to determine students' knowledge, skills, and the application of both at a specific moment in time. This includes standardized assessments and/or board exams and other pre-collegiate exams.
External Assessment	In-class assessments, which encompass an ongoing process to measure student learning, achievement, and skills development. Internal assessments include diagnostic, placement, screening, pre-, summative, formative, and interim assessments.

1. School Assessment Policy

1.1. Policy Requirements: VIPS shall develop, publish, implement, monitor, evaluate, and biennially review their Assessment Policy. The policy shall include the following elements:

- Approaches to utilizing assessment as a means to continuously improve the effectiveness of teaching and learning and student educational outcomes.
- Applicability to all grade levels (KG to Grade 12).
- Identification of the assessment methods to be used, appropriate to the age/stage of students.
- Alignment to quality assurance (inspection, accreditation, and/or authorization) standards.
- Implementation of ADEK-mandated external assessments, including a focus on achieving the school's individual PISA/TIMSS targets.
- Provision of adjustments and accommodations for Students of Determination aligned to their individual needs.
- Commitment to sustainable assessment practices (e.g., use of digital formats if appropriate, reduction of paper usage, etc.).
- Inclusion of all the areas identified in sections 2 to 4 inclusive.
- Approval by the school's Board of Trustees/Governing Board.

2. Internal Assessments

2.1 Use of Internal Assessments: VIPS shall implement different forms of internal assessments as required or deemed appropriate according to curriculum, age, purpose, and need, such as:

- Diagnostic assessments: Used to identify student strengths, weaknesses, knowledge, and skills.
- Placement assessments: Used to “place” students into a course or academic program. Placement assessments are administered before a course or program begins to match students with appropriate learning experiences.
- Screening assessments: Used to determine whether students need specialized assistance, interventions, or services, or whether they are ready to begin a course or academic program. Screening assessments take a wide variety of forms, e.g., developmental, physical, cognitive, or academic.
- Pre-assessments: Used to establish a baseline against which educators measure learning progress over the duration of a course or program. Pre assessments are administered before students begin a unit, course, or academic program.
- Formative assessments: Used as periodic evaluations of student learning to give educators in-process feedback about student learning so that instructional approaches, resources, and academic support can be modified.
- Summative assessments: Used to evaluate student learning at the conclusion of a unit, course, term/semester, program, or school year. Summative assessments are typically scored and graded to determine whether students have learned what they were expected to learn during the defined instructional period.

2.2 Formative Assessments: School assessment policies shall include the following elements for formative assessments:

- How teachers will carry out regular, continuous assessments of all students.
- How teachers will share learning outcomes with students and the assessment criteria used to evaluate the students’ work.
- Opportunities provided for peer and self-assessment to enable students to think critically about their own work against success criteria and to inform next steps.
- How instructional planning includes a variety of means to assess student progress that may include: observation, questioning, classroom discussions, digital quizzes, problem-solving activities, and other learning engagements.

- How teachers will ensure the provision of adjustments and accommodations for Students of Determination to enable the equitable participation of all students.
- How teachers will work with students to set challenging learning targets, monitor progress, and help them to continually improve.

2.3. Summative assessments: School assessment policies shall include the following elements for summative assessments:

- How teachers will assess student progress through a variety of methods including selected/constructed response, and performance tasks, aligned to the school's curriculum standards.
- How teachers will adapt assessments to cater for students with different abilities, including appropriate adjustments and accommodations for Students of Determination aligned to their individual needs.
- How teachers will analyze and use the results of assessments to inform teaching and learning.
- Examples of rubrics and/or grading criteria used.
- Invigilation protocols and a commitment to ensuring assessment integrity.

2.4 Quality Assurance Mechanisms: VIPs shall adopt and implement a rigorous quality assurance process for internal assessments including regular reviews of assessment types, internal and external moderation of marking to ensure consistency and fairness, and calibration sessions to align their assessment practices with established standards and expectations to ensure validity and reliability.

Assessment Breakdown:

Each term the following assessment format is used to gather assessment information for each student.

A. Student Attainment

This represents the academic achievement which the student has made and consists of the following components:

In KG, Elementary, and Secondary 'standards-based' assessment trackers are followed for accurately tracking and monitoring students' progress and attainment against the Virginia Standards of Learning (VSOL) and UAE's Ministry of Education (MOE). Assessments are carried out throughout the year. Students' progress and attainment levels are reported to parents once per term, based on the skills/objectives students meet.

Student Progress

Student progress is measured by teachers throughout the terms to indicate improvement in students' knowledge, skills and understanding, measured against a starting point and/or against a learning objective, and sustained over a period of time (such as a lesson, unit of work, term, year of phase of schooling).

3. External Assessments

- 3.1 Use of External Assessments: VIPS shall implement different forms of external assessments as required or deemed appropriate according to curriculum, age, purpose, and need, such as:
 - Standardized assessments are designed, administered, and scored in a standard or consistent manner. Standardized assessments can be administered to large student populations of the same age or grade level in a region or country, and results can be compared across individuals and groups of students in various contexts.
 - Board exams and other pre-collegiate exams are formally designed, quality-assured, and marked by an exam board (or independent organization, e.g., ACT, AP, EmSAT, PSAT, SAT, etc.). These are high stakes standardized assessments used to inform the making of important decisions about students (e.g., obtaining one's secondary certificate completion or university admissions).
 - International assessments such as PISA, TIMSS, PIRLS as part of a country-wide study and as directed by ADEK.
- 3.2. ADEK-Mandated External Assessments: ADEK has mandated the administration of specific standardized assessments for private schools. These assessments include the MAP test for grades 3 to 9 and either standardized Arabic language benchmark assessments for all students in grades 3 to 9. At VIPS, we will be using the ABT assessment starting this academic year.

Physical Education and School Sports Policy

1. Introduction

At VIPS, we recognize that physical activity and physical literacy are vital for student health, wellbeing, and the holistic development of lifelong skills and attitudes. Through Physical Education (PE) and school sports, VIPS aims to foster an active, healthy, and inclusive environment for all students. This policy aligns with ADEK requirements to ensure the highest standards in the delivery of PE and school sports.

2. Purpose

This policy aims to:

- Define the minimum requirements for PE and school sports for all students at VIPS.
- Promote daily physical activity through structured (PE classes) and unstructured (breaks, extracurricular) opportunities.
- Require a VIPS Physical Literacy Framework to guide PE and school sports delivery.
- Ensure inclusivity for Students of Determination and gifted and/or talented students.
- Establish eligibility and professional development expectations for PE teachers and coaches.
- Standardize the PE curriculum, pedagogy, and assessment.

3. Definitions

At VIPS, the following key terms are defined in accordance with ADEK Policy, Physical and Health Education, and they guide the development, delivery, and evaluation of our Physical Education and School Sports programs:

- **Physical Literacy**

At VIPS, physical literacy is foundational to our PE curriculum. It refers to each student's motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engaging in physical activities throughout life. We integrate this concept into daily lessons, extracurricular activities, and wellness initiatives to develop well-rounded, active individuals.

- **Coach**

A coach at VIPS is any adult internal staff or external provider who is qualified and authorized to deliver or assist in physical education, training sessions, and extracurricular sporting activities. All coaches must comply with VIPS's safeguarding protocols and work under the supervision of licensed Physical Education teachers and school leaders.

- **Competition .**

Competition at VIPS refers to both formal and informal sport or physical activity events, including intra-school house matches, school-wide tournaments, and inter-school fixtures. Competitions are inclusive, developmentally appropriate, and aligned with ADEK's vision for fostering student growth through healthy challenge, cooperation, and sportsmanship.

- **Documented Learning Plan (DLP)**

A Documented Learning Plan is a structured outline of the intended learning outcomes, instructional strategies, assessment tools, and accommodations used in delivering Physical and Health Education at VIPS. DLPs are created and reviewed by the PE department to ensure alignment with the ADEK-approved curriculum and to support all learners, including those with special educational needs.

- **Moderate to Vigorous Physical Activity (MVPA)**

MVPA includes all forms of movement that raise the heart rate and make the student breathe harder ranging from brisk walking and active games to sports and fitness sessions. VIPS targets 100 minutes of MVPA per student per school day, exceeding ADEK's baseline to promote health, engagement, and academic readiness.

- **Inclusive Practice**

At VIPS, inclusive practice refers to the commitment to providing equitable access to physical education and sport for all students, regardless of ability, gender, culture, or background. This includes differentiated instruction, adapted equipment, and targeted support to ensure every learner can meaningfully participate.

These definitions ensure that the PE and School Sports Policy at VIPS remains consistent, transparent, and aligned with regulatory expectations while supporting the school's mission of excellence, inclusion, and lifelong wellbeing.

4. VIPS PE and School Sports Policy

4.1 Vision and Strategy

At VIPS, we believe that physical activity is a cornerstone of lifelong wellbeing and academic success. Our Physical Education and School Sports Policy is grounded in our commitment to nurturing physically literate students who enjoy being active, understand the benefits of healthy lifestyles, and carry these habits into adulthood.

We aim to foster a culture where physical activity is valued, inclusive, and embedded into daily school life. Our policy reflects a strategic commitment to exceeding minimum regulatory requirements by ensuring that every student achieves at least 100 minutes of moderate-to-vigorous physical activity (MVPA) during the school day. This aligns with international best practice and supports the UAE's national agenda for healthy, active youth.

4.2 Implementation

The policy is implemented through:

- A PE curriculum aligned with ADEK standards.
- Comprehensive school sports programming including intra- and inter-school competitions.
- Awareness campaigns engaging students, parents, and staff in promoting physical activity.
- Staff CPD workshops focused on integrating movement into daily routines and lessons.
- Student assemblies and class discussions on the benefits of active lifestyles and goal setting for physical health.
- Establish Student Sports Ambassadors or Health Champions who promote and support movement among peers.

5. Staying Active at VIPS

VIPS supports daily MVPA through:

- Supervised, active recess with access to sports equipment.
- Classroom-based movement breaks.
- Environment enhancements encouraging walking, stretching, and standing during lessons.
- Targeted support for less active students to ensure equitable participation.

6. Inclusion

VIPS ensures all students:

- Participate in grade-appropriate PE classes.
- Are supported with alternative roles and personalized learning plans where needed.
- Are given equitable access to all physical activities regardless of gender, ability, or talent.

7. Gender Considerations

VIPS adheres to ADEK's Coeducation Policy and ensures gender-appropriate programming and facilities for all students.

8. Physical Literacy Framework

Our framework supports the development of:

- **Enjoyment:** Promoting fun in activity.
- **Confidence:** Building self-assurance in movement.
- **Competence:** Developing fundamental and sport-specific skills.
- **Knowledge & Understanding:** Educating on health, participation, and skill improvement.
- All PE and sports planning is age- and stage-appropriate and integrates this framework across lessons and activities.

9. Competitions and Talent Development

- VIPS offers intra-school competitions to encourage mass participation and inter-school competitions for exposure to structured, external contests.
- Competitions are inclusive, with adaptations for access and varied formats.
- Talented and gifted students are offered advanced opportunities and connections to clubs/federations, including talent pathways for Students of Determination.

10. Teachers and Coaches

- **PE Teachers** meet ADEK eligibility standards and undergo 75 hours of CPD annually.
- **Coaches** (employed or external) must hold recognized certifications and complete 25 hours of CPD. They may support, but not independently deliver, PE unless qualified under ADEK guidelines.

11. Health and Safety

VIPS prioritizes health and safety in all PE and sports by:

- Training staff in student protection and first aid.
- Conducting regular facility and equipment checks.
- Performing activity-specific risk assessments.
- Monitoring weather, ensuring hydration, and adopting sun protection measures.
- Adjusting activities based on medical needs without full exclusion.

12. PE Curriculum and Assessment

- The VIPS PE curriculum addresses physical, social, cognitive, and emotional domains.
- Skills, knowledge, and values such as resilience, respect, and teamwork are explicitly taught and assessed.
- Inclusive teaching strategies and adapted language are used across all lessons.
- Students receive regular, developmentally appropriate assessments with feedback to guide progress.
- PE schedules are adjusted only for essential circumstances (e.g., exams or extreme weather).

PE Time Requirements

- VIPS provides 2 PE classes of PE per week per student, equivalent to 100 minutes.
- PE schedules are adjusted only for essential circumstances (e.g., exams or extreme weather).
KG receive shorter sessions of 80 minutes per week.

13. School Sports Facilities

VIPS ensures the safe and effective use of its sports facilities and equipment through the following measures:

- **Ensuring Equipment Suitability and Condition**

All equipment used in PE lessons and school sports activities must be age-appropriate, developmentally suitable, and maintained in excellent condition. Regular checks and maintenance logs are conducted by the PE department to guarantee that all apparatus meets health and safety standards. Any damaged or unsafe equipment is reported and removed from use immediately.

- **Educating Students on Proper Use**

Students are explicitly taught how to safely and effectively use all sports and fitness equipment, including understanding its purpose, correct handling, setup, and storage. Instruction is embedded into lessons to develop not only physical skills but also personal responsibility, awareness of safety, and respect for shared resources.

This commitment ensures that VIPS students learn in a safe, structured, and empowering environment where physical activity is both enjoyable and risk-aware.

14. Monitoring and Evaluation

VIPS tracks and reports:

- Average MVPA per student per day.
- Weekly PE instructional time.
- Participation in sports events, extracurricular, and competitions.
- Engagement of Students of Determination relative to their peers.

15. Compliance

Non-compliance with this policy is subject to disciplinary actions as per ADEK regulations and UAE Federal laws. VIPS upholds its obligation to comply fully with all ADEK policies and reserves the right to adjust this policy to remain aligned with future updates.

Career and University Guidance Policy

1.0 Rationale: Virginia International Private School (VIPS) recognizes its responsibility to support every student in achieving their full potential both academically and in preparation for post-secondary life. This policy aims to provide a comprehensive career and university (CU) guidance program to help students transition successfully into higher education or other post-secondary pathways.

The objectives of this policy include:

- Establishing a high-quality CU guidance program across all educational cycles at VIPS.
- Outlining the qualifications, roles, and responsibilities of CU Guidance Counselors.
- Defining annual evaluation measures to monitor the effectiveness of the CU program.

This policy is designed in alignment with Abu Dhabi Department of Education and Knowledge (ADEK) Policy: Careers and University Guidance and related ADEK and MOE guidelines.

2.0 Mission Statement: The mission of the University and Careers Guidance Program at VIPS is to empower students to explore, plan, and pursue their post-secondary paths with confidence. This program supports VIPS's overarching vision of fostering academic excellence, personal growth, and responsible citizenship. By providing a comprehensive career and university guidance, the program aims to equip students with the skills, knowledge, and resources needed to thrive in an ever-changing world.

3.0 Graduation Requirements for the American Diploma: To graduate with an American Diploma from VIPS, students must fulfill the following:

- Completion of 24 credits in core subjects, including English, Mathematics, Science, Social Studies and electives across Grades 9-12.
- Fulfillment of elective course credits, including options in languages, arts, and technology.
- Compliance with equivalency standards established by ADEK and the Ministry of Education (MOE), which may include passing the Ministry Unified Exams in Arabic and Islamic Studies, as well as achieving required English and Math external assessment scores.
- ADEK and UAE High School Equivalency Requirements:
- Students, regardless of nationality, must have their high school diploma attested by ADEK and seek equivalency from MOE if they intend to pursue higher education or work in the UAE and other Arab countries.
- Arab national students are advised to complete diploma attestation and equivalency processes.

- Category 1 students must take Islamic and native Arabic courses annually in Grades 9-12.
- Non-Muslim and non-native students must complete relevant courses as mandated by ADEK.
- Students must pass five approved ADEK courses annually in Grades 10-12 and meet additional EMSAT or alternative exam requirements as specified by MOE.

4.0 Student Support Services: The CU Guidance Program at VIPS includes:

- **1:1 Counseling:** Personalized sessions to guide students in exploring career paths and preparing for university applications.
- **Group Counseling:** Workshops and group activities addressing career readiness and university preparation.
- **Career Assemblies and University Fairs:** Opportunities for students to connect with industry experts and university representatives.
- **Campus Visits:** Organized tours to local and international universities.
- **Support for Students of Determination:** Inclusive advising, academic accommodations, and mental health support tailored to individual needs.

5.0 Parental Involvement: VIPS encourages active parental engagement through:

- **Scheduled Meetings:** Regular discussions to keep parents informed about their child's career development.
- **Workshops and Guidance Materials:** Tools and sessions to educate parents on higher education and career planning.
- **Career Planning Support:** Guidelines for parents to assist their children in exploring and pursuing future pathways.

6.0 Student Development Plans (ICAP): The Individual Career and Academic Plan (ICAP) at VIPS starts in Cycle 2 and continues through the end of Cycle 3. The ICAP outlines students' career and academic goals, tracks progress, and sets milestones with targeted support and interventions as needed.

7.0 Work Placement Opportunities: VIPS collaborates with industries to provide students with internships, job shadowing, and project-based experiences. This partnership helps students build workplace skills and gain practical insights. Clear coordination, eligibility requirements, and expectations for participation are detailed within the programme.

8.0 Alumni Tracking and Feedback: An alumni tracking system will be implemented to gather feedback and monitor graduate progress. This data will inform programme adjustments to enhance the relevance and effectiveness of CU guidance.

9.0 Online Platforms and Resources: Unifrog is the primary online platform for career and university exploration at VIPS. This tool provides a centralized system for students to access career information, university application resources, virtual events, and counseling support, ensuring a consistent approach to CU guidance.

10.0 Evaluation Metrics: Evaluation of the CU programme will include:

- Student satisfaction surveys
- Counselor performance reviews
- Analysis of alumni success and post-graduation pathways
- Alignment with Aldar’s Evaluation Framework
- An annual policy review to adapt to evolving educational standards

11.0 Roles and Responsibilities:

- **Head of Secondary:** Oversees and supports the strategic implementation of the CU programme.
- **Subject Leaders:** Ensure integration of career readiness in academic teaching.
- **Parent Relations Executive:** Acts as a liaison among counselors, students, and parents.
- **CU Counselor:** Lead the programme’s delivery, conduct individual and group sessions, and manage university applications and career events.

12.0 References and Useful Links:

- [MOE Website](#)

13.0 Review and Updates: This policy will be reviewed annually to ensure continued relevance and alignment with VIPS's mission, ADEK regulations, and best practices in career and university guidance.

Parental Engagement

At VIPS, we have an Open Door* policy and believe that Parental engagement is very important for all stakeholders at. It is a key part of our school improvement process and self-evaluation framework which we use to ensure the school's commitment to high quality education and plan the next steps in our journey to excellence, as we go from strength to strength.

At VIPS, we believe that parental engagement should have a clear and positive impact on children's outcomes. Therefore, as a means to improve student outcomes and add value to the school community as a whole, we endeavor to have good partnerships with parents which actively promote:

1. Clear ***communication***
2. Sharing core ***values***
3. Celebrating ***UAE heritage and culture***
4. Developing ***Literacy in Arabic and English***
5. Promoting ***21st century skills***
6. Nurturing ***personal and social development***

Parents are encouraged and expected to communicate directly and regularly with their child(ren)'s teacher(s), the school's administration, leadership, and relevant staff via our Open Door Policy. The various ways to communicate are:

1. Remotely by video conference, school platforms, or email (listed on the school's website);
2. By appointment via the teacher / staff member;
3. Face to face before school
4. By appointment via the school's administration (reception, supervisor, etc.);
5. Parent-Teacher Conferences (consultations at least once a term);
6. In case of an emergency, a Senior Administrator will always be made available

Parents can engage as partners in various ways to improve our journey to excellence, such as (but not limited to):

1. Staff Induction (late August);
2. New Student Orientation (just before the first day of school);
3. Open House (end of September);
4. Parent-Teacher Conferences (at least once a term)
5. Events, Activities, Assemblies and Competitions* (throughout the year);
6. Class and / or Phase Representation (throughout the year);
7. VIPS Parent Council

Listed below are a few of the events that the Friends and family of VIPS participate in planning, organizing, and implementing throughout the year:

- ❖ New Student Orientation
- ❖ Open House
- ❖ Parent Teacher Conferences
- ❖ UAE National Day
- ❖ International Day
- ❖ Mother's Day
- ❖ Ramadan
- ❖ Staff Appreciation Days
- ❖ Graduation Celebrations

Any parents who are interested in getting involved with our Parental Engagement activities VIPS activities, events or meetings should contact Ms. Jinan Naji our Parent Relations Executive, at PRE@virginia.sch.ae.

**Note: Our Open Door Policy does not enable stakeholders to interrupt or interfere with the school's operations.*