ANTIBULLYING POLICY

2025-2026

المدرسة الهندية العالمية الخاصة
INTERNATIONAL INDIAN SCHOOL

Members of the committee

- Mr. Wasim Yousuf Bhat (Dean)

- Mr. Qurat al Ain (Principal)

- Mr. Fayid Muhammed (Administrative Officer)

- Social Worker

- Section Heads

- Parent Council members

This Anti Bullying policy was last amended by the school's relevant authority on:	September 2025
The implementation of this Anti bullying policy will be monitored by the:	Behavioral management committee & Online safety group
Monitoring will take place at regular intervals:	Yearly
The next anticipated review date will be:	September 2026
If serious bullying cases take place, will be report to external persons/agencies by:	Ms. Qurat Ul Ain, Principal

School Mission and vision

VISION

The school envisages learning as a communitarian process of imbibing education from the natural, academic, social and technological ecosystems created around the institution of school.

MISSION

We strive to provide a new model of education for the expatriate children in the UAE in a culturally inclusive, technologically effective and ecologically sensitive way in a cosmopolitan environment.

CORE VALUES

INCLUSIVITY

All members of the school community, their cultures, nationalities and regions are considered and respected equally, strictly as per the UAE laws, in a way that is sensitive to the global character of the school. At Habitat School, nobody should feel excluded in any way.

JUSTICE

All members of the School should be treated according to the principles of natural and social justice, where nothing unfair happens against anybody.

DIGNITY

Everyone should be treated with dignity, without any harshness in any aspects.

TRANSPARENCY

All actions connected to the school should be transparent and all members including the managing team should be accountable.

ACCESSIBILITY

All members should be accessible to each other for the smooth and hearty functioning of the school.

PURSUIT OF EXCELLENCE

The school is committed to the pursuit of excellence, striving to improve itself in a educational activities all the time.

CHARACTER

"School is a place of learning where violence is neither accepted nor expected. "I promise to be a buddy, not a bully." PLEDGE

We the students of International Indian School, agree to join together to eliminate bullying in our school. We believe that each of our classmates deserves to be treated equally in a safe and accepting environment in this school. Forms of bullying that will not be tolerated include but are not limited to: hitting, shoving, making fun of, laughing, or excluding anyone. By taking this pledge, we agree to value and treat others with respect, report incidents of bullying to an adult if we see it, be a good role model to others, and be a good friend to others.

We will not be bullies to other students in this school and will try to help stop bullying not only in the classroom but in the entire school as well. RATIONALE

The school is committed to providing a warm, caring, and safe environment for all our children so that they can learn and play in a relaxed and secure environment. Bullying of any kind is unacceptable and will not be tolerated in our school. The school prides itself on its respect and mutual tolerance. Parents have an important role in supporting schools in maintaining high standards of behavior. It is essential that schools and homes have consistent expectations of behavior and that they cooperate closely together.

We expect our students to treat members of staff with courtesy and cooperation so that they can learn in a relaxed, but orderly, atmosphere. All students should care for and support each other.

This framework endeavors to provide a set of guiding principles to promote a safe, caring, and happy learning environment for all members of our school community. This policy will be made available to all staff, parents, and students on our website.

The policy links with the Acceptable use policy, Behavior management policy, Cyber Safety and Security Policy, and Child Protection Policy.

DEFINITION of BULLYING

Bullying is an unacceptable behavior used by an individual or a group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally. In other words, bullying is
Considered to be, "unacceptable behavior which occurs 'lots of times, on purpose'." Bullying can be short-term or continuous over long periods of time.

Bullying involves a person being hurt, distressed, pressured or victimized by repeated intentional attacks by another individual or group. Bullies abuse less powerful individuals by intimidation and/or harassment. Bullying may involve physical, verbal, textual, psychological, or social behavior.

DIFFERENT KINDS OF BULLYING AT SCHOOL

PHYSICAL

- Hitting
- Pushing
- Punching
- Beating
- Tripping
- Kicking
- Shoving

VERBAL

- Excessive and malicious teasing
- Insulting remarks
- Name-calling
- Embracing jokes
- Revealing intimate information
- Cursing
- Crude and inappropriate comments
- Treats and taunting

SOCIAL

- Ignoring a certain person

- Casting them out of a group

- Making them feel left out

- Spreading rumors about them

CYBERBULLYING

- Threats and inappropriate comments and photographs via social media, texting, email, and chat rooms.
- There are many types of cyberbullying. Although there may be some of which we are unaware of, here are the more common:

1. Text messages that are threatening or cause discomfort.

2. Picture / video-clips via mobile phone cameras - images sent to others to make the victim feel threatened or embarrassed.

3. Mobile phone calls: silent calls or abusive messages or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible

4. Emails: threatening or bullying emails, often sent using a pseudonym or somebody else's name

5. Chat Room bullying: menacing or upsetting responses to children or young people when they are in a web-based chat room.

6. Instant messaging (IM): unpleasant messages sent while children conduct real time conversations online using MSN (Microsoft Messenger) or (although there are others)

7. Bullying via websites: use of defamatory blogs, personal websites, and social networking sites eg WhatsApp, Myspace, Facebook, and Twitter

How is cyberbully different?

Bullying is bullying wherever and however, it takes place. Cyberbullying is a method of bullying that uses ICT to upset, threaten or humiliate someone and has the following key characteristics:

- Cyberbullying can take place at any time, in any location; technology allows the user to bully anonymously
- Cyberbullying can occur on vast and rapid scale
- Electronic content is very hard to control; it can never be guaranteed to be removed totally from circulation
- Bullies can take actions to attempt to be anonymous and can feel 'distanced' from the incident
- 'Bystanders' can easily become perpetrators

- The 'profile' of a cyberbully or a target varies - age / size is not an issue.
- Cyberbullying incidents can be used as evidence
- Cyberbullying can occur unintentionally often due to a lack of awareness / empathy - 'It was only a joke'.
- Cyberbullying leaves no physical scars so it is, perhaps, less evident to a parent or teacher, but it is highly intrusive and the hurt it causes can be very severe

SIGNS OF BULLYING

Changes in behavior that may indicate that a pupil is being bullied include:

- Unwillingness to return to school;
- Displays of excessive anxiety, becoming withdrawn or unusually quiet;
- Failure to produce work, or producing unusually poor work, or work that appears to have been copied, interfered with or spoilt by others;
- Books, bags, money, and other belongings suddenly go "missing", or are damaged;
- Change to established habits (e.g. giving up music lessons, change to accentor vocabulary);
- Diminished levels of self confidence
- Frequent visits to the Medical Centre with symptoms which may relate to stress or anxiety, such as stomach pains or headaches;
- Unexplained cuts and bruises;
- Frequent absence, erratic attendance or late arrival to class;
- Choosing the company of adults rather than peers;
- Displaying repressed body language and poor eye contact;
- Difficulty in sleeping or experiencing nightmares; or
- Talking of suicide or running away from home or school.

ROLES AND RESPONSIBILITIES

Role of the School Principal

- Implement this policy through key leaders.
- Work to create a safe, secure, caring and friendly school environment for all the children.
- Monitor the effectiveness of this policy
- Provide leadership and vision in respect of equality.

● Provide guidance, support and training to all staff.

Role of school counselors/ Social worker

- Ensure that all parents and students are aware of this policy and that the school does not tolerate bullying.
- Ensure that all school personnel are aware of the policy.
- Respond and deal with all incidents of bullying.
- Raise awareness of the wrongs of bullying.
- Keep records of all incidents of bullying.
- Responsible person to deal with the incident effectively.

Role of teachers and other staff

- Be aware of the signs of bullying in order to prevent bullying taking place.
- Take all forms of bullying seriously.
- Encourage pupils to report any incidents of bullying to any member of the school personnel.
- Report all incidents of bullying.
- Use preventative strategies such as circle time and buddy systems.
- Report and deal with all incidents of discrimination
- All staff have a responsibility to prevent misuse of equipment and cyberbullying. Staff may ask to look at content on a student's personal device, but it is good practice to do so with 2 adults present.

STUDENT RESPONSIBILITIES

- Show Respect for All Members of the School Community

- Speak Out against Bullying And Report It When You See It

- Support Students Who Are Bullied
- Respect and Support School Rules and Regulations
- Support The Student Council And Disciplinary Committee To Assist With Anti-bullying Suggestions

To prevent Bullying students need to

- Work to Create a Happy School Environment for All
- Respect Themselves and Others
- Learn To Tolerate and Accept Individual Differences
- Stand Up Against Bullying Behavior

● Support the school policy on bullying

If you are bullied you need to:

- Tell the bully to stop
- Seek help and talk about it to someone you trust
- Report it to a Teacher
- Try not to show you are upset- this is hard but a bully thrives on Someone's fear
- Stay with a group of Friends/people- there Is safety in numbers
- Don't fight back as it may make matters worse, however, if you decide to fight back, talk to a Teacher or parent first

In cyberbullying you need to:

- Tell a trusted adult about the bullying
- Don't open or read messages from cyberbullies
- Tell a Teacher/counsellor at your school if school related
- Don't erase the messages- they may be used to take action
- Protect yourself- never agree to meet face to face with anyone you meet online

- Block bullies on 'chat or instant' messaging websites
- Always make sure your privacy settings are tight
- Students should follow the school's code of conduct / behavior policy, when attending online classes. What is inappropriate in the classroom is inappropriate online.
- Should not give out personal IT details.
- Should never reply to abusive emails or messages in chat rooms or other social media.
- Should never reply to someone you do not know.

If you know someone who is being bullied YOU need to:

- Care enough to do something about it, whether it affects you personally or not.
- Step in early and try to defuse the situation before it gets out of hand.
- Report it to a teacher or parent - take a friend with you if you want.
- Don't be, or pretend to be, friends with a bully.
- Don't be tempted to forward cyber messages on.
- Don't join a cyber-group just to find out 'what is going on'.

Bullying of children with Special Educational Needs

The school provides a secure, accepting, safe and stimulating environment where everyone is valued for who they are. We have some children who have learning disabilities and/or communication difficulties. Everyone involved in the school is very aware that these children can be especially vulnerable to bullying and we are therefore particularly vigilant at all times. High attainders, gifted or talented pupils can also be affected by bullying. Staff will treat this type of bullying seriously and in the same way as any other type of bullying.

The role of parents

Parents must:
- Teach children to amicably resolve conflicts without violence.
- Build their self-esteem and confidence to stand up for what they believe in.
- Spend quality time with children, talking about school, social events, their Classmates and any concerns they have.
- Take bullying seriously. Many children are embarrassed to reveal that they have been bullied.
- Parents should also explain to their children legal issues relating to cyberbullying.
- If parents believe their child is the victim of cyber-bullying, they should save the offending material (if need be by saving an offensive text on their or their child's mobile phone) and make sure they have all relevant information before deleting anything. Parents should contact the school as soon as possible.
- Encourage their child to help others.
- Support anti-bullying programmes of the school.
- Be aware of and support this policy.
- Report to the school any concerns they have of their child being bullied.
- Be assured that the school will deal with all incidents of bullying.
- Be assured that they will be informed of incidents and will be involved in discussions.
- Be asked to take part in periodic surveys conducted by the school.
- Support the school Code of Conduct and guidance necessary to ensure smooth running of the school

REPORTING BULLYING: PROCEDURE

- Teacher
- Class Teacher
- Supervisor
- Principal
- Counsellor/ Social worker

The class teacher, supervisor and counsellor should maintain a file for the student who bullies others and clearly mentions the observation and actions undertaken with the date. In case of Cyberbullying, students can directly contact the online safety leader (OSL) /Social worker: MS. Mary Samna I S, osl@iisajman.org

PROCEDURE FOR TAKING ACTION AGAINST BULLYING

Teachers will respond to all episodes of bullying in order to send a clear message that it is unacceptable. Different responses may be appropriate depending on the nature and degree of the bullying. The questions identified below will be used initially to determine if the incident is primarily bullying or if it falls into another sanctions category.

The teacher will ask the student the following
Types of questions:

- *Was there teasing or aggressive words said or actions?*
- *Was the bullying unprovoked?*
- *Did the bullying intend to hurt, harm, or frighten?*

If the answer is yes to all of the above, then it is bullying and the sanction steps will be followed.

Response Procedures

1. All bullying incidents should be reported immediately to the class teacher.
2. Bullying is a grievous offence. The student identified as perpetrator will have his 12 marks deducted from his behavior score inconformity with the Behavior Management Policy and decision by the SBMC.
3. The class teacher will record all reported bullying incidents and may share them with the supervisor and counselors/social worker, further to vice-principal, and principal depending upon the severity of the incident.
4. Parents of both victim and perpetrator may be informed and summoned to the school for a meeting about the problem.
5. The bullying behavior or threats will be investigated quickly and fully, with both victim and perpetrator informed that the behavior will/must stop immediately.
6. The bullying perpetrator may meet with the school counselors/social worker.
7. Discipline head and his/her parents to understand the seriousness of his/her actions (to include placing themselves in the victim's shoes to appreciate the undesirable effects of the behavior), and to learn appropriate means of changing behavior.
8. The bully may be asked to genuinely apologize to the victim and sign the MOE disciplinary form which should be filed by the counselor/ social worker. After the incident has been thoroughly investigated and dealt with, the class teacher and counselor/social worker will monitor and evaluate both students (including regular "check-ins") to ensure that bullying does not resume or reoccur.

There may be a range of punitive responses up to suspension/dismissal for the

perpetrator in very serious cases, after a thorough investigation by a team. The final decision is made by the Principal in consultation with the School Behavioral Management Committee (SBMC) members. In case of cyber bullying the final decision will be taken by the online safety leader in consultation with online safety Group (OSG).

Strategies for the prevention and reduction of bullying

Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur.

These can include:

1. Involving the whole school community in writing and reviewing the policy
2. Undertaking regular questionnaires and surveys to monitor the extent of bullying in the school and the effectiveness of the anti-bullying policy 3. Implementing the ''Problem Solving Box'' in school where children can write and post their concerns and ideas.
4. Each class agreeing on their own set of class rules.
5. Awareness-raising through regular anti-bullying assemblies 6. Setting up a circle of friends support network where a small group of children volunteers to help and support individuals experiencing difficulties.
7. The school will conduct awareness programs/campaigns initiated by the student council against bullying and also organize special assemblies.
8. Creation of an anti-bullying school notice board in the school library.
9. Prominently displaying anti-bullying posters produced by the children around the school.
10. Using praise and rewards to reinforce good behavior.

Monitoring and evaluation of the policy

To ensure this policy is effective, it will be regularly monitored and evaluated. Questionnaires completed by the whole school community, together with surveys, focus groups, children's and parents'/guardians' comments posted in the ''problem solving'' box and bullying incident forms will be used to gauge the effectiveness of the policy. Following an annual review, any amendments made in the policy will be informed to all stakeholders.

If you have any queries or concerns regarding this policy, then please contact: principal@iisajman.org

Annexure1

BULLYING REPORT LOG

DATE	TIME	LOCATION ONSITE /ONLINE	INCIDENT	ACTION TAKEN	INCIDENT REPORTED BY	SIGNATURE

Acceptable Use Policy

2025-2026

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INTERNATIONAL INDIAN SCHOOL

Members of the committee

- ➢ Mr. Wasim Yousuf Bhat (Dean)

- ➢ Mr. Qurat al Ain (Principal)

- ➢ Mr. Fayid Muhammed (Administrative Officer)

- ➢ Social Worker

- ➢ System Administrator

- ➢ Section Heads

Acceptable use policy was approved by the Governing body of the school on	2018
The Implementation of this policy will be monitored by the	Online safety group members Student behavior management committee
Monitoring will take place at regular intervals	Term Wise
Review of the policy	Term wise
Next anticipated Review date	April 2025

School Acceptable Use Policy

1. Introduction

This is a universal policy that applies to all Users and all Systems. This Acceptable Use Policy (AUP) is designed to protect the school, students, employees, parents and other partners from harm caused by the misuse of our IT systems, internet and our data. Misuse includes both deliberate and inadvertent actions. The repercussions of misuse of our systems can be severe.

This policy covers only internal use of the school systems and does not cover the use of our products or services by customers or other third parties. Some aspects of this policy affect areas governed by local legislation in certain countries (e.g.,employee privacy laws): in such cases, the need for local legal compliance has clear precedence over this policy within the bounds of that jurisdiction. In such cases, local teams should develop and issue sers with a clarification of how the policy applies locally.

2. Definitions

"Users" are everyone who has access to any of the school's IT systems. This includes permanent employees and also temporary employees, parents, students, contractors, agencies, consultants, suppliers, customers and business partners.
"Systems" means all IT equipment that connects to the school network or access school applications. This includes, but is not limited to, desktop computers, laptops, smartphones, tablets, printers, data and voice networks, networked devices, software, electronically-stored data, portable data storage devices, third party networking services, telephone handsets, video conferencing systems, and all other similar items commonly understood to be covered by this term.

3. Scope

This Acceptable Use Policy (AUP) details specific requirements for the use of all computing and network resources at the International Indian School, including electronic and hardcopy data, information, and information assets.
In general, acceptable use means ensuring that the information resources and technology of the School are used for their intended purposes while respecting the rights of other computer users, the integrity of the physical facilities, the confidentiality of data, information, and information assets, and all pertinent license and contractual agreements.

This policy includes:
- Use of IT system by Staff
- Unacceptable use by Staff
- Acceptable use of IT systems / Internet by students
- Unacceptable use for Students
- Acceptable guidelines for staff
- Visitors and volunteers acceptable use guidelines of technology
- AUP agreement for younger age students
- AUP agreement for older age students
- AUP agreement for parents/ careers

4. Use of IT Systems by Staff

Everyone who works at the school is responsible for the security of School's IT systems and the data on them. As such, all employees must ensure they adhere to the guidelines in this policy at all times.Should any employee be unclear on the policy or how it impacts their role they should speak to their manager or IT Head. Staff members of the school who monitor and enforce compliance with this policy are responsible for ensuring that they remain compliant with relevant local legislation at all times.

- All data stored in the school systems is the property of the school. Users should be aware that the School cannot guarantee the confidentiality of the information stored on any school system except where required to do so by local laws.
- The school's systems exist to support and enable the business. A small amount of personal use is, in most cases, allowed. However it must not be in any way detrimental to users own or their colleague's productivity and nor should it result in any direct costs being borne by the school other than for trivial amounts (e.g., an occasional short telephone call).
- The school trusts employees to be fair and sensible when judging what constitutes an acceptable level of personal use of the School's IT systems. If employees are uncertain they should consult the IT department.
- Any information that is particularly sensitive or vulnerable must be encrypted and/or securely stored so that unauthorized access is prevented (or at least made extremely difficult). However this must be done in a way that does not prevent–or risk preventing–legitimate access by all properly-authorized parties.
- The school can monitor the use of its IT systems and the data on it at any time. This may include (except where precluded by local privacy laws) examination of the content stored within the email and data files of any user, and examination of the access history of any users.
- The school reserves the right to regularly audit networks and systems to ensure compliance with this policy.

Unacceptable Use

All employees should use their own judgment regarding what is unacceptable use of the school's systems. The activities below are provided as examples of unacceptable use, however it is not exhaustive. Should an employee need to contravene these guidelines in order to perform their role, they should consult with and obtain approval from their manager before proceeding.

• All illegal activities. These include theft, computer hacking, malware distribution, contravening copyrights and patents, and using illegal or unlicensed software or services. These also include activities that contravene data protection regulations.
• All activities detrimental to the success of the school. These include sharing sensitive information outside the company, such as research and development information and customer lists, as well as defamation of the company.
• All activities for personal benefit only that have a negative impact on the day-to-day functioning of the business. These include activities that slow down the computer network (e.g., streaming video, playing networked video games).
• All activities that are inappropriate for the school to be associated with and/or are detrimental to the company's reputation. This includes pornography, gambling, inciting hate, bullying and harassment.
• Circumventing the IT security systems and protocols which the school has put in place.

7. Enforcement

The school will not tolerate any misuse of its systems and will discipline anyone found to have contravened the policy, including not exercising reasonable judgment regarding acceptable use. While each situation will be judged on a case-by-case basis, employees should be aware that consequences may include the termination of their employment.
Based on the severity of violation the following steps will be taken

First violation:-
For Teaching Staff
Name Ms. Diana , K G section Head, Email Id: kgsection@iisajman.org
Contact no: 0503867361
Name: Ms. Jagrita Mazumdar , Primary 1 section Head, Email id primary1@iisajman.org
Contact No: 0547440169
Ms. Rekha Sukumar, Primary 2 section head, Email Id: primary2@iisajman.org
Contact No:0507460864
Ms. Hilda Mary, Girls section section head, E mail Id: girlssection@iisajman.org
Contact No: 0567424054
Mr. Jayakrishnan Boys section section head, Email Id: boyssection@iisajman.org
Contact No: 0505313380

For non-teaching staff
Verbal warning by Admin Officer
Name: Mujeeb Rehman, the Admin officer, Email id: ao@iisajman.org
Contact Number:0563524585
Email ID:ao@iisajman.org
Second violation:-
Memo will be issued by the Principal

Name of Principal: Ms. Qurat Ul Ain
Contact Number: 0558403796
Email ID: principal@iisajman.org
Third violation:-
Use of any of school resources for any illegal activity will usually be grounds for summary dismissal, and the school will not hesitate to cooperate with any criminal investigation and prosecution that may result from such activity.

5. Use of IT systems / Internet by Students

 This policy is applicable to all students in International Indian School.

- Any IT or electronic devices should be used only after the respective teachers' permission.
- All devices should be used in a responsible manner
- Use the electronic resources, including storage space, only for educational purposes related to work in schools, and not for any personal, commercial or illegal purposes.
- Use the Internet only with the permission of the staff member in charge.
- Using web browsers for educational purposes of research and information gathering
- from various websites and databases.
- Using the internet for sharing documents and assignments promoting collaborative work.

- Keeping the allocated personal username and password confidential, not sharing with Anyone and keep changing the password in regular intervals.
- Not trying to access and change any other person's username, password,files or data.
- If previous person is not logged out, ensure to either log out and use your credentials, or approach the ICT department for support.
- Sharing emails only with people known to oneself and approved by parents or teachers
- Using internet to do online tests or tasks approved or advised by the teachers
- Studying syllabus content online and for doing projects or presentations for the lessons pertaining to it with teachers' authorization.
- Approach your OSL and report any activity which seems unusual or confusing to you or if you are facing any form of bullying.

Unacceptable use of IT systems / Internet for students
- Do not change any device settings without permission from ICT department
- Do not view prohibited online content. Report it immediately to your Online Safety Leader if you come across any issues
- Do not share copyrighted materials.
- Do not send, upload, download, or distribute offensive, threatening, obscene or religious materials
- Do not share school copyrighted material (school logo, worksheets, question papers, soft copies of any school owned material)
- Do not write or label on school devices
- Destroying, modifying or misusing devices or software in any way.
- Installing or downloading softwares or products that might harm the device or the network.
- Students should not share password to any other user, nor attempt to learn or to use

anyone else's password, and do not transmit your address or telephone number, or any personal or confidential information about yourself or others.(except your parents).
- Do not use the system if the previous user has not logged out.
- Do not save personal files or data on school systems
- Do not download or install any program, software or hardware without permission
- Non-compliance with the positive behavior rules inside the cyber lab.
- Students should not attempt to access, upload, or transmit material that attacks

ethnic, religious or racial groups, or material that is pornographic or explicitly sexual in nature.
- Students should not upload, link, or embed an image of yourself or others to

unsecured, public sites without teacher's permission and a signed parental permission slip

- Students should not make statements or use the likeness of another person through website postings, email, instant messages, etc., that harass, intimidate, threaten,

insult, libel or ridicule students, teachers, administrators or other staff members of the school community, make statements that are falsely attributed to others, or use language that is obscene.

Unacceptable use during Live classes for students
- Private conversation or discourse that are not related to study and hinder the course of the lesson during the live broadcasting of the distance learning period.
- Adding any unauthorized program, including programs that are shared and free programs.
- Playing games(except with the express permission of the teacher because it is an educational necessity linked to the lesson).
- Misusing rights and tools available from school
- Engaging in audio and video communication with the rest of the students for non-educational purposes after the end of the official period time, be it on or off school premises.
- Removing the teacher or students from the group that leads to blocking the course of the lesson, teacher's work and other students' rights.
- Abusing or insulting official visitors during periods during the live broadcast.
- Participating in unofficial mailing lists bulletins within the distance education initiative and posting information about teachers and students without permission.
- Divulging other students' personal information, including home addresses and phone numbers.
- Destroying, modifying or misusing devices or software in any way.

Enforcement
The school will not tolerate any misuse of its systems and will discipline anyone found to have contravened the policy, including not exercising reasonable judgment regarding acceptable use. While each situation will be judged on a case-by-case basis, students should be aware that Actions will be taken in accordance with the School behavior management policy and Cyber safety and security policy.

5. Data Security & Data Protection

All student, employee, and organization data (Habitat Schools Data) is the property of the International Indian School. Users must take all necessary steps to prevent unauthorized access to confidential information.
Users are expected to exercise reasonable personal judgment when deciding which information is confidential.
- Users must not send, upload, remove on portable media or otherwise transfer to a non-school system any information that is designated as confidential, or that they should

reasonably regard as being confidential to the school, except where explicitly authorized to do so in the performance of their regular duties.

- Users must keep passwords secure and not allow others to access their accounts. Users must ensure all passwords comply with the school's Password policy.
- International Indian School Data is not to be shared with a third party, including parents or community residents, unless authorized to do so in the performance of their regular duties.
- Users who are supplied with computer equipment by the school are responsible for the safety and care of that equipment, and the security of software and data stored on other school systems that they can access remotely using it.
- Because information on portable devices, such as laptops, tablets and smartphones, is especially vulnerable, special care should be exercised with these devices: sensitive information should be stored in encrypted folders only. Users will be held responsible for the consequences of theft of or disclosure of information on portable systems entrusted to their care if they have not taken reasonable precautions to secure it.
- All workstations (desktops and laptops) should be secured with a lock-on-idle policy active after at most 10 minutes of inactivity. In addition, the screen and keyboard should be manually locked by the responsible user whenever leaving the machine unattended.
- Users who have been charged with the management of those systems are responsible for ensuring that they are at all times properly protected against known threats and vulnerabilities as far as is reasonably practicable and compatible with the designated purpose of those systems.
- Users must at all times guard against the risk of malware (e.g., viruses, spyware, Trojan horses, rootkits, worms, backdoors) being imported into the school's systems by whatever means and must report any actual or suspected malware infection immediately.
- Access to International Indian School Data will only be provided after acceptance and signature of the Acceptable Use Policy.

Acceptable use guidelines for Parents

The Acceptable Use Policy is intended to ensure
- that student will be responsible users and stay safe while using the internet and other communications technologies for educational, personal and recreational use.
- that school systems and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk.
- that parents and carers are aware of the importance of online safety and are involved in the education and guidance of young people with regard to their on-line behaviour.
The school will try to ensure that students will have good access to digital technologies to enhance their learning and will, in return, expect the students to agree to be responsible users.

A copy of the Student Acceptable Use Policy is attached to this permission form, so that parents/carers will be aware of the school expectations of the young people in their care.

Parents are requested to read and understand the school policies which are published in the school website and parent portal. School has also published a Fair Processing Notice on the School website which explains how the school is handling the personal information.

Parents are requested to sign the agreement form below to show their support of the school in this important aspect of the school's work

<u>Visitors and volunteers acceptable use guidelines of technology</u>
As a professional organisation with responsibility for children's safeguarding, it is important that all members of the community, including visitors and volunteers, are aware of their professional responsibilities when using technology.

This AUP will help International Indian School ensure that all visitors and volunteers understand the school expectations regarding safe and responsible technology use.

1. AUP does not provide an exhaustive list; visitors and volunteers should ensure that all technology use is consistent with the school ethos, school staff behaviour and safeguarding policies, national and local education and child protection guidance, and the law.

2. Visitors should ensure that any access to personal data is kept in accordance with Data Protection legislation

3. Visitors are not allowed to take images or videos of learners/ staff.

4. Visitors should respect copyright and intellectual property rights; need to obtain appropriate permission to use content, and if videos, images, text, or music is protected, not allowed to copy, share, or distribute or use it.

5. VIsitors will not engage in any online activities or behaviour that could bring the reputation of the school into disrepute.

ACCEPTABLE USE AGREEMENT FOR YOUNGER AGE STUDENTS
AY22-23 (Kindergarten - Grade 5)

This is how we stay safe when we use computers:
● I will ask a teacher or suitable adult if I want to use the computers
● I will only engage in activities that a teacher or suitable adult has told or allowed me.
● I will take care of computers and other equipment
● I promise to never send or post personal information, such as my address, phone number, password, school name of
myself and others.
● I will never send a picture of myself and others to anyone without parents permission.
● I will not open emails from unknown people.
● I will not communicate with strangers online.
● I will not follow links to websites that I don't recognise.
I will ask for help from a teacher or suitable adult if I am not sure what to do or if I think I have done something
wrong
● I will tell a teacher or suitable adult if I see something that upsets me on the screen
● I know that if I break the rules I might not be allowed to use a computer.
● I have read and talked about these rules with my parents/guardian
● I will follow all internet rules set by my parents and teachers.

Name of the ward	
Grade and division	
Date	
Name of the guardian	
Signature of the guardian	

AUP Agreement for Older Age students

AY-2023-2024(Grade 6 - Grade 12)

This form relates to the *student* Acceptable Use Agreement; to which it is attached.

Please complete the sections below to show that you have read, understood and agree to the rules included in the Acceptable Use Agreement. If you do not sign and return this agreement, access will not be granted to school systems.

For my own personal safety

● I understand that the *school* will monitor my use of the systems, devices and digital communications.

● I will keep my username and password safe and secure – I will not share it, nor will I try to use any other person's username and password. I understand that I should not write down or store a password where it is possible that someone may steal it.

● I will be aware of "stranger danger", when I am communicating on-line.

● I will not disclose or share personal information about myself or others when on-line (this could include names, addresses, email addresses, telephone numbers, age, gender, educational details, financial details etc.)

● I will immediately report any unpleasant or inappropriate material or messages or anything that makes me feel uncomfortable when I see it on-line. I will try to contact the school social worker/Online safety leader if I feel discomfort online.

I understand that everyone has equal rights to use technology as a resource and

● I understand that the *school* systems and devices are primarily intended for educational use and that I will not use them for personal or recreational use unless I have permission.

● I will not try (unless I have permission) to make large downloads or uploads that might take up internet capacity and prevent other users from being able to carry out their work.

- I understand that it may be a criminal offence or breach of the school policy if I download or share inappropriate pictures, videos, or other material online. I also understand that it is against the law to take, save or send indecent images of anyone under the age of 18.
- I will not use the *school* systems or devices for on-line gaming, on-line gambling, internet shopping, file sharing, or video broadcasting (e.g. YouTube), unless I have permission of a member of staff to do so.

I will act as I expect others to act toward me

- I will respect others' work and property and will not access, copy, remove or otherwise alter any other user's files, without the owner's knowledge and permission.
- I will be polite and responsible when I communicate with others, I will not use strong, aggressive or inappropriate language and I appreciate that others may have different opinions.
- I will not take or distribute images of anyone without their permission.

I recognise that the school has a responsibility to maintain the security and integrity of the technology it offers me and to ensure the smooth running of the school

- I understand the risks and will not try to upload, download or access any materials which are illegal or inappropriate or may cause harm or distress to others, nor will I try to use any programmes or software that might allow me to bypass the filtering/security systems in place to prevent access to such materials.
- I will immediately report any damage or faults involving equipment or software, however this may have happened. ● I will not open any hyperlinks in emails or any attachments to emails, unless I know and trust the person/organisation who sent the email, or if I have any concerns about the validity of the email (due to the risk of the attachment containing viruses or other harmful programmes)
- I will not install or attempt to install or store programmes of any type on any school device, nor will I try to alter computer settings.

When using the internet for research/assignment or recreation, I recognise that

● I should ensure that I have permission to use the original work of others in my own work

● Where work is protected by copyright, I will not try to download copies (including music and videos) ● When I am using the internet to find information, I should take care to check that the information that I access is accurate, as I understand that the work of others may not be truthful and may be a deliberate attempt to mislead me.

I understand that I am responsible for my actions, both in and out of school

● I understand that the school also has the right to take action against me if I am involved in incidents of inappropriate behaviour, that are covered in this agreement, when I am out of school and where they involve my membership of the school community .

● I understand that if I fail to comply with this Acceptable Use Policy Agreement, I may be subject to disciplinary action.

I have read and understand the above and agree to follow these guidelines when:

❖ I use the school systems and devices (both in and out of school)

❖ I have read and talked about these rules with my parents/carers.

I have read, understood and agreed to comply with the School Acceptable Use of Policy.

Name of Student	
Grade and Division	
Signed	
Date	
Parent/Carer signature	

Agreement Form for parents

Parent Name:
Student Name:
Grade and Division:

As a parent, I know that my son/daughter has signed an Acceptable Use Agreement and has received online safety education to help them understand the importance of safe use of technology and the internet – both in and out of school.

I understand that the school will take every reasonable precaution, including monitoring and filtering systems, to ensure that young people will be safe when they use the internet and systems. I also understand that the school cannot ultimately be held responsible for the nature and content of materials accessed on the internet and using mobile technologies.

I understand that my son's/daughter's activity on the systems will be monitored and that the school will contact me if they have concerns about any possible breaches of the Acceptable Use Policy.

I will encourage my child to adopt safe use of the internet and digital technologies at home and will inform the school if I have concerns over my child's online safety.

I have read, understood and agreed to comply with the School Acceptable Use Policy.

Signed
Date

Contact
If you have any queries or concerns regarding this policy then please contact
itsupport@iisajman.org

ACCEPTABLE USE AGREEMENT FOR YOUNGER AGE STUDENTS

AY23-24 (Kindergarten - Grade 5)

This is how we stay safe when we use computers:

- I will ask a teacher or suitable adult if I want to use the computers
- I will only engage in activities that a teacher or suitable adult has told or allowed me.
- I will take care of computers and other equipment
- I promise to never send or post personal information, such as my address, phone number, password, school name of myself and others.
- I will never send a picture of myself and others to anyone without parents permission.
- I will not open emails from unknown people.
- I will not communicate with strangers online.
- I will not follow links to websites that I don't recognise.
- I will only send messages online which are polite and friendly.
- I will ask for help from a teacher or suitable adult if I am not sure what to do or if I think I have done something wrong
- I will tell a teacher or suitable adult if I see something that upsets me on the screen
- I know that if I break the rules I might not be allowed to use a computer.

- I have read and talked about these rules with my parents/guardian
- I will follow all internet rules set by my parents and teachers.

Name of the ward	
Grade and division	
Date	

Name of the guardian	
Signature of the guardian	

Acceptable use Agreement for Parents

The Acceptable Use Policy is intended to ensure
- that student will be responsible users and stay safe while using the internet and other communications technologies for educational, personal and recreational use.
- that school systems and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk.
- that parents and carers are aware of the importance of online safety and are involved in the education and guidance of young people with regard to their on-line behaviour.

The school will try to ensure that students will have good access to digital technologies to enhance their learning and will, in return, expect the students to agree to be responsible users. A copy of the Student Acceptable Use Policy is attached to this permission form, so that parents/carers will be aware of the school expectations of the young people in their care.

Parents are requested to read and understand the school policies which are published in the school website and parent portal. School has also published a Fair Processing Notice on the School website which explains how the school is handling the personal information.

Parents are requested to sign the agreement form below to show their support of the school in this important aspect of the school's work.

Agreement Form

Parent Name:

Student Name:

Grade and Division:

As a parent, I know that my son/daughter has signed an Acceptable Use Agreement and has received online safety education to help them understand the importance of safe use of technology and the internet – both in and out of school.

I understand that the school will take every reasonable precaution, including monitoring and filtering systems, to ensure that young people will be safe when they use the internet and systems. I also understand that the school cannot ultimately be held responsible for the nature and content of materials accessed on the internet and using mobile technologies.

I understand that my son's/daughter's activity on the systems will be monitored and that the school will contact me if they have concerns about any possible breaches of the Acceptable Use Policy.

I will encourage my child to adopt safe use of the internet and digital technologies at home and will inform the school if I have concerns over my child's online safety.

I have read, understood and agreed to comply with the School Acceptable Use Policy.

Signed

Date

AUP Agreement for Older Age students

AY-2023-2024(Grade 6 - Grade 12)

This form relates to the *student* Acceptable Use Agreement; to which it is attached.

Please complete the sections below to show that you have read, understood and agree to the rules included in the Acceptable Use Agreement. If you do not sign and return this agreement, access will not be granted to school systems.

For my own personal safety

● I understand that the *school* will monitor my use of the systems, devices and digital communications.

● I will keep my username and password safe and secure – I will not share it, nor will I try to use any other person's username and password. I understand that I should not write down or store a password where it is possible that someone may steal it.

● I will be aware of "stranger danger", when I am communicating on-line.

● I will not disclose or share personal information about myself or others when on-line (this could include names, addresses, email addresses, telephone numbers, age, gender, educational details, financial details etc.)

● I will immediately report any unpleasant or inappropriate material or messages or anything that makes me feel uncomfortable when I see it on-line. I will try to contact the school social worker/Online safety leader if I feel discomfort online.

I understand that everyone has equal rights to use technology as a resource and

● I understand that the *school* systems and devices are primarily intended for educational use and that I will not use them for personal or recreational use unless I have permission.

● I will not try (unless I have permission) to make large downloads or uploads that might take up internet capacity and prevent other users from being able to carry out their work.

- I understand that it may be a criminal offence or breach of the school policy if I download or share inappropriate pictures, videos, or other material online. I also understand that it is against the law to take, save or send indecent images of anyone under the age of 18.
- I will not use the *school* systems or devices for on-line gaming, on-line gambling, internet shopping, file sharing, or video broadcasting (e.g. YouTube), unless I have permission of a member of staff to do so.

I will act as I expect others to act toward me

- I will respect others' work and property and will not access, copy, remove or otherwise alter any other user's files, without the owner's knowledge and permission.
- I will be polite and responsible when I communicate with others, I will not use strong, aggressive or inappropriate language and I appreciate that others may have different opinions.
- I will not take or distribute images of anyone without their permission.

I recognise that the school has a responsibility to maintain the security and integrity of the technology it offers me and to ensure the smooth running of the school

- I understand the risks and will not try to upload, download or access any materials which are illegal or inappropriate or may cause harm or distress to others, nor will I try to use any programmes or software that might allow me to bypass the filtering/security systems in place to prevent access to such materials.
- I will immediately report any damage or faults involving equipment or software, however this may have happened. ● I will not open any hyperlinks in emails or any attachments to emails, unless I know and trust the person/organisation who sent the email, or if I have any concerns about the validity of the email (due to the risk of the attachment containing viruses or other harmful programmes)
- I will not install or attempt to install or store programmes of any type on any school device, nor will I try to alter computer settings.

When using the internet for research/assignment or recreation, I recognise that

- I should ensure that I have permission to use the original work of others in my own work ● Where work is protected by copyright, I will not try to download copies (including music and videos) ● When I am using the internet to find information, I should take care to check that the information that I access is accurate, as I understand that the work of others may not be truthful and may be a deliberate attempt to mislead me.

I understand that I am responsible for my actions, both in and out of school

- I understand that the school also has the right to take action against me if I am involved in incidents of inappropriate

behaviour, that are covered in this agreement, when I am out of school and where they involve my membership of the school community .

● I understand that if I fail to comply with this Acceptable Use Policy Agreement, I may be subject to disciplinary action.

I have read and understand the above and agree to follow these guidelines when:

❖ I use the school systems and devices (both in and out of school)
❖ I have read and talked about these rules with my parents/carers.

I have read, understood and agreed to comply with the School Acceptable Use of Policy.

Name of Student	
Grade and Division	
Signed	
Date	
Parent/Carer signature	

BEHAVIOUR MANAGEMENT POLICY 2025-2026

Ratified: April 2024

Next Review Date: April 2026

Policy Responsibilities and Review

Policy Type	School
Reference	MOE Code of conduct 2018
Related Policies	Anti Bullying policy, Child Protection Policy, Cybersafety and security policy
Review Frequency	Annually
Committee Responsible	SBMC
Chair Signature	PRINCIPAL Ms. Qurat Ul Ain

Policy Purpose

International Indian School Ajman promotes a safe, secure and happy environment for the students by inculcating and nurturing the values of courtesy, respect and tolerance. We believe that it is important to encourage children, adults and staff to behave in a caring, co-operative and self-disciplined manner. We expect all the members of our school to develop a clear sense of right and wrong and care for themselves, others and their environment. We believe that every adult must help to create pupils who are in the habit of self-restraint and self-regulation. Good behaviour is not merely the absence of poor behaviour but involves pupils flourishing as learners and as human beings.

We believe that praise and positive reinforcement are the most important elements of behaviour management and children who display appropriate behaviour must be encouraged and rewarded. Absolute consistency, clarity, and social norms are keys to any good behaviour policy. Therefore, we never overlook or fail to act when rules or routines are broken, no matter how time-pressured things are.

Goals

The behaviour management policy aims at:
1. Building student positive behaviour in the school community
2. Promoting and encouraging positive conduct and limiting violations and negative behaviour
3. Providing a suitable educational environment to achieve the principle of comprehensive education
4. Applying the principles and culture of encouraging and caring in society to minimise negative behaviour.
5. Promoting student and parent awareness of their obligations to keep self-control and good behaviour
6. Providing a regulatory reference to deal with student behaviour
7. Guaranteeing execution of proper mechanisms to tackle and protect from problem and behaviour violations
8. Requalifying violating students behaviourally and educationally

Monitoring and Review
- The Policy will be reviewed by the School Behaviour Management Committee and will be amended as per the approval by the Chair of the committee.
- The application of the policy will be monitored by the SLTs.
- Term-wise review of incidents will be carried out to update the existing policies.

School Behaviour Management Committee

Committee Position	Name of the Staff	Designation
Chairperson	Ms. Qurat Ul Ain	Principal
Vice Chairman	Mr. Manzar Alam	Vice Principal
Heads of students' Affairs Unit	Mr. Jayakrishnan	Section Heads

	Ms. Jagrita Mazumdar Ms. Diana Ms. Vinu Ms. Aashiya	
Academic Advisor	Mr. Naisam Muhammed	PE HOD
Members & Administrators	Ms. Sudheesha Rahul Mr. Shamjith K Ms. Ashfina Ms. Aswani	Special Educator, HOD Inclusion & Wellbeing Counsellor School Psychologist Social Worker
Safety Officer	Mr. Fayid Muhammed	Admin Officer
Teacher Representatives	Ms. Preeshy Ms. Sarika Ms. Ranzia Mr. Sajjad	Teacher Teacher Teacher Arabic Teacher
Parent council Representatives	Ms. Soumya Anoop	Parent Council Member
Student Council Representatives	Johan John Aysha Azmin	Discipline Secretary

Scope of Application

It consists of two levels.
1. The Behaviour Management Policy applies from KG to Grade 12.
2. The MOE code of conduct and related procedures are specifically applicable from Grade 3 to Grade 12.

We believe that praise and positive reinforcement are more effective in nurturing good behaviour. Outstanding behaviour from the students is expected at all times, held in high regard by all, and constantly promoted and rewarded.

All the staff and students of IIS Ajman are expected to adhere to the core values of the school.

- Inclusivism
- Justice
- Dignity
- Transparency
- Accessibility
- Pursuit of Excellence

General Guidelines

- At the start of the day, children should enter the building quietly and make their way to their designated classroom.
- Punch in and Punch out of RFID is mandatory for both bus and other transport students.
- ID cards should be worn daily by all students and no masking of the ID card details is allowed.
- In case an ID card is lost, the student should purchase it on the next day.
- The students and teachers should greet each other at the beginning and end of each class in a respectful manner.
- The students should be ready with the next-period books and start reading the textbook before the teacher arrives. The class representative will monitor the same. (Grade 4 to 12)
- During a class discussion, children can actively be involved by putting their hands up to offer ideas.
- When a given task has been completed, the child should notify the class teacher and await further instruction. Children do not leave their seats without consent from a member of staff.
- Get permission and a pass before leaving the Classroom.
- At the end of the day ensure their space is tidy and all items are in their correct places.
- Sleeping inside the classroom is not permitted. In case of medical issues, the students will be directed to the school clinic.
- If any student wishes to bring sweets on their birthdays, it is allowed to distribute only to his/her classroom.
- Colour dress is allowed from KG to Grade 4 on birthdays.
- Colour dress is allowed to wear on occasions as per school discretion(KG to Grade 12).
- Class parties will be conducted only once at the end of the academic year.
- The students will be allowed to rotate their seating positions as per the teacher's instruction.
- Students should not bring and sell any items inside the school premises and school transport.

Students are expected to follow the behaviours given below throughout.
1. Respect yourself and others.
2. Try hard and do your best.
3. Listen and do as you are asked.
4. Be honest and do the right thing.

Movement around School

- Arrive at school on time each day. Quietly enter the classroom and start your morning tasks.
- Put up your hand and ask politely if you need to use the washroom.
- KG to Grade 4 students will be escorted by supporting staff(during regular periods)/duty teacher/assistant teacher(break time).
- Line up quietly to move around school.
- Walk on the right side at all times.
- Children should line up quietly, facing the correct direction

- A member of staff will lead the children at the front of the line and when possible, another member of staff will position themselves at the end of the line.
- Children will walk slowly and quietly, one behind the other and should maintain the straight line including arrival,break time, language class, PE period, dispersal and wherever required movement.
- Children and staff should remain on the right when moving around the building.
- If a child requires a staff member's attention while lining up or transitioning around the school, they will raise their hand and be spoken to when appropriate.
- If children are transitioning around the school alone (e.g., to go to the bathroom or lockers) they should walk sensibly and silently.
- When transitioning around the school to go to an assembly, children should follow the above protocols and will be directed where to stand and sit by a member of staff. When directed to sit down, the children are expected to remain silent whilst waiting for the rest of the school to arrive.
- During PE, Music,Art,Karate,Yoga, Farming and Dance classes the faculty will escort the children to and fro the class.
- No student is allowed to visit any other class without teacher permission.
- No sharp objects, pencils, or pens, or markers should be carried by the students while going to the washroom and moving outside the classroom.

Uniform and Dress Code

- 1. Students must wear Ironed and complete uniform as prescribed by the school.
- 2. Students are not allowed to wear any dress which is not part of the prescribed uniform.
- 3. Ornaments [rings,bangles, chains, anklets, decorative earrings] are not to be worn in any case.
- 4. Prescribed school scarf to be worn on all days (For students who wear hijab).
- 5. Nails should be trimmed.
- 6. No exchange of gifts among the students.
- 7. Students should refrain from giving valuable gifts to teachers.
- 8. Students should refrain from celebrating teachers' birthdays.
- 9. Students are not supposed to wear any type of caps/hats inside the school premises.
- 10. Inexpensive watches may be worn, it is the responsibility of the students to take care of their belongings.

Boys
- a. Are expected to have a tidy conventional hairstyle.
- b. Hair must be neatly trimmed and combed.The students who already have a professional modelling contract with any orgnaization , the parents need to submit the request document to the school authority for review and decision.
- c. Hair wax or hair gel is not permitted.
- d. Hair must be of a natural color.
- e. No earrings for boys are permitted.

Girls
- Must tie their hair for reasons of health, safety and hygiene.Hair must be tied in one plait with PE and two plaits with regular uniform, it can be one pony for short hair(KG to Grade 12)
- Plane Black Hair bands are allowed.
- Parents should make sure your ward's hair is free from excessive head lice.
- Studs, small earrings are permitted for girls only.
- No jewelry is allowed in school.
- Make up - Nail extensions, false nails or wearing of coloured polishes are not permitted on fingers. Regular monitoring and weekly round search will be followed. Henna, tattoos and coloring of hair are not permitted.
- No VISIBLE make-up is allowed in school. Students wearing it will be required to remove it.
- No hair color to be used and hair should be braided. No hair extensions or wigs allowed.

Discipline

- Any kind of damage to school property will have to be compensated.
- Students should be well behaved in the bus and follow instructions, they should not litter in the bus.
- Misbehaviour with other students,bus conductors and drivers are not allowed and will be dealt strictly as per SBMP.
- Any objectionable behavior observed or reported inside the school premises will make the student liable for disciplinary procedures in accordance with school regulations.

Eating etiquette

- We encourage all the students to use steel tiffin boxes and appropriate water bottles. The school encourages parents to send healthy food for their children's lunch.
- "Stay hydrated" programme will be held two times a day to encourage water drinking habits from KG to Grade 4.
- It discourages parents from sending processed snacks and drinks.
- Children will be allowed to eat only during the break time.
- Keep hands and feet to self and maintain personal space.
- Practice good table manners.
- Use a normal talking voice.
- Keep your area clean.
- Listen and follow the instructions of the teacher.

Playground

The students are expected to

- Use equipment properly.
- Follow all equipment rules.
- Freeze when the whistle is blown.
- Walk to the classroom in line.
- Wait in line calmly.
- Walk on the right.
- Be a good sports person.
- Share equipment.
- Wait for your turn.
- Follow the school rules while playing.
- Play approved games.
- Return equipment properly.
- Listen and follow the directions of PE teachers.
- Help others.
- Get along with others.
- Take responsibility for your actions

- All students should attend PE period without fail.
- The students with medical reasons need to be sent to the clinic.
- Those students with physical conditions which hinder participation can sit and monitor the sports.
- Students should not remove their shoes while attending PE.
- Students without PE uniform and PE shoes will not be part of the PE lessons.
- Students should be escorted by the PE teachers to and from the Playground.

Break time

1. Students should not run and should move safely and right.
2. Students should be seated in the designated area/classrooms while eating.
3.Students should stand in a queue while buying snacks at stalls/counters.

4. When students need to hand over the food to their siblings in other sections, they should enter with permission of the section head.

Furniture

- No writing, scribbling, or drawing should be allowed on the furniture, bathroom doors, and other school equipment.
- No student is allowed to sit on the table, window pane, etc.
- Any damage to school property will result in penalties.
- If found violating any of the above rules, we will take strict action.

Use of Mobile Phones and other electronic devices.

Students are not permitted to use mobile phones, all sorts of cameras, including instant and digital, tablets, and laptops on school premises, school transport, and school-related external events. Any student using a mobile phone and other devices mentioned above will have it confiscated immediately and released only to the parents/carers. In case any incidence of unacceptable photography by the student is reported, the school has the right to check and delete the contents in the presence of the student/parent.

Online Media Presence

Students are not permitted to make reference to the school, staff, or students in social media, for example, TikTok, YouTube, Facebook, Instagram, Snapchat, etc. This includes comments, photographs, and naming members of International Indian School Ajman. Any student found to have posted material online that refers in any way to International Indian School Ajman will be at risk of permanent exclusion and legal action as per UAE rules.

Confiscating Items

Banned items brought into the school by students may be confiscated by a member of staff and returned later to the parent/carer.

Prohibited items are knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, e-cigarettes and vaping devices, fireworks, pornographic images, and any article that has been or is likely to be used to commit an offence, cause personal injury, or cause damage to property.

Banned items include excessive items of unhealthy food and drink, chewing gum, lighters, matches, and items that are not school uniforms, such as hoodies, mobile phones, and other electronic devices. From time to time, certain items not listed here may be deemed to be banned by the principal if they reasonably pose a threat to the safety and wellbeing of students or the good order of the school.

School staff can confiscate any prohibited item found as a result of the search. School staff can also confiscate any item they consider harmful or detrimental to school discipline. School will not be liable for any items that are lost following confiscation; all items are brought into school at the parent's risk.

OT dispersal

- The students should move to the designated OT room as per the instructions by the teacher.
- The students should not roam anywhere.
- The students should be seated inside the OT room with proper discipline.
- The students are not allowed to stand near the door and sit on the table.
- The students are not allowed to damage any items in the designated OT room, and if found, they will be dealt with strictly.
- The guardians need to come to the designated OT rooms to pick their wards. Parents are required to pick up their ward personally; in case the parent is not able to pick up their ward, relatives can be considered (with a valid ID).
- The parents should send an official email or message to the section head for sending OT students in a taxi or with another parent. (Emergency situation)
- Early dispersal students will be notified by the section head and should reach the reception only if accompanied by a supporting staff.
- On regular school days, no student is entertained to be on school premises after 3'o'clock.
- Walking tags will be issued only for the students who are walking with parental request and undertaking.

Library, Karate,Labs,Music,Yoga,Farming

- All students will be escorted by the respective teachers to and from the classroom.
- The students must keep silent inside the library.
- The students must be careful while using the materials and equipment inside the activity rooms.

Internal /External Events

- The students must keep the decorum throughout the period.
- The students must follow school uniform rules and electronic device non-usage guidelines. In case gadgets are required for external events, the proper approval from the principal/Vice Principal must be taken on prior notice.
- The students must follow the instructions given by the allocated staff in charge.
- Any disciplinary issues found will be dealt with as per SBMP.

Bus dispersal

- The students should disperse from the class at a given time.
- The students should follow the assigned line to the school playground.
- The students should directly board the bus and are not permitted to roam around.

School Clinic Guidelines

- The students will be accompanied by supporting staff to and from the clinic.
- The high school students (for minor ailments) should carry clinic slips for clinic access.
- The school nurses will notify the parents in case of emergency and other medical advice required. The students are not allowed to converse with parents over the phone from the school clinic.
- The section heads will notify the parents in case the injury is due to disciplinary issues.

Clubs

- The students are encouraged to participate in various activities under the assigned clubs.
- The students must follow the instructions given by the club mentor during the club activities.

REWARD AND SANCTION POLICY

- Regular praise by teachers
- Appreciation note for the students KG-Grade 12 in the diary by Academic Staff
- Star of the Week for overall performers of the week (KG to Grade 4)
- Recognition of high percentage of attendance students, class and section.
- Subject HOD's appreciation certificate for exemplary/out of box performance in subject.
- Section Head's/Vice Principal"s/Principal's Appreciation Certificate for exemplary behaviours.
- Certificate for best handwriting.
- Certificate for Recognition of students who are actively involved in community volunteering programs outside school.
- Certificate for Recognition of Students with Prosocial Behavior and Pro Environmental Behavior
- Certificate of Cleanest Award
- Exemplary behaviour score in behaviour subjects

Monitoring Squad

- The school has a monitoring squad to carry out searches randomly for ensuring the proper discipline of the students.
- It consists of PE Faculty, Student Council members and designated section teachers.

Student Wellbeing Team

- The school has a student wellbeing team to ensure the safety, security, protection, wellbeing and welfare of all students.
- It consists of the Child Protection Officer, School Counsellor, School Psychologist, Social Worker, Special Educator, HOD CSE, School Doctor, School Nurses and Student Wellness Coordinators.

KG TO GRADE 2

The general Procedure to deal behavioural issues in KG to Grade 2

Minor & Major Cases

Upon committing	● Guidance session by class teacher / Subject teacher.
First Repetition	● Diary Documentation by class teacher ● Verbal warning by section head.
Further Repetition	● Parental Communication (Phone call, Email , Face to face). ● Referral to CSE department. ● Case study by social worker/Counsellor ● Referral to external agencies if required.

In case of very serious issues, the case will be briefed to the parent upon committing and will forward to the Principal.

GRADE 3 TO 12

Conduct as a school subject from Grade 3 to 12

Under the MOE code of conduct, a student's conduct at school is a subject, which reflects his scores in terms of morals and behaviour. It is like other subjects, subject to pass/fail evaluation. Conduct total grading points are 100, and granted based on the following two principles:

- ○ **Positive conduct:** it is expected from all students to have positive behaviour without violations. A score of 80 percent for positive conduct will be allocated automatically to each student at the beginning of every term. In case of committing a violation, the proper procedure will be taken and penalty points will be deducted from that score according to the type of violation.
- ○ **Excellent conduct:** it reflects great practices made by the student. A score of 20 percent is allocated for excellent conduct.

The minimum expected score in conduct is 60 percent. Students will be granted the chance to restore deducted points during the year by obtaining an excellent conduct score or complying with positive conduct requirements.

Outside school

Any student who is involved in any act that is defaming the school will be dealt with strictly.

Deduction from the conduct scores will be based on the type of violation as follows:

1. First-degree (simple) violation: 4 points will be deducted.
2. Second-degree (fairly dangerous) violation: 8 points will be deducted.
3. Third-degree (definitely dangerous) violation: 12 points will be deducted.
4. Fourth-degree (severely dangerous) violation: student will fail.

FIRST DEGREE OFFENCES (SIMPLE OFFENSES)

4 MARKS SHALL BE DEDUCTED FOR EACH OFFENSE

Offense No.	Description
1.1	Being repeatedly late to the morning parade or failing to participate therein without an acceptable excuse
1.2	Failing to attend classes on time repeatedly without an acceptable excuse.
1.3	Non-compliance with the school uniform or the school sports uniform without an acceptable excuse.
1.4	Overgrown hair for boys or bizarre haircuts for boys and girls.
1.5	Not bringing the books and school kits without an acceptable excuse.
1.6	Non-compliance with the positive behaviour rules inside and outside the classroom, such as: keeping calm and disciplined during the class time and making inappropriate sounds inside or outside the classroom
1.7	Sleeping during the class time or formal school activities with no justification (after making sure of the student health status).

1.8	Eating during the class times or during the morning parade without justification or permission (after making sure of the student health status).
1.9	Non-compliance with presenting homework and assignments given to him/her in a timely manner.
1.10	Misuse of the electronic devices such as tablets etc., during the class, including playing games and using headphones inside the classroom.
1.11	All of what is similar to these offenses as per the discretion of the Behaviour Management Committee.

ONLINE LEARNING- MINOR BEHAVIOURAL OFFENSES

Description
➢ A delay of 10 minutes or more from the beginning of a distance learning class when broadcasting live without an acceptable excuse.
➢ Wearing clothes that violate public decency and morals while attending the period when broadcasting the distance learning period live.
➢ Private conversation or discourse that are not related to study and hinder the course of the lesson during the live broadcasting of the distance learning period.
➢ Ridiculing the teacher or a colleague during the distance learning period.
➢ Eating while attending a distance learning period.
➢ Adding any unauthorised program, including programs that are shared and free programs.
➢ Using the microphone feature, camera or chat without prior permission from the teacher.
➢ Playing games(except with the express permission of the teacher because it is an educational necessity linked to the lesson).

> ➢ Misusing rights and tools available through Microsoft Teams.

Mechanism of dealing with First Degree Offenses

Repetitiveness	Deducted Mark	Action
Upon Committing	None	● Teacher shall give verbal warning and directions. ● Documenting the offense and the action taken in coordination with the administrator in charge (academic advisor, counsellor, social worker, head of students' affairs unit, Vice principal or School Principal).
First Repetition	None	● The head of the students' affair unit shall issue a written warning and document the offense. ● Counselor/Socialworker shall inform the parent/guardian in writing.

Second Repetition	2 marks	● Referring the student to the social worker/counselor. ● The social worker shall summon the student's guardian. ● Signing an undertaking not to repeat the offense again by the student's guardian and informing them of the marks deducted.
Third Repetition	4 marks	● Social workers shall summon the guardian on the day next to the offense date. ● The head of students' affairs unit shall issue a written warning for the student and his/her guardian in case no response is made.

SECOND DEGREE OFFENSES (MEDIUM SEVERITY OFFENSES) 8

MARKS SHALL BE DEDUCTED FOR EACH OFFENSE

Offense No.	Description
2.1	Not attending the school without an acceptable excuse at any time, including before and after the holidays and ends of weeks and before exams.
2.2	Getting in or out of the classroom during the class time without permission.
2.3	Not attending the school activities and events without an acceptable excuse.
2.4	Inciting, quarrel, threatening or intimidating peers in the school.
2.5	Acting in a manner contradicting the public morals or the public order at the school and with the values and traditions of the society, suh as intimidating the opposite sex in terms of clothes, appearance, haircuts and use of makeup.
2.6	Writing on the school furniture or school bus seats. Tampering with the alarm bell or the lift.
2.7	Bringing mobile phones or misuse any means of communication.
2.8	Verbally abusing or insulting students, staff, or visitors of the school.
2.9	Smoking or possessing the relevant kits inside the school campus.
2.10	Refusing to respond to the instruction of inspection or to hand over the banned materials.
2.11	All of what is similar to these offenses as per the discretion of the Behaviour Management Committee.

ONLINE LEARNING- MEDIUM SEVERITY BEHAVIOURAL OFFENSES

Description
➢ Absence from a single school day (via distance learning) without an acceptable excuse.

➢ Inciting students not to attend periods, threatening or intimidating them, and not attending periods in distance learning platforms.
➢ Creating quarrels between students, whether visual or written, by broadcasting via synchronous and asynchronous distance learning platforms.
➢ Not responding to the rules governing the lessons.
➢ Misusing school computers during or after the completion of distance education periods.
➢ Engaging in audio and video communication with the rest of the students for non-educational purposes after the end of the official period time, be it on or off school premises.
➢ Using e-mail or social media to reveal information of a personal nature.
➢ Removing the teacher or students from the group that leads to blocking the course of the lesson, teacher's work and other students' rights.
➢ Using profanity, racial slurs, or other language (text, sound, or hint) that may be offensive to any other user.
➢ Abusing or insulting official visitors during periods during the live broadcast
➢ Smoking while attending the distance learning period or possessing any smoking paraphernalia while attending the period.

Mechanism of dealing with second degree offences

Repetitiveness	Deducted Marks	Actions
Upon committing	4 marks	● Issuing the first written warning and instructing the student to sign an undertaking not to repeat the offence, as per the FormNo.9 by the head of students' affair unit. ● The social worker shall study the case file of the student. ● The head of students' affair shall summon the student's guardian on the day next to the offense date and ask them to sign an agreement for reforming his son's/daughter's behaviour. ● Monitor the student's behavior and provide guidance

First repetition	8 marks	sessions for him/her. ● SBMC shall meet upon the instructions of the committee administrator and decisions shall be implemented on the day next to the offence date. ● The committee shall have the student temporarily suspended for maximum of two days and assign him/her with study assignments inside the school. ● Issuing the second warning to the student and his/her guardian. ● Implementing a set of strategies for reforming the student's behaviour.
Second repetition	8marks	● SBMC shall meet immediately and take the proper decision. ● Suspending the student for 1-3 days and assigning him/her with a study assignment inside the school. ● Requesting the support of an agency concerned with behaviour for studying the case file. ● Issuing the final warning for the student and his/her guardian. ● Transferring the student to another school as a disciplinary action; if he/she does not reform his/her behaviour and putting him/her under continuous observation.

THIRD DEGREE OFFENCES (GRIEVOUS OFFENCES)

12 MARKS SHALL BE DEDUCTED FOR EACH OFFENCE

Offense No.	Description
3.1	Various types and forms of bullying.
3.2	Copying or reproducing the assignments, reports, researches or projects and taking credit for them.
3.3	Getting out of the school without permission or absconding during the school day.

3.4	Attempting to defame peers and the school staff via social media or abusing them.
3.5	Impersonating others' personalities in the school, transactions, or forging the school documents.
3.6	Destroying or seizing the school furniture, tools and vandalism.
3.7	Tampering with or destroying the school buses, causing harm to the driver, supervisor or the other road users.
3.8	Assaulting others in the school, without causing any injuries to the victim.(corporal abuse).
3.9	Driving a private car recklessly inside or around the school campus and not following the security and safety instructions.
3.10	Capturing, possessing, publishing or disseminating photos of the school staff / or students without their permission.
3.11	All of what is similar to these offences as per the discretion of the Behaviour Management Committee.

ONLINE LEARNING- SERIOUS BEHAVIOURAL OFFENCES

Description
➢ Using the initiative's communication and information technology to insult, curse, threaten with violence, slander, or blackmail in a deliberate and repeated manner via any digital platform.
➢ Participating in unofficial mailing lists bulletins within the distance education initiative and posting information about teachers and students without permission.
➢ Posting about the initiative through social media.
➢ Divulging other students' personal information, including home addresses and phone numbers.
➢ Searching for information, obtaining specific copies, or modifying files and other data or passwords belonging to other users on the network.

➢ Entering and using the account of another teacher or student with or without his/her knowledge or consent.
➢ Destroying, modifying or misusing devices or software in any way.
➢ Tampering, removing, requesting the removal of, or intentionally causing damage to any devices, software and hardware.
➢ Installing or downloading softwares or products that might harm the device or the network.
➢ Using any camera (available as part of or as an add-on to certain devices) for personal use, or sharing photos or any information about any of the students, parents, employees or any other person without their explicit consent.
➢ Using educational content to photograph and recording conversation between students and posting them without their permission.

Mechanism of dealing with Third Degree Offences

Repetitiveness	Deducted Marks	Action
Once Committed	12 marks	● Suspending the student immediately (inside the school campus). ● SBMC shall meet on an immediate basis to take the proper decisions. ● Decision to refer the student to the concerned agencies (such as behaviour reform agencies), for the first time,for a period not more than 3 weeks. ● The social worker shall summon the student's guardian immediately and ask them to sign on the warning and the decision. ● The social worker shall follow up and receive the report of the student's case development by the concerned agencies(such as behaviour reform agencies). ● Suspending the student immediately until the investigations end (outside the school campus). ● SBMC shall meet on an immediate basis to make the

When repeated		proper decisions, in respect of the student suspension until the end of the term and transferring him/her to behaviour agencies.
		● The social worker shall summon the student's guardian immediately and present the committee's decision to them.
		● The Social worker shall refer the student to the concerned agencies(such as behaviour reform agencies for the second and last time.)
		● If the student fails to reform his/her behaviour; then he/she shall be transferred to another school as a disciplinary action under a decision by the assistant under secretary of school operations for the public schools or by the assistant under secretary for Control for the private schools.

FOURTH DEGREE OFFENSES (HIGHLY GRIEVOUS OFFENSES) FAILURE

IN THE SUBJECT/20 MARKS SHALL BE DEDUCTED FOR EACH OFFENSE

Offense No.	Description
4.1	Using the communication means or social media for unlawful or immoral purposes, or in a manner discrediting the educational institution and its staff or others.
4.2	Possessing or using arms blade weapons, or their equivalent inside the school.
4.3	Committing sexual assault inside the school, on the bus, or during activities.
4.4	Assaulting others in the school and causing injuries to the victim (corporal abuse).
4.5	Systematic theft or (Pre-planned) covering up theft.

4.6	Bringing, possessing, presenting or promoting information or electronic materials that are unauthorized and inconsistent with the values, morals, public order and public decency.
4.7	Sexual harassment inside the school, on the bus or during activities is prohibited.
4.8	Leaking exam questions or engaging in any way with such activities is prohibited.
4.9	Setting fire to the school campus.
4.10	Abusing political, religious, or social figures in the UAE is prohibited.
4.11	Possessing, bringing, promoting or using narcotics, medical drugs, or psychotropic substances inside the school or the school bus, or being under the influence of narcotics, non-prescribed medical drugs.
4.12	Disseminating or promoting ideas or beliefs on extremism, blasphemy or atheism, or the ones harming the political and social regulations of the society.
4.13	Disdaining divinely revealed religions or stirring sectarian strife in the school.
4.14	All of what is similar to these offenses, which are considered as legally punishable offenses, as per the discretion of the Behaviour Management Committee.

ONLINE LEARNING- VERY SERIOUS BEHAVIOURAL OFFENSES

Description
➢ Creating or opening hyperlinks or any associated files unless they are sent from a trusted source.
➢ Using montage software that can produce unreal and fake content and circulating it on social media.

➢ Using the network to develop programs that harass users or to penetrate or destroy other people's accounts and devices.
➢ Establishing networks or network connections to make live communications including audio or video (relay chat) without prior formal permission.
➢ Publishing, creating, exchanging or promoting malicious or suspicious software.
➢ Inundating email accounts or applications used for distance education with high electronic data flow, stopping them working, disabling them or destroying their contents.
➢ Intentionally capturing or intercepting any communication without authorization through the information network used for distance education.

Mechanism of dealing with Fourth-degree offense

Fourth degree (highly grievous offenses)	Upon committing	The school Principal, his / her deputy, or the behaviour officer shall notify the Legal Affairs Department of the Ministry and the concerned agencies, once the offense is committed. 2. Notifying the student's guardian of the matter and suspending the student on an immediate basis until the investigations end for a period not later than 2 business days.	The school Principal, his / her deputy or the behaviour officer shall report any offense once committed, without prejudice to the fact that everybody shall be held accountable; if such offense is not reported. - The Behaviour Management Committee's functions shall include the following: 1. Deciding to deem the student as failed in respect of the behaviour subject or expelling him / her according to the severity of the offense

		Suspension period may be extended until the end of the legal investigation under a decision by the undersecretary of academic affairs for the public (general) education.	he / she committed.
		Failing in the behaviour subject or final or 3. The Behaviour Management Committee shall meet on an immediate basis to refer the matter, through the submission of an explanatory memorandum together with the evidence on the offence committed, to the undersecretary of academic affairs for the general education or the person he nominates, who shall make a decision to refer that case to the concerned agency in coordination with the Legal Affairs Department. 4. Seizing the tools used in committing the offence once it occurred, in order to	2. Preparing a memorandum, with which the relevant evidences are attached, and submitting it to the undersecretary of academic affairs for the general education. 3. Instructing the academic advisor/social worker to follow up the other procedures in accordance with his / her role and duties stated herein.

Note: the left portion of the cell contains the continuous text: "Suspension period may be extended until the end of the legal investigation under a decision by the undersecretary of Failing in academic affairs for the behaviour public (general) subject or education. final or 3. The Behaviour expelling Management the student Committee shall meet on an immediate basis to refer the matter, through the submission of an explanatory memorandum together with the evidence on the offence committed, to the undersecretary of academic affairs for the general education or the person he nominates, who shall make a decision to refer that case to the concerned agency in coordination with the Legal Affairs Department. 4. Seizing the tools used in committing the offence once it occurred, in order to"

		hand them over to the security authorities.	

Notes: Any breach of these rules (third and fourth-degree online offences) may lead to procedures ranging from withdrawing the user's right to log-in or monitoring the use of the service or terminating his/her use of the service or both with retroactive effect. In some cases, it may lead to facing criminal charges, and there will be disciplinary procedures in case of breaching these conditions and rules.

EXEMPLARY BEHAVIOUR

Exemplary behaviour of learners falls under three main domains with their standards. These are measured through several indicators according to which the student is evaluated and given the appropriate grades as shown in the following table:

Sl.no.	Indicators
I	Committed to school systems and policies within the classroom and the school, and during the external activities of the school on a permanent and continuous basis.
2	Respects the feelings of peers, takes care of their news, and continuously offers to help them.
3	Encourages others to cooperate and collaborate, proposes solutions to involve others and invites them for teamwork on an ongoing basis.
4	Takes care of his/her own attire and his/her personal hygiene on an ongoing basis without needing a reminder.
5	Demonstrates a clear awareness of the importance of healthy eating in his/her choices, practices sports continuously in the school, seeks to lead food awareness campaigns, and initiates innovative ideas to support healthy lifestyles.

6	Attendance is at least 98% and the student is always punctual to school and lessons.

7	Is honest and has good character which can be testified by his/her colleagues, teachers and staff.
8	Demonstrates moderation and tolerance and reflects these in his/her behaviour through attitudes and activities that demonstrates his/her ability to understand others, listens to them and to understand their positions
9	Participates in a range of cultural activities leading to the promotion of values of belonging and national identity.
10	Initiates extracurricular activities and projects to learn about other cultures and compares them to his/her national culture.
11	Represents the school in social events throughout the school year.
12	Participates in the student council activities, teams, volunteer work or other school initiatives which have a positive impact on the school community as a whole.
13	Participates in meaningful community activities during vacations.
14	Is independent and can lead initiatives and projects of important social benefits.
15	Proposes innovative/ creative solutions for the public good in his/her school community or solves problems
16	Implements ideas and activities individually or collectively to conserve energy and natural resources and to maintain their sustainability inside and outside his/her school environment.

BEHAVIOUR CONTRACT

I acknowledge that I have read and comprehended the guidelines of the school's behaviour management policy, and I promise to work with the school to successfully implement it.

Signature of the Parent:

Signature of the Student :

Policy on Safe use of Social Media

2025-2026

المدرسة الهندية العالمية الخاصة
INTERNATIONAL INDIAN SCHOOL

Members of the committee

- Mr. Wasim Yousuf Bhat (Dean)

- Mr. Qurat al Ain (Principal)

- Mr. Fayid Muhammed (Administrative Officer)

- Social Worker

- Media Head- Corporate

- Section Heads

Policy on Safe use of Social Media

Staff, parents and students of International Indian School are invited and encouraged actively participate and share their inputs and feedback about the school on its official social media pages, including YouTube, Facebook, Instagram and Google Business Pages. It will be taken and considered with utmost respect and will be reported to the concerned departments for further actions. *The school* recognises the numerous benefits and opportunities which a social media presence offers.

However, there are some risks associated with social media use, especially around the issues of safeguarding, bullying and personal reputation. This policy aims to encourage the safe use of social media by *the school,* its staff, parents, carers and children.

Scope

This policy is subject to the schools Codes of Conduct and Acceptable Use Agreements.

This Policy
- Applies to all staff and to all online communications which directly or indirectly, represent the school.
- Applies to such online communications posted at any time and from anywhere.
- Encourages the safe and responsible use of social media through training and education
- Defines the monitoring of public social media activity pertaining to the school

The school respects privacy and understands that staff and pupils/students may use social media forums in their private lives. However, personal communications likely to have a negative impact on professional standards and/or the school's reputation are within the scope of this policy.

Professional communications are those made through official channels, posted on a school account or using the school name. All professional communications are within the scope of this policy.

Personal communications are those made via a personal social media accounts. In all cases, where a personal account is used which associates itself with, or impacts on, the school, it must be made clear that the member of staff is not communicating on behalf of the school with an appropriate disclaimer. Such personal communications are within the scope of this policy.

Personal communications which do not refer to or impact upon the school are outside the scope of this policy.

Digital communications with pupils/students are also considered. Staff may use social media to communicate with learners via a school social media account for teaching and learning purposes but must consider whether this is appropriate and consider the potential implications.

Organisational Control

Roles & Responsibilities
- **School Leadership Team**
  - School Leadership Team facilitates training and guidance on Social Media use to all staff who directly get involved in managing or moderating the accounts.
  - Social Media Policy also is developed by the School Leadership Team
  - In case of occurrence of any incidents, a report will be forwarded from the lower level to SLT where they investigate on the reported event.
  - Once the incident is reported, they will make an initial assessment including appropriate staff and if required will call for the support of an external agency.
  - At the time of creation of new social media accounts, School Leadership Team should receive a completed applications for Social Media accounts.
  - School Leadership Team approves the Approve account creation
- **Administrator/Moderator**
  - Administrators or Moderators creates the account following approval from School Leadership Team
  - Account details are stored securely and are shared only with persons who a directly getting involved in account management and moderation.
  - Administrator monitor the contribute content to the account
  - Control the process for managing an account after the lead staff member has left the organisation (closing or transferring)
- **Staff**
  - Know the contents of and ensure that any use of social media is carried out in line with this and other relevant policies
  - Staff attend required trainings which are appropriate for managing social media accounts
  - Staff regularly monitor, update and manage content he/she has posted via school accounts

Process for Creating New Accounts

If School feels that creating a social media account will help them in their work like a page or group for a department, in any social media platforms, they must present a business case to the Leadership Team which covers the following points: -

- The aim of the account
- The intended audience
- How the account will be promoted
- Who will run the account (at least two staff members should be named)
- Will the account be open or private/closed

Following consideration by the School Leadership Team an application will be approved or rejected. In all cases, the SLT must be satisfied that anyone running a social media account on behalf of the school has read and understood this policy and received appropriate training. This also applies to anyone who is not directly employed by the school, including volunteers or parents.

Monitoring

School accounts are monitored on daily basis. Any comments, queries or complaints made through those accounts are given response within 24 hours, even if the response is only to acknowledge receipt. Regular monitoring and intervention is done if any inappropriate behaviour arises on a school social media account.

Behaviour

- The school requires that all users using social media adhere to the standard of behaviour as set out in this policy and other relevant policies.
- Digital communications by staff must be professional and respectful at all times and in accordance with this policy. Staff will not use social media to infringe on the rights and privacy of others or make ill-considered comments or judgments about staff. School social media accounts must not be used for personal gain. Staff must ensure that confidentiality is maintained on social media even after they leave the employment of the school.
- Users must declare who they are in social media posts or accounts. Anonymous posts are discouraged in relation to school activity.
- If a journalist makes, contact about posts made using social media staff must follow the school media policy before responding.
- Unacceptable conduct, (e.g. defamatory, discriminatory, offensive, harassing content or a breach of data protection, confidentiality, copyright) will be considered extremely seriously by the school and will be reported as soon as possible to a relevant senior member of staff, and escalated where appropriate.
- The use of social media by staff while at work may be monitored, in line with school policies. The school doesn't permits reasonable and appropriate access to private social media sites. For suspected cases of such uses disciplinary action may be taken
- The school will take appropriate action in the event of breaches of the social media policy. Where conduct is found to be unacceptable, the school will deal with the matter internally. Where conduct is considered illegal, the school will report the matter to the police and other relevant external agencies, and may take action according to the disciplinary policy.

Legal Considerations

- Users of social media should consider the copyright of the content they are sharing and, where necessary, should seek permission from the copyright holder before sharing.
- Users must ensure that their use of social media does not infringe upon relevant data protection laws, or breach confidentiality.

Handling Abuse

- When acting on behalf of the school, handle offensive comments swiftly and with sensitivity.
- If a conversation turns and becomes offensive or unacceptable, school users should block, report or delete other users or their comments/posts and should inform the audience exactly why the action was taken
- If you feel that you or someone else is subject to abuse by colleagues through use of a social networking site, then this action must be reported using the agreed school protocols.

Tone

The tone of content published on social media should be appropriate to the audience, whilst retaining appropriate levels of professional standards. Key words to consider when composing messages are:

- Engaging
- Conversational
- Informative
- Friendly (on certain platforms, e.g. Facebook)

Use of Images

School use of images can be assumed to be acceptable, providing the following guidelines are strictly adhered to.

- Permission to use any photos or video recordings should be sought in line with the schools digital and video images policy. If anyone, for any reason, asks not to be filmed or photographed then their wishes should be respected.
- Under no circumstances should staff share or upload student/pupil pictures online other than via school owned social media accounts
- Staff should exercise their professional judgement about whether an image is appropriate to share on school social media accounts. Students/pupils should be appropriately dressed, not be subject to ridicule and must not be on any school list of children whose images must not be published.
- If a member of staff inadvertently takes a compromising picture which could be misconstrued or misused, they must delete it immediately.

Personal Use

- **Staff**
  - Personal communications are those made via a personal social media accounts. In all cases, where a personal account is used which associates itself with the school or impacts on the school, it must be made clear that the member of staff is not communicating on behalf of the school with an appropriate disclaimer. Such personal communications are within the scope of this policy.
  - Personal communications which do not refer to or impact upon the school are outside the scope of this policy.
  - Where excessive personal use of social media in school is suspected, and considered to be interfering with relevant duties, disciplinary action may be taken
  - The school permits reasonable and appropriate access to private social media sites.
- **Pupil/Students**
  - Staff are not permitted to follow or engage with current or prior pupils/students of the school on any personal social media network account.
  - The schools' education programme should enable the pupils/students to be safe and responsible users of social media.
  - Pupils/students are encouraged to comment or post appropriately about the school. Any offensive or inappropriate comments will be resolved by the use of the schools' behaviour policy

- **Parents/Carers**
  - If parents/carers have access to a school learning platform where posting or commenting is enabled, parents/carers will be informed about acceptable use.
  - Parents/Carers are encouraged to comment or post appropriately about the school. In the event of any offensive or inappropriate comments being made, the school will ask the parent/carer to remove the post and invite them to discuss the issues in person. If necessary, refer parents to the schools' complaints procedures.

Monitoring Posts about the School

- As part of active social media engagement, it is considered good practice to pro-actively monitor the Internet for public postings about the school.
- The school should effectively respond to social media comments made by others according to a defined policy or process.

Appendix

Managing your Personal Use of Social Media
- "Nothing" on social media is truly private
- Social media can blur the lines between your professional and private life. Don't use the school logo and/or branding on personal accounts
- Check your settings regularly and test your privacy
- Keep an eye on your digital footprint
- Keep your personal information private
- Regularly review your connections – keep them to those you want to be connected to
- When posting online consider; Scale, Audience and Permanency of what you post
- If you want to criticise, do it politely.
- Take control of your images – do you want to be tagged in an image? What would children or parents say about you if they could see your images?
- Know how to report a problem

Managing School Social Media Accounts

The Do's
- Check with a senior leader before publishing content that may have controversial implications for the school
- Use a disclaimer when expressing personal views
- Make it clear who is posting content
- Use an appropriate and professional tone
- Be respectful to all parties
- Ensure you have permission to 'share' other peoples' materials and acknowledge the author
- Express opinions but do so in a balanced and measured manner
- Think before responding to comments and, when in doubt, get a second opinion
- Seek advice and report any mistakes using the school's reporting process
- Consider turning off tagging people in images where possible

<u>The Don'ts</u>

- Don't make comments, post content or link to materials that will bring the school into disrepute
- Don't publish confidential or commercially sensitive material
- Don't breach copyright, data protection or other relevant legislation
- Consider the appropriateness of content for any audience of school accounts, and don't link to, embed or add potentially inappropriate content
- Don't post derogatory, defamatory, offensive, harassing or discriminatory content
- Don't use social media to air internal grievances

Photograph consent form for use by schools

Name of Student:
Student Code
Grade:

At International Indian Schools, occasionally we may take photographs of students, teachers and staff as part of activities, programmes or for record purposes. These photos and videos are used on display boards or screens, brochures, prospectus, school website and on official social media platforms.

If we use the photos of individual students, teachers or staff, we will not use the name of that individual in caption or in any text accompanying it. In case of including the name of an individual, we will not use their photos to accompany that article.

In cases or any awards or records of achievement, we will publish photos or videos only with the consent of the staff or the parent. Photographs of individuals, groups or classes of children may appear in these records.

From time to time, our school may be visited by the media team who will take photographs or film footage of a high profile event. Children may appear in these images, which will sometimes be published on school websites, social media pages including Facebook, Instagram and Twitter.

Please answer the questions below to register your opinion on the same.

I give permission for my child's photograph to be used within school for display purposes.	Yes/No
I give my permission for my child's image to be used in Learning Journeys/Records of Achievements belonging to other children	Yes/No
I give permission for my child's photograph to be used in other printed publications	Yes/No
I give permission for my child's image to be used on our website.	Yes/No
I give permission for my child to appear in the media	Yes/No
I give permission for my child to have a school photograph taken. I understand this printed/digital photograph can be purchased by parents.	Yes/No

Parent Name & Signature:
Date:

CORPORAL PUNISHMENT POLICY 2025-2026
Ratified: April 2019
Reviewed : August 2025
Next Review Date: April 2026

Policy Responsibilities and Review

Policy Type	School
Reference	Child Protection Policies and guidelines, Wadeema's law
Related Policies	Anti Bullying policy, Child Protection Policy, Cybersafety and security policy, Behaviour Management Policy
Review Frequency	Annually
Committee Responsible	Child Protection Committee
Chair Signature	PRINCIPAL Ms. Qurat Ul Ain

DEFINITIONS:

"Corporal punishment is defined as any physical chastisement that inflicts harm on a student and causes him/her pain or discomfort even if it is light, such as holding and shaking, slapping or hitting with a cane, by hand or any other object."

"Corporal punishment , a physical punishment inflicted on a child by a teacher or any adult in authority is as a form of discipline, and is considered as Physical abuse."

"School corporal punishment refers to causing deliberate pain or discomfort in response to undesired behaviour by students in schools".

AIM OF THE POLICY

- To make it clear to all employees of the school that all forms of corporal punishment of students are strictly prohibited and unacceptable.
- To create a safe and attractive learning environment, where students are adequately protected

POLICY

Any form of corporal punishment of students is strictly prohibited in IIS. While at School, students should feel secure from all types of physical punishment and abuse. Schools shall maintain an atmosphere of mutual respect, trust and courtesy between students, teachers, staff and administrators. Schools are required to promote positive student behaviour at all times including when applying disciplinary actions for student misconduct.

If any incident of corporal punishment occurs, whether the incident is proven or suspected, it is the responsibility of the Principal (or in the case of the offence being carried out by the Principal, the Chair of Board of Trustees or School Owner) to:

- Take immediate action
- Report the incident immediately to concerned Parents/Guardians.
- Immediately suspend any member of staff who is accused of abusing any student, until the investigation is completed and a decision is made concerning the member of staff's eligibility to continue to work.
- Carry out a formal investigation obtaining written statements from those involved.
- Anyone found guilty of committing abuse will immediately be dismissed.

ROLES AND RESPONSIBILITIES

Principal
- Ensure that the School adopts a robust policy prohibiting all forms of corporal punishment
- Immediate action for corporal punishment incidents and reporting to concerned parents/authority

Section Heads
- Report immediately to the Principal and carry out a formal investigation if the Principal demands.
- Ensure corporal punishment free section.
- Encourage teachers to adopt other effective techniques of behaviour control than corporal punishment.

Counsellors/ Inclusion & Wellbeing department
- Ensure a caring and supporting environment for students.
- Help leadership team to ensure corporal punishment free campus.
- Give psychological support to the victim of corporal punishment.
- Minimise the negative attitude towards the complainant after reporting an incident to school authority.

- Help school leadership for formal investigation if needed and its documentation.

POLICY PROCEDURE

CORPORAL PUNISHMENT INCIDENT INSIDE SCHOOL PREMISES

↓

Direct Complaint to Principal by Student/parent/peer

↓

1. Complaint Registration
2. Formal Investigation (CPO will allot the staff)
3. Hearing
4. Report to Parents
5. Written Statements from Accused
6. Action by CPO

Complaint to class teacher/ Section Head/ any other staff member

↓

Immediate report to Section Head/ Principal

Don'ts in the Policy Procedure
- No staff is supposed to emotionally weaken or threaten the complainant at or after the complaint registration.
- No staff is supposed to indulge in the investigation procedure without the Principal's permission.
- No staff is supposed to discourage the victim from reporting the incident. · No staff is supposed to influence the witnesses in any way, No staff is supposed to compromise corporal punishment incidents without reporting to Section Head /Principal.
- No staff is supposed to communicate with the parents or guardians regarding the incident without instruction from the Principal/Section Head
- No staff is supposed to keep a negative attitude towards the victim/witness after the incident.
- No staff is supposed to delay in reporting.

IMPORTANT NOTES

A federal law was implemented in 1998 which banned school corporal punishment in the UAE. The law applied to all schools, both public and private. Any teacher who engages in the practice would not only lose their job and teaching license, but will also face criminal prosecution for engaging in violence against minors and will also face child abuse charges.
Employees of the school community are strictly cautioned not to undertake any of the

following measures when dealing with students:

- Physical punishment of any type, kind or form
- Preventing students from nutrition
- Provoking, ridiculing and mocking students
- Preventing the student from using the toilet
- Psychological punishment such as a verbal insult or threat
- Limiting the student's freedom or locked detention in school
- Seising student personal property by individual decision without the decision of the · School Behaviour Management Committee
- Reducing the subject's grades or threatening to do so
- Dismissing the student from the class, activity or school during the school day by an individual decision, and leaving the student without supervision
- Anything similar to these procedures shall be considered to be contrary to the rules and regulations at the discretion of the School Behaviour Management Committee.

These acts will be dealt with effectively by the policy guidelines of school child protection.

Please note practices such as sending students out of the classroom, making them stand as a form of punishment, or excluding them from lessons and activities are strictly prohibited and not tolerated under any circumstances.

At IIS, we are committed to upholding the dignity, rights, and wellbeing of every student. This policy reinforces our zero-tolerance approach to corporal punishment in all its forms- physical, emotional, or psychological. All staff are expected to adhere strictly to this policy and to implement positive, respectful, and inclusive behavior management strategies at all times.

By fostering a safe, supportive, and nurturing environment, we aim to promote a school culture where every child feels valued, protected, and empowered to learn and grow.

Cyber Safety and Security Policy

2025-2026

المدرسة الهندية العالمية الخاصة
INTERNATIONAL INDIAN SCHOOL

Members of the committee

- ➢ Mr. Wasim Yousuf Bhat (Dean)

- ➢ Mr. Qurat al Ain (Principal)

- ➢ Mr. Fayid Muhammed (Administrative Officer)

- ➢ Social Worker

- ➢ System Administrator

- ➢ System Administrator- Corporate

- ➢ Section Heads

Cyber safety and security policy was approved by the Governing body of the school on	2018
The Implementation of this policy will be monitored by the	Online safety group members Student behavior management committee
Monitoring will take place at regular intervals	Term Wise
Review of the policy	Term wise
Next anticipated Review date	April 2025

Abstract: This document lays down the school Cyber Safety policy on use of online mechanisms and platforms especially in the context of Online Learning. The intention is to make students and parents aware of the best practices and safeguards while using online platforms and make them aware about good online behavior and provide a reliable reporting mechanism in cases a student faces online issues.

Introduction:

The Internet, the most interactive technological platform of this century, has become an integral part of our daily lives. It is a learning and communication tool that offers us a wide range of opportunities. It is an invaluable source of knowledge and encourages creativity and imagination. Internet ethics involves our approach while using it for different purposes. We should be aware that we should always be honest and respect the rights and property of others on the web.

Cyber safety is the safe and responsible use of information and communication technology. It is not just about keeping information safe and secure, but also about being responsible with that information, being respectful of other people online, and using good 'netiquette' (internet etiquette). This policy applies to all members of the school (including staff, students, volunteers, parents / carers, visitors, community users) who have access to and are users of school ICT systems, both in and out of the school.The cyber safety and security policy is interlinked with the School Behavior Management Policy, Health and Safety Policy, Child Protection Policy and IT policy.

Objectives:

- To enable the students, staffs and parents to browse the internet safely and understand the importance of using secure connections.

- Inform the students and parents on the protective and safety measures in their use of technology, to be aware of Cyber Bullying.

- To improve awareness of intelligent usage of social media websites and smart usage of educational websites.

- To communicate the etiquettes of electronic communication.

The DO's in the use of Online Technology and Electronic Communication for students:

- Respect the privacy of others.

- Report and flag content that is abusive or illegal.

- Adhere to copyright restrictions when downloading material from the Internet, including software, games, movies, or music.

- Report online bullying immediately to the teacher and parents/ or someone whom you trust.

- Use a strong and unique password with combinations of numbers, uppercase and lowercase letter and special characters for each account(s).

- Keep the browser, operating system and antivirus up-to-date.

- Obtain software from trusted sources. Always scan files before opening them.

- Lock your screen when you're finished using your computer/ tablet/ phone. Further, set it to lock automatically when it goes to sleep.

- Check to see if the web address begins with https:// whenever you sign in online.

- Make privacy settings in social media accounts in such a way that profile and posts are visible only to close friends and acquaintances.

- Connect only with known individuals.

- Be mindful of your digital reputation - think twice before you post something embarrassing, harmful or inappropriate.

- Report to the service provider immediately if the account is hacked. If possible deactivate your account.

The DONT's in the use of Technology and Electronic Communication:

- Don't share your mobile number or parent's mobile number.

- Don't share your address/location.

- Don't share your personal information: real name, date of birth, etc. unnecessarily.

- Don't share bank account numbers or credit card numbers of your parents.

- Don't share your Social Security number /Emirates ID.

- Don't share your Passwords.

- Don't send your pictures to unknown persons or share them on social media.

- Don't open emails and attachments from strangers.

- Don't respond to any suspicious email, instant message or web page asking for personal information.

- Don't enter a password when someone is sitting beside you as they may see it.

- Don't save your username and password on the browser.

- Don't steal other's information.

- Don't access or use files without the permission of the owner.

- Don't copy software which has copyright without the author's permission.

- Don't bully others online by teasing, threatening, using rude or offensive language, making derogatory or hateful comments.

- Don't use someone else's password even if it is shared with you.

- Don't log in as someone else to read their emails or mess with their online profiles.

- Don't attempt to infect or in any way try to make someone else's computer unusable.

- Don't meet unknown (even if they are known only through online interaction) people alone; always inform your parent.

- Don't open or download any attachments from an unknown source as they may contain viruses.

Tips for safe internet browsing

1. Update your browser frequently

2. Turn on Two-Factor Authentication whenever possible. Most of the websites critical to our lives (online banking websites, Gmail, Facebook etc.) offer two-factor authentication.
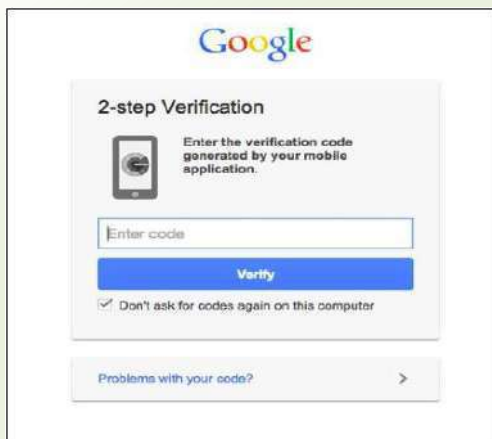
3. Customize your security settings. You can also make a browser more secure by customizing it through its preferences or settings menu.

4. Confirming site's security (https vs http) Check for the Secure as shown on the address bar (Chrome).

5. Backup your data. This means finding a way to copy your information to a safe place so that you don't rely on your computer's hard disk alone.

6. Avoid clicking on links if possible from messages or chats. Viruses spread easily through links in instant messages and email attachments.

7. Bookmark important sites

   If there are sites you visit regularly, it's a good idea to bookmark them in your browser.

   Bookmarked addresses take you to the same site every time.

Cyber Safety Challenges - Related Terms

- **Cybercrimes** are offences that may be committed against individuals, companies or institutions by using computers, internet or mobile technology. Cybercriminals use platforms such as social networking sites, emails, chat rooms, pirated software, websites, etc., to attack victims. Children are also vulnerable to various types of cybercrimes.

- **Cyber Grooming** is growing as one of the major cyber threats faced by children and teenagers. It is a practice where someone builds an emotional bond with children through social media or messaging platforms with an objective of gaining their trust for sexually abusing or exploiting them. The cyber groomers can use gaming websites, social media, email, chat rooms, instant messaging, etc. by creating a fake account and pretending to be a child or having same interests as of the child.

- **Cyber bullying** means using internet or mobile technology to intentionally harass or bully someone by sending rude, mean or hurtful messages, comments and images/videos. A cyber bully can use text messages, emails, social media platforms, web pages, chat rooms, etc. to bully others.

The school has a zero tolerance policy for incidents of Cyber Bullying and will take actions as per the national guidelines and laws incase such incidents occur and are reported.

Consequences of Cyber bullying

It can lead to both civil and criminal cases.

CIVIL LAWS

- Defamation.

- Invasion of privacy/public disclosure of a private fact.

- Intentional infliction of emotional distress.

CRIMINAL LAWS

- Criminal laws can lead to the arrest and offenders can be put in jail and get fines as well. Using internet for following purposes will attract criminal cases in many countries.

- Hate or bias crimes.

- Making violent threats to people or their property.

- Engaging in coercion. Trying to force someone to do something they don't want to do.

- Making harassing telephone calls, sending obscene text messages, and stalking.

- Sexual exploitation and sending sexual images of children under 18 years of age.

- Taking a photo of someone in a place where privacy is expected (locker room, bathroom, etc.) and exploiting it on the internet.

- Taking a photo of someone without their consent and posting publicly.

If you feel that you are being Cyber Bullied

- Ignore.

- Tell someone.

- Just let a trusted adult know what's going on. The worst thing you can do is to keep it to yourself. Remember, it's not your fault!

- Do not instigate.

- If someone is sending you hurtful messages or posting mean pictures, they're doing it to get an emotional response from you. Don't give them one! Don't respond OR retaliate. This will only encourage them to take it further.

- Block them. If it's on Facebook or another website that allows you to block the person or leave the chat room, then do it!

- Be open to parents about your online identity and image.

- Tell your parents what you do online in general.

- Never indulge in cyber bullying yourself.

How Can I Use Cyber Platforms Safely?

- ✔ Follow the cyber safety guidelines properly.
- ✔ Safeguard your device and online accounts.
- ✔ Don't involve in any kind of improper cyber behavior, even for fun.
- ✔ If you face any challenge online, immediately inform your parent or elders so that they can support you and contact school if needed.
- ✔ Always maintain cyber etiquettes while using technology.
- ✔ Make a note that cybercrimes are punishable offenses; especially the UAE has very strict and stringent laws to deal with Cyber offences.

REPORTING

If a student faces an uncomfortable situation online, specifically if someone is threatening or bullying online, especially during Online Learning sessions, who should be contacted?

Student can directly contact School online safety leader: Ms. Mary Samna I S, the social worker

Email id: osl@iisajman.org

Contact No: 0505742741

Other Contacts

Name: Ms. Diana, KG section in Head, Email Id: kgsection@iisajman.org

Contact No0503867361

Name: Ms. Jagrita Mazumdar , Primary 1 section Head, Email id primary1@iisajman.org Contact No: 0547440169

Ms. Rekha Sukumar, Primary 2 section head, Email Id: primary2@iisajman.org

Contact No:0507460864

Ms. Hilda Mary, Girls section section head, E mail Id: girlssection@iisajman.org
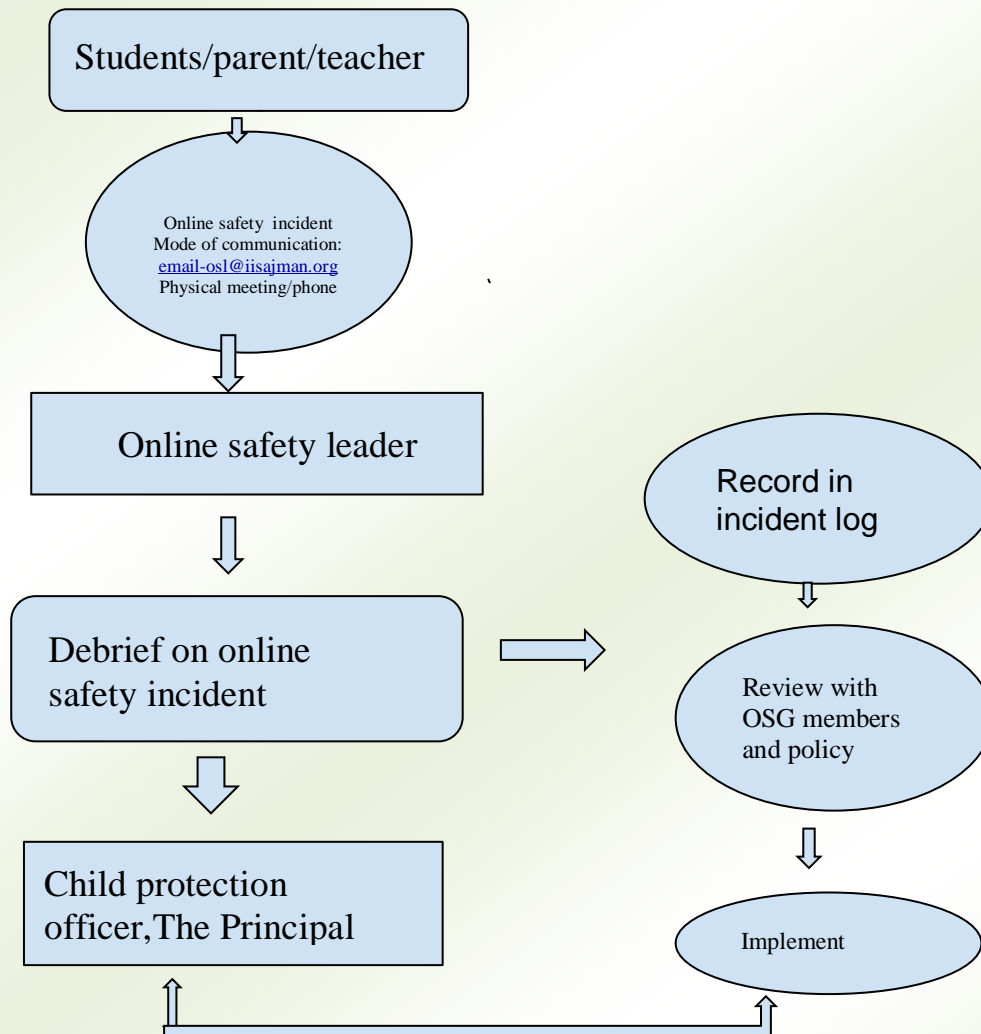
Contact No: 0567424054

Mr. Jayakrishnan Boys section section head, Email Id: boyssection@iisajman.org

Contact No: 0505313380

Ms. Qurat Ul Ain , the principal , Child protection officer, Email Id: principal@iisajman.org

 Contact No: 0558403796

Reporting procedure for student related online incidents:

```
                    ┌─────────────────────────────┐
                    │  Students/parent/teacher    │
                    └─────────────────────────────┘
                                   │
                                   ▼
                    ╭─────────────────────────────╮
                    │   Online safety  incident   │
                    │   Mode of communication:    │
                    │   email-osl@iisajman.org    │
                    │   Physical meeting/phone    │
                    ╰─────────────────────────────╯
                                   │
                                   ▼
                    ┌─────────────────────────────┐
                    │    Online safety leader      │          ╭──────────────────╮
                    └─────────────────────────────┘          │   Record in      │
                                   │                          │   incident log   │
                                   ▼                          ╰──────────────────╯
                    ┌─────────────────────────────┐                  │
                    │    Debrief on online         │  ──▶             ▼
                    │    safety incident           │          ╭──────────────────╮
                    └─────────────────────────────┘          │   Review with    │
                                   │                          │   OSG members    │
                                   ▼                          │   and policy     │
                    ┌─────────────────────────────┐          ╰──────────────────╯
                    │    Child protection          │                  │
                    │    officer,The Principal     │                  ▼
                    └─────────────────────────────┘          ╭──────────────────╮
                           ▲                                 │    Implement     │
                           └─────────────────────────────────╯──────────────────╯
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Online safety reporting procedure for staff
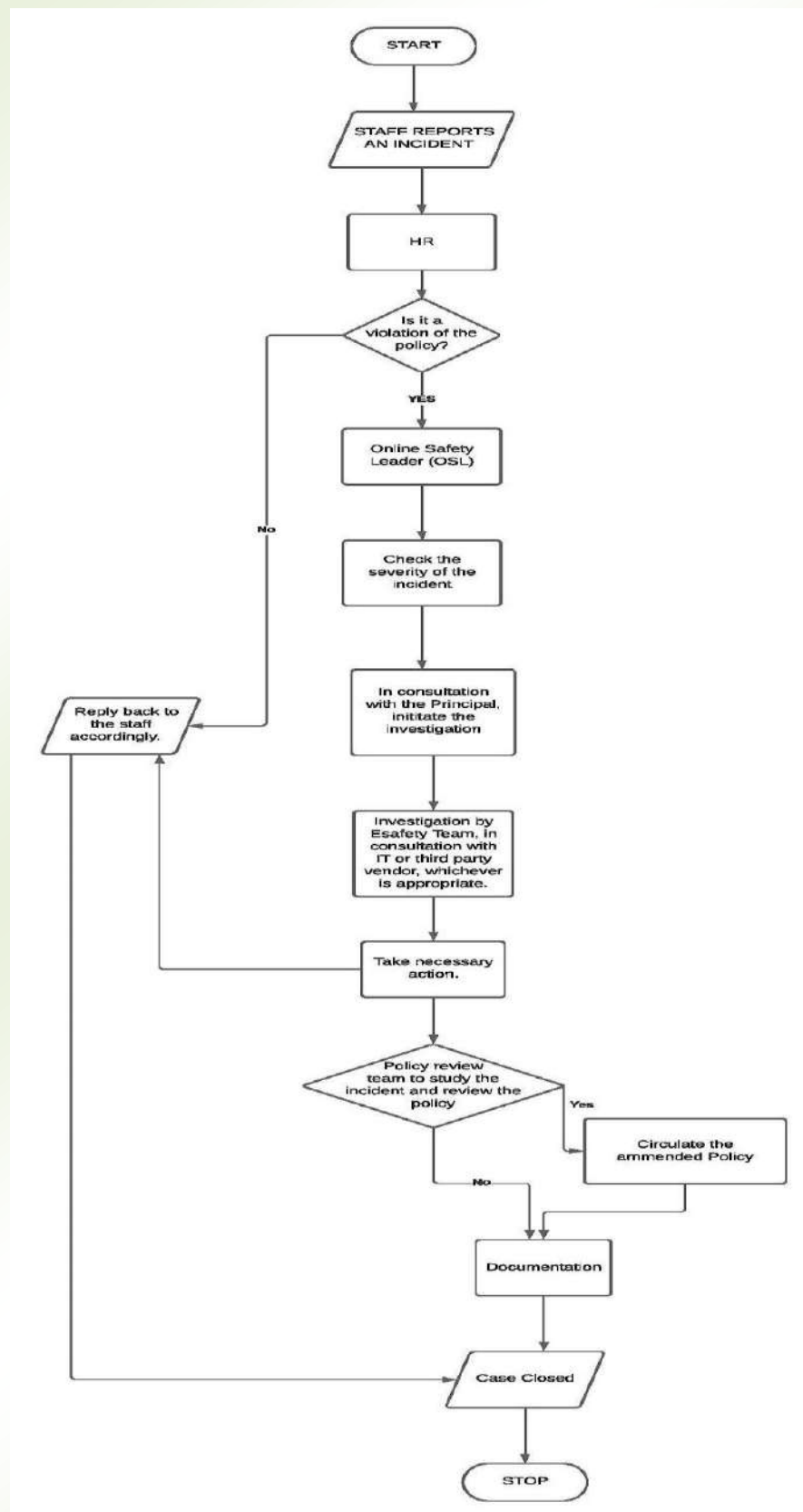
ROLES AND RESPONSIBILITIES

ONLINE SAFETY GROUP

Purpose

To provide a consultative group that has wide representation from the school community, with responsibility for issues regarding online safety and the monitoring of the online safety policy including the impact of initiatives.

Membership

The online safety group consist of the following members:-

- Governor

- Child protection officer

- Online Safety Leader

- Senior Leaders (Supervisors)

- ICT Technical Staff

- Teaching staff members

- Parent Council representatives

- Student representatives

- Support staff member

Online Safety Group and Responsibilities

Governor	Mr. Wasim Yousuf , Dean AI
Child protection officer	Ms. Qurat Ul Ain, Principal
Online safety Leader	Ms. Mary Samna I S, Social Worker
Senior Leader (Section heads)	Ms. Jagrita, Ms. Rekha, Ms. Hilda & Mr. Jayakrishnan
Tech Support	Ms. Reshma A, Software Analyst Mr. Sabeel K, System Admin
Teachers' Representative	Ms.Fathima Banu, KG Ms. Sandya, primary 1 Ms. Hajout Kaur, primary 2 Ms. Rajeswary Alakkal, girls section Ms. Irfana, boys section
Parents' Representative	Mr. Sajeer Mon CK, P/O Faliha CK KG IMs. Faarah Azmat, P/O Mahnoor 2L Ms Sumayya Mohammed, P/O Shayna 6G Ms. Diju, P/O Bilal 4D Mr. Hamza Shahaban,P/O Misbah 9D
Student' Representative	Aadidev .K Grade 2B, Gr No11211 Nearysa Patel 2H, Gr No 11338 Sahil Rasheed 4G,Gr No 9457 Riddhi Sivadasan, 4H, GR No 9452 Angelina Edward 11G Gr NO 9959 Abijith Aji, 12A-Gr No-6632
Supporting Staff	Ms. Conchita

- Other people may be invited to attend the meetings at the request of the Online Safety Head on behalf of the committee to provide advice and assistance where necessary.

- Committee members must be aware that many issues discussed by this group could be of a sensitive or confidential nature

Governor

To independently chair the group, ensure minutes are taken and actions are delegated and actioned.

• Ensure that all initiatives, action points, concerns etc. are raised at Governors meetings.

CPO- Principal

➢ The Principal has a duty of care for ensuring the safety (including online safety) of members of the school community, though the day to day responsibility for online safety will be delegated to the Online Safety Leader

➢ Regular meetings with the E Safety Leader/ E Safety Group.

➢ Regular updates on the monitoring of E safety incident logs.

➢ Regular updates on the monitoring of websites.

➢ Inviting other people to attend meetings when required by the committee and guiding the meeting according to the agenda and time available;

➢ Ensuring all discussion items end with a decision, action or definite outcome;

➢ Making sure that notes are taken at the meetings and that these with any action points are distributed as necessary.

➢ Plan & provide training for OSL (Online Safety Leader), OSG (Online Safety Group) and associated staff.

➢ Planning orientation for the staff in order to raise awareness about the policies and its implementation

Online Safety Leader

The Committee has selected Social Worker as the Online Safety Leader (OSL). OSL will be taking day to day responsibilities for E-Safety issues and having a leading role in establishing and reviewing the school E-Safety policies/documents.

Responsibilities of Online Safety Leader

➢ Ensuring that all staff are aware of the procedures that need to be followed in the event of an E-Safety incident taking place.

➢ Providing training and advice for staff and parents (along with the Head/Deputy)

➢ Liaising with the schools Senior Leaders to ensure all school data and information is kept safe and secure

➢ Liaising with school ICT technical staff and/or school contact from the managed service provider

➢ Receiving reports of E-Safety incidents and creating a log of incidents to inform future E-Safety developments

➢ Attending relevant meetings

➢ Establish a E-safe school culture in wider community

➢ Empower students and staff by providing appropriate information regarding online safety and training to perform safely.

➢ Ensure the E- safe school management system continually improved

➢ Responsible person for handling the sensitive issues effectively.

➢ Implement and maintain an E safety program in the wider community.

➢ Record online safety incidents and actions taken, in accordance with the school's normal child protection mechanisms.

Senior Leaders (Supervisors)

The Committee has selected Supervisors as the Senior Leaders. The Senior Leaders will be responsible for ensuring the safety (including E-Safety) of members of the school community. The Senior Leaders are responsible for reporting security incidents as outlined in the school E

Safety Policy. The day to day responsibility for E-Safety will be delegated to all staff who work with students of their respective Sections.

<u>Responsibilities of Senior Leader</u>

➢ The Senior Leaders are responsible for ensuring that the relevant staff are receiving suitable CPD to enable them to carry out their E-Safety roles and to train other colleagues, as relevant.

➢ They are also responsible for ensuring that students are taught through orientation session on how to use ICT tools such as the internet, email and social networking sites, safely and appropriately.

➢ The Senior Leaders will ensure the reporting mechanism to be followed for students and staff for all incidents which falls under Online Safety.

➢ The Senior Leaders will ensure that there is a system in place to allow for monitoring and support of those in school who carry out the internal E-Safety monitoring role. This is to provide a safety net and also support to those colleagues who take on important monitoring roles.

➢ The Senior Leaders will receive regular monitoring reports from the E-Safety Leader.

➢ The Senior Leaders should be aware of the procedures to be followed in the event of a serious E-Safety allegation being made against a member of staff/student.

➢ The Senior Leaders are responsible for ensuring that parents, when given access to data and information relating to their child/children via the learning platform, have adequate information and guidance relating to the safe and appropriate use of this online facility.

Tech Support

The Committee has nominated Software Analyst & IT Administrator as Tech Support.

Responsibilities of Tech Support

➢ Overall monitoring, surveillance and investigative activities which are unsuitable and inappropriate.

Teachers' Representatives

The Committee has selected 4 teacher representatives who will be responsible to focus on all the areas of curriculum.

Responsibilities of teachers' representatives

➢ Organizes activities where students can use skills and knowledge in the field of technology which caters online safety education and organizes online safety campaigns.

Parents' Representatives

The Committee has selected Parents' Council members as Parents' representatives.

Responsibilities of parent representatives

➢ Maintains good communication between parents and teachers

➢ Ensures the participation in online safety group meeting/orientation

➢ Ensures the contribution for school decision making process

Students' Representatives

The Committee has selected 4 students as the students' representatives.

Responsibilities of student representatives

➢ Shows responsibility to report hidden online safety issues among students as per the reporting mechanism of the school.

➢ Ensures the participation in online safety group meeting

➢ Awareness of all school policies relating to online safety

➢ Communicate new ideas and concept with E Safe groups

➢ Maintain confidentiality of any sensitive issues shared

Supporting Staff

The Committee has appointed 1 Supporting staff.

Responsibilities of Supporting Staff

➢ Responsible to have an up-to-date awareness of E Safety matters and train the other supporting staff.

Students

Are responsible for using the school digital technology systems in accordance with the Student Acceptable Use Policy and behavioural management policy

• Have a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations

• Need to understand the importance of reporting abuse, misuse or access to inappropriate materials and know how to do so

• Will be expected to know and understand policies on the use of mobile devices and digital cameras. They should also know and understand policies on the taking / use of images and on cyber-bullying.

• Should understand the importance of adopting good e-safety practice when using digital technologies out of school.

Parents

Parents / Caregivers play a crucial role in ensuring that their children understand the need to use the internet / mobile devices in an appropriate way.

Parents are followed when using the school digital technology systems in accordance with the Acceptable Use Policy guidelines and guide the children appropriately.

Parents and caregivers will be encouraged to support the school in promoting good e safety practices.

Education – students

There is a planned and progressive E-Safety awareness delivered throughout the school. Learning opportunities are embedded into the curriculum and shared through assemblies, orientations, activities throughout the school and are taught in all year groups.

E-Safety education is provided in the following ways:

· A planned E-Safety/E-literacy programme will be provided as part of ICT in LMS – this includes the use of ICT and new technologies in school and outside school.

· Key E-Safety messages are reinforced as part of a planned programme of LMS and modules/ pastoral activities

· Students are taught in all lessons to be critically aware of the materials / content they access on-line and be guided to validate the accuracy of information

· Students are aware of the Student AUP and are encouraged to adopt safe and responsible use of ICT, the internet and mobile devices both within and outside school

· Students are taught to acknowledge the source of information used and to respect copyright when using material accessed on the internet

· Students are taught the importance of information security and the need to keep information such as their password safe and secure

· Staff act as good role models in their use of ICT, the internet, mobile devices and LMS.

Education – parents

The school provides information and awareness to parents through:

· Circulars, official mail & SMS

● Newsletters, web site, Learning Management System, Orisson portal

· Parents session/orientation/meeting and National Online safety platform

Education & Training – Staff

All staff receive regular E-Safety orientation and awareness program and understand their responsibilities, as outlined in this policy. Further trainings will be offered as follows:

· A planned programme of formal E-Safety training will be made available to staff for new academic year in collaboration with NOS. It is expected that OSL will identify E-Safety as a training need within the performance management process.

· All new staff will receive E-Safety training as part of their induction programme, ensuring that they fully understand the school E-Safety Policy and Acceptable Use Policies

· This E-Safety policy and its updates are presented to and discussed with staff.

All staffs require training through National Online safety platform

· The E safety Leader provides advice / guidance / training as required to individuals.

Training – OSL & OSG

 Take part in E-Safety awareness sessions:

This is offered by:

· Participation in school training In House/External sessions for staff or parents.

Curriculum

E-Safety is a focus in all areas of the curriculum and staff re-enforce E-Safety messages in the use of ICT across the curriculum.

- In lessons, where internet use is pre-planned, students are guided to sites checked as suitable for their use and there are processes in place for dealing with any unsuitable material that is found in internet searches.

- Where students are allowed to freely search the internet, e.g. using search engines, staff should monitor the content of the websites the young people visit.

- The school provides opportunities within a range of curriculum areas to teach about E-Safety through LMS as well as Wings curriculum.

- It is accepted that from time to time, for good educational reasons, students may need to research topics (eg racism, drugs, discrimination) that would normally result in internet searches being blocked. In such a situation, staff can request the Tech Support to temporarily remove those sites from the filtered list for the period of study. Any requests to do so are auditable and should be logged.

- Students are taught in all lessons to be critically aware of the materials / content they access on-line and are guided to validate the accuracy of information.

- Students are taught to acknowledge the source of information used and to respect copyright when using material accessed on the internet. Students are aware of the impact of Cyberbullying and know how to seek help if they are affected by any form of online bullying. Students are also aware of where to seek advice or help if they experience problems when using the internet and related technologies

PASSWORD POLICY

Introduction

A safe and secure username/password system is essential if the above is to be established and will apply to all school technical systems, including networks, devices, email and learning platform). You can find out more about passwords, why they are important and how to manage them in our blog article. You may wish to share this with staff members to help explain the significance of passwords as this is helpful in explaining why they are necessary and important.

Effective password management will protect International Indian School's data and reduce the risk of unauthorized applications access. The policy is to establish a secure information technology environment by enforcing the use of strong passwords. Strong and complex password are the front line of protection for user's accounts. A poorly chosen password may result in the compromise of International Indian School's entire network. The purpose of this policy is to provide standards for defining domain passwords to access International Indian School IT resources such as email, academic and administrative applications, computing labs and School-owned computer systems for protecting International Indian School data and reducing the risk of unauthorized access by enforcing the use of strong passwords.

Scope

This policy shall apply to all employees, students, and parents of International Indian School School, and shall govern acceptable password use on all systems that connect to International Indian School School network or access or store International Indian School School's data.

Policy

- ➢ These statements apply to all stakeholders (Staff, Students, Parents, Vendors) of International Indian School.

- ➢ All school networks and systems will be protected by secure passwords.

- ➢ All users are clearly defined with the access rights to school technical systems and devices. Details of the access rights available to groups of users will be recorded by the IT Administrator and will be reviewed, at least annually, by the online safety group.

- ➢ All stakeholders have responsibility in securely keeping the login credentials. Ensure that other users are not accessing the systems using other user's login credentials. Any breach of security or suspicious incidents must be immediately reported with evidence.

- ➢ Passwords must not be shared with anyone.

- ➢ All users will be provided with a username and password by IT Administrator who will keep an up to date record of users and their usernames

Password

- ➢ Passwords should be long and must be over 8 characters in length.. Passwords generated by using a combination of unconnected words that are over 16 characters long are extremely difficult to crack. Password must contain uppercase/lowercase letters, number and special characters. Passwords should be easy to remember, but difficult to guess or crack.

- ➢ Passwords should be different for different accounts. This will ensure that other systems are not put at risk even if anyone account is compromised.

- ➢ Passwords must not contain any personal information about the user that might be known by others

- ➢ Passwords must be changed on the first login to the system itself.

- ➢ Passwords must not kept in writing or electronically which can be accessible by others.

- Records of learner usernames and passwords for younger students/pupils are securely kept which is accessible only by the IT administrator.

- Password complexity for younger students is less (5-character maximum) and special characters are not included.

- Password requirements for older students are more complex (8 characters minimum) including special characters.

- Users are required to change their password if it is compromised. The school will reset passwords at the start of each academic year to avoid large numbers of forgotten password reset requests where there is no user-controlled reset process.

- Student will be taught the importance of password security, this should include how passwords are compromised, and why these password rules are important.

- Password enforcing will be applied to all users and systems in regular intervals (3 months) and whenever a compromise threat is detected by the IT administrator.

- The administrator have an individual administrator account, as well as their own user account with access levels set at an appropriate level. Consideration is given using two factor authentication for such accounts.

- An administrator account password for the school systems is kept in a secure school safe. This account and password is only used to recover or revoke access. Other administrator accounts does not have the ability to delete this account.

- Any digitally stored administrator passwords is hashed using a suitable algorithm for storing passwords

- There is a user-controlled password reset process to enable independent, but secure re-entry to the system. This ensures that only the owner has knowledge of the password.

- Wherever user-controlled reset is not possible, passwords for new users, and replacement passwords for existing users is allocated by

administrator. This password should be temporary and the user should be forced to change their password on first login.

➢ Where automatically generated passwords are not possible, administrator will provide the user with their initial password. There is a process for the secure transmission of this password to limit knowledge to the password creator and the user. The password is temporary and the user will be forced to change their password on the first login.

➢ Requests for password changes is authenticated by administrator to ensure that the new password can only be passed to the genuine user

➢ Suitable arrangements are provided to visitors with for appropriate access to systems which expires after use. The technical team will provide pre-created user/password combinations that will be allocated to visitors, recorded in a log, and deleted from the system after use.

➢ All the user accounts will be "locked out" following six successive incorrect log-on attempts.

➢ Passwords will not be displayed on screen, and will be securely hashed when stored.

Training/awareness

It is essential that users are made aware of the need for keeping passwords secure, and the risks attached to unauthorized access/data loss. This apply even to the youngest of users. All stakeholders are taught how passwords are compromised, so they understand why things should be done a certain way

Members of staff will be made aware of the school's password policy

➢ During induction

➢ school 's online safety policy and password security policy

➢ acceptable use agreement

Students/pupils will be made aware of the school's password policy

➢ in lessons

➢ through the Acceptable Use Agreement

➢ Through activities

Audit/monitoring/reporting/review

➢ The IT Administrator will ensure that full records are kept of:

➢ User Ids and requests for password changes

➢ User logons

➢ Security incidents related to this policy

Unacceptable Use

➢ Any breach of password policy will be considered extremely seriously by the school and will be reported as soon as possible to a relevant senior member of staff, and escalated where appropriate as per the reporting mechanism.

➢ Where conduct is found to be unacceptable, the school will deal with the matter internally. Where conduct is considered illegal, the school will report the matter to the police and other relevant external agencies, and may take necessary action.

Enforcement

It is the responsibility of the end user to ensure enforcement with the policies above.

This policy is linked with all the other policies of the School.

FILTERING POLICY

Introduction

The filtering of internet content provides an important means of preventing users from accessing material that is illegal or is inappropriate in an educational context. The filtering system cannot, however, provide a 100% guarantee that it will do so, because the content on the web changes dynamically and new technologies are constantly being developed. It is important, therefore, to understand that filtering is only one element in a larger strategy for online safety and acceptable use. It is important that the school has a filtering policy to manage the associated risks and to provide preventative measures which are relevant to the situation in this school.

Scope

This policy applies to all anyone accessing the Internet on devices that are connected to the IIS AJMAN network, including School owned, personally owned, and mobile devices.

Responsibilities

The responsibility for the management of the school's filtering policy will be held by IT ADMINISTRATOR. They will manage the school filtering, in line with this policy and will keep records/logs of changes and of breaches of the filtering systems.

To ensure that there is a system of checks and balances and to protect those responsible, changes to the school filtering service must

- be logged in change control logs

- be reported to IT administrator

- *be reported to and authorized by IT administrator prior to changes being made*

- *be reported to the Online Safety Group every 6 months in the form of an audit of the change control logs*

All users have a responsibility to report immediately to IT ADMINISTRATOR any infringements of the school's filtering policy of which they become aware or any sites that are accessed, which they believe should have been filtered.

Users must not attempt to use any programmes or software that might allow them to bypass the filtering/security systems in place to prevent access to such materials.

Policy Statements

Internet access is filtered for all users. Differentiated internet access is available for staff and customised filtering changes are managed by the school. Illegal content is filtered by the broadband or filtering provider by actively employing the Internet Watch Foundation CAIC list and other illegal content lists. Filter content lists are regularly updated and internet use is logged and frequently monitored. The monitoring process alerts the school to breaches of the filtering policy, which are then acted upon. There is a clear route for reporting and managing changes to the filtering system. Where personal mobile devices are allowed internet access through the school network, filtering will be applied that is consistent with school practice.

- *The school maintains and supports the managed filtering service provided by the Internet Service Provider – As per UAE TRA (Telecommunications Regulatory Authority)*

- *The school manages its own filtering service*

- *The school has provided enhanced/differentiated user-level filtering through the use of the filtering programme. (allowing different filtering levels for different ages/stages and different groups of users – staff/pupils/students etc.)*

- *In the event of the technical staff needing to switch off the filtering for any reason, or for any user, this must be logged and carried out by a process that is agreed by the Principal (or other nominated senior leader).*

- *Mobile devices that access the school internet connection (whether school or personal devices) will be subject to the same filtering standards as other devices on the school systems*

- *Any filtering issues should be reported immediately to the filtering provider.*

Requests from staff for sites to be removed from the filtered list will be considered by the IT ADMINISTRATOR . The IT ADMINISTRATOR, in conjunction with the online safety group, will periodically review and recommend changes to Internet filtering rules. Senior Leadership shall review these recommendations and decide if any changes are to be made.

Education/Training/Awareness

Pupils/students will be made aware of the importance of filtering systems through the online safety education programme. They will also be warned of the consequences of attempting to subvert the filtering system.

Staff users will be made aware of the filtering systems through:

- the Acceptable Use Agreement

- Induction training

- Staff meetings, briefings.

Parents will be informed of the school's filtering policy through the Acceptable Use Agreement and through online safety awareness sessions/newsletter etc.

Changes to the Filtering System

If a website is blocked, employees should consult with their manager before requesting an exception. Managers may submit a request to review a blocked website by contacting the International Indian IT Administrator. The Network Admin will review the request, will communicate updates to the employee and Manager, and will consult with vendors, as well as the School Online Safety team, as needed.

- if the Network LAN Admins determine a website is properly categorized per our security systems, the security team shall be consulted to decide if changes are to be made, such as unblocking the website, if proper business justification has been documented by the employee and manager.

- if the site is confirmed to be mis-categorized, the Network LAN Admins may unblock the site until the necessary changes are released by the vendors.

Users who gain access to, or have knowledge of others being able to access, sites which they feel should be filtered (or unfiltered) should report this in the first instance to IT ADMINISTRATOR who will decide whether to make school level changes.

- All categories other than below mentioned are blocked in School network.

- Arts and culture

- Education

- Health and wellness

- News and media

- Sports

- Information and computer security

- Information technology

- Online meeting

Monitoring

No filtering system can guarantee 100% protection against access to unsuitable sites. The school will therefore monitor the activities of users on the school network and on school equipment as indicated

in the School Online Safety Policy and the Acceptable Use Agreement. *Monitoring will take place as follows:*

Audit/Reporting

- Logs of filtering change controls and of filtering incidents will be made available to:

- IT Administrator

- Online Safety Group

- External Filtering provider

The filtering policy will be reviewed in the response to the evidence provided by the audit logs of the suitability of the current provision.

School IT dept. provides an effective filtering system, as a result of which the following categories of websites are not, by default, available to schools: -

- *Adult:* content containing sexually explicit images, video or text, the depiction of actual or realistic sexual activity;

- *Violence:* content containing graphically violent images, video or text;

- *Hate Material:* content which promotes violence or attack on individuals or institutions on the basis of religious, racial or gender grounds;

- *Illegal drug taking and the promotion of illegal drug use:* content relating to the use or promotion of illegal drugs or misuse of prescription drugs;

- *Criminal skill/activity:* content relating to the promotion of criminal and other activities;

- *Gambling:* content relating to the use of online gambling websites or information relating to the promotion of gambling and gambling advice.

Access to network:

Access to the network is provided through password authentication using WPA. This key is not available to any staff aside from the school. Access is therefore governed by unique device registration and pre approval.

Hardware and general service provision:

The following has been installed and configured in school to ensure only appropriate content is available to all users:

1. A hardware firewall filter is installed which intercepts all Internet traffic leaving and entering the school network and this cannot be circumvented. This firewall appliance is configured for the Global view Internet filtering service. This service is a professional, commercial category based web filtering solution in use. It uses a category based system to group web sites in addition to keyword, Content filtering, IP and specific white and blacklist control. School licenses are purchased on a fixed three year term to ensure continuity of service and the individual firewall is monitored 24/7 with instant notification of any concerns.

2. In addition, IP and URL black and white listing is supported locally which ensures any content that is flagged as non-desirable on the network, can be disabled immediately.

3. Full access logs are maintained for all traffic and all attempts at access of inappropriate content.

Enforcement

The Network Admins and the School Online safety team will periodically review Internet use filtering systems and processes to ensure they are in compliance with this policy.

MOBILE DEVICE POLICY

Purpose & Scope:

The purpose of this policy is to define standards for end users who have legitimate business requirements to use a private or School provided mobile device that can access the School's electronic resources. This policy applies to, but is not limited to, the use of mobile/cellular phones, laptop/notebook/tablet computers, smart phones and PDAs, and any mobile device capable of storing corporate data and connecting to an unmanaged network, hereinafter referred to as "mobile device."

The goal of this policy is to protect the integrity and confidential data that resides within International Indian School's technology infrastructure. This policy intends to prevent this data from being deliberately or inadvertently stored insecurely on a mobile device or carried over an insecure network where it can potentially be compromised.

A breach of this type could result in loss of information, damage to critical applications, financial loss, and damage to International Indian School's public image. Therefore, all users employing a mobile device connected to an unmanaged network outside of International Indian School's direct control to backup, store, and otherwise access International Indian School data of any type must adhere to International Indian School - defined processes for doing so.

Mobile technology devices may be school owned/provided or personally owned and might include: smartphone, tablet, notebook/laptop or other technology that usually has the capability of utilising the school's wireless network. The device then has access to the wider internet which may include the school's learning platform and other cloud based services such as email and data storage.

All users should understand that the primary purpose of the use of mobile/personal devices in a school context is educational and that this is irrespective of whether the device is school owned/provided or personally owned.. The mobile technologies policy is consistent with and inter-related to other relevant school polices including but not limited to the Safeguarding Policy, Behaviour Policy, Bullying Policy, Acceptable Use Policy, and policies around theft or malicious damage. Teaching about the safe and appropriate use of mobile technologies is an integral part of the school's Online Safety education programme.

Policy

- The school allows:

	School / Devices			Personal Devices		
	School owned and allocated to a single user	School owned for use by multiple users	Authorised Device	Pupil / Student owned	Staff owned	Visitor owned
Allowed in school	No	Yes	Yes	No	Yes	Yes
Full network access	No	No	No	No	No	No
Internet only	Yes	Yes	Yes	No	Yes	Yes
No network access				Yes		

- The school has provided technical solutions for the safe use of mobile technology for school devices/personal devices (delete/amend as appropriate):

- Appropriate access control is applied to all mobile devices according to the requirements of the user (e.g. Internet only access, network access allowed, shared folder network access)

- The school has addressed broadband performance and capacity to ensure that core educational and administrative activities are not negatively affected by the increase in the number of connected devices

- For all mobile technologies, filtering will be applied to the internet connection and attempts to bypass this are not permitted

- Appropriate exit processes are implemented for devices no longer used at a school location or by an authorised user.

- *All school devices are subject to routine monitoring*

- *Pro-active monitoring has been implemented to monitor activity*

- *When personal devices are permitted:*

- *All personal devices are restricted through the implementation of technical solutions that*

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provide appropriate levels of network access

- *Personal devices are brought into the school entirely at the risk of the owner and the decision to bring the device in to the school lies with the user (and their parents/carers) as does the liability for any loss or damage resulting from the use of the device in school*

- *The school accepts no responsibility or liability in respect of lost, stolen or damaged devices while at school or on activities organised or undertaken by the school (the school recommends insurance is purchased to cover that device whilst out of the home)*

- *The school accepts no responsibility for any malfunction of a device due to changes made to the device while on the school network or whilst resolving any connectivity issues*

- *The school recommends that the devices are made easily identifiable and have a protective case to help secure them as the devices are moved around the school. Pass-codes or PINs should be set on personal devices to aid security*

- *The school is not responsible for the day to day maintenance or upkeep of the users personal device such as the charging of any device, the installation of software updates or the resolution of hardware issues*

- Users are expected to act responsibly, safely and respectfully in line with current Acceptable Use Agreements, in addition;

- Personal Devices may not be used in tests or exams

- Visitors are provided with information about how and when they are permitted to use mobile technology in line with local safeguarding arrangements

- Users are responsible for keeping their device up to date through software, security and app updates. The device is virus protected and should not be capable of passing on infections to the network

- Users are responsible for charging their own devices and for protecting and looking after their devices while in the school

- Personal devices should be charged before being brought to the school as the charging of personal devices is not permitted during the school day

- Devices must be in silent mode on the school site and on school buses

- School devices are provided to support learning. It is expected that pupils/students will bring devices to the school as required.

- Confiscation and searching - the school has the right to take, examine and search any device that is suspected of unauthorised use, either technical or inappropriate.

- The changing of settings (exceptions include personal settings such as font size, brightness,

etc…) that would stop the device working as it was originally set up and intended to work is not permitted

- The software/apps originally installed by the school must remain on the school owned device in usable condition and be easily accessible at all times. From time to time the school may add software applications for use in a particular lesson. Periodic checks of devices will be made to ensure that users have not removed required apps

- The school will ensure that devices contain the necessary apps for school work. Apps added by the school will remain the property of the school and will not be accessible to students/pupils on authorised devices once they leave the school roll. Any apps bought by the user on their own account will remain theirs.

- Users should be mindful of the age limits for app purchases and use and should ensure they read the terms and conditions before use.

- Users must only photograph people with their permission. Users must only take pictures or videos that are required for a task or activity. All unnecessary images or videos will be deleted immediately

- *Devices may be used in lessons in accordance with teacher direction*

- *Staff owned devices should not be used for personal purposes during teaching sessions, unless in exceptional circumstances*

- *Printing from personal devices will not be possible.*

Employees are expected to use good judgment when engaging in personal calls, sending/receiving text messages, and/or Internet usage on their mobile device during work hours. Excessive personal calls, text messaging, and/or Internet usage during work hours regardless of the phone used can interfere with employee productivity, safety and be distracting to others. Employees who make excessive or inappropriate use of a mobile device may be limited to using such devices only on scheduled break periods.

To protect the privacy of the faculty, staff, students and visitors, employees are prohibited from using their mobile device as a means to photograph and/or record an individual(s) in any form (audio and/or video) without that individual's knowledge and consent.

The use of mobile devices to photograph and/or record confidential information, private information and/or related item is prohibited. International Indian School will not be liable for the loss of personal mobile devices brought into the workplace. Any connection to the School's information services must adhere to the Acceptable Use of Technology Policy.

Employees may not use any cloud-based apps or backup that allows company- related data to be

transferred to unsecure parties. Certain employees may be issued a school owned mobile device. Use of these devices is contingent upon continued employment with International Indian School and the device remains the sole property of International Indian School. Excessive use of minutes or bandwidth for non-business activity is discouraged and may result in a Payroll deduction for personal usage.

Upon resignation or termination of employment, the employee may be asked to produce the mobile device and it will be reset to factory defaults using the remote wipe software. International Indian School will not be responsible for loss or damage of personal applications or data resulting from the remote wipe.

Enforcement

It is the responsibility of the end user to ensure enforcement with the policies above.

This policy is linked with all the other policies of the School.

DATA PROTECTION POLICY

SCHOOL PERSONAL DATA HANDLING

Recent publicity about data breaches suffered by organizations and individuals continues to make the area of personal data protection a current and high profile issue for schools, academies and other organizations. It is important that the school has a clear and well understood personal data handling policy in order to minimize the risk of personal data breaches. A breach may arise from a theft, a deliberate attack on your systems, the unauthorized or malicious use of personal data by a member of staff, accidental loss, or equipment failure. In addition:

- no school or individual would want to be the cause of a data breach, particularly as the impact of data loss on individuals can be severe, put individuals at risk and affect personal, professional or organizational reputation

- schools/colleges are "data rich" and the introduction of electronic storage and

transmission of data has created additional potential for the loss of data

- the school will want to avoid the criticism and negative publicity that could be generated by any personal data breach

- the school is subject to a wide range of legislation related to data protection and data use, with significant penalties for failure to observe the relevant legislation

- It is a legal requirement for all schools to have a Data Protection Policy and be able to demonstrate compliance with data protection law.

Schools have always held personal data on the pupils in their care, and increasingly this data is held digitally and accessible not just in the school but also from remote locations. It is important to stress that the data protection laws apply to all forms of personal data, regardless of whether it is held on paper or in electronic format. However, as it is part of an overall online safety policy template, this document will place particular emphasis on data which is held or transferred digitally.

Schools will need to carefully review their policy, in the light of pertinent local/external regulations and guidance and changes in legislation.

INTRODUCTION

International Indian School collects and uses personal information about staff, pupils, parents and other individuals who come into contact with the school. This information is gathered in order to enable the school to provide education and other associated functions. In addition, there may be a legal requirement to collect and use information to ensure that the school complies with its statutory obligations.

This policy is intended to ensure that personal information is dealt with correctly and securely. It will apply to information regardless of the way it is collected, used, recorded, stored and destroyed, and irrespective of whether it is held in paper files or electronically.

All staff involved with the collection, processing and disclosure of personal data will be aware of their duties and responsibilities by adhering to these guidelines. It is the responsibility of all members of the school community to take care when handling, using or transferring personal data, that it cannot be accessed by anyone who does not:

● have permission to access that data

● need to have access to that data.

Data breaches can have serious effects on individuals and/or institutions concerned, can bring the school into disrepute and may well result in disciplinary action, criminal prosecution and fines imposed by the School head. Particularly, all transfer of data is subject to risk of loss or contamination.

Anyone who has access to personal data must know, understand and adhere to the relevant school policy which brings together the statutory requirements contained in relevant data protection legislation and relevant regulations and guidance

SCOPE & OBJECTIVE

This is a policy that applies to all Users and all Systems.

"Users" are everyone who has access to any of the school's IT systems. This includes permanent employees and also temporary employees, parents, students, contractors, agencies, consultants, suppliers, customers and business partners. "Systems" means all IT equipment that connects to the School network or access school applications. This includes, but is not limited to, desktop computers, laptops, smartphones, tablets, printers, data and voice networks, networked devices, software, electronically-stored data, portable data storage devices, third party networking services, telephone handsets, video conferencing systems, and all other similar items commonly understood to be covered by this term.

PERSONAL DATA

The school and its employees will have access to a wide range of personal information and data. The data may be held in a digital format or on paper records. Personal data is information

that relates to an identified or identifiable living individual This will include:

- personal information about members of the school community – including students/pupils, members of staff and parents/carers e.g. names, addresses, contact details, legal guardianship contact details, health records, disciplinary records

- curricular / academic data e.g. class lists, student/pupil progress records, reports, references

- professional records e.g. employment history, taxation and insurance records, appraisal records and references any other information that might be disclosed by parents/carers or by other agencies working with families or staff members.

SECURE STORAGE OF AND ACCESS TO DATA

The school ensures that systems are set up so that the existence of protected files is hidden from unauthorized users and that users will be assigned a clearance that will determine which files are accessible to them. Access to protected data will be controlled according to the role of the user. Members of staff will not, as a matter of course, be granted access to the whole management information system.

All users will use strong passwords made up from a combination of simpler words and must ensure all passwords comply with the school's safe password policy. User passwords must never be shared.

Personal data may only be accessed on machines that are securely protected. Any device that can be used to access personal data (desktops and laptops) should be secured with a lock-on- idle policy active after at most 5 minutes of inactivity. In addition, the screen and keyboard should be manually locked by the responsible user whenever leaving the machine unattended.

All storage media must be stored in an appropriately secure and safe environment that avoids physical risk, loss or electronic degradation.

Personal data should only be stored on school equipment. Private equipment (i.e. owned by the users) must not be used for the storage of school personal data.

When personal data is stored on any portable computer system, USB stick or any other removable media:

- The data must be encrypted and password protected

- The device must be password protected

- The device must offer approved virus and malware checking software

- The data must be securely deleted from the device, in line with school policy once it has been transferred or its use is complete.

All paper based personal data must be held in lockable storage, whether on or off site. Users must

at all times guard against the risk of malware (e.g., viruses, spyware, Trojan horses, rootkits, worms, backdoors) being imported into the school's systems by whatever means and must report any actual or suspected malware infection immediately.

BACKUP AND DISASTER RECOVERY POLICY

International Indian School critical servers are backed up automatically by Iperius on regular intervals. IT personnel regularly monitor and verify the backup process and files. In case of a server failure a new server can replace the existing one by restoring the Backup on the new server. Verification and monitoring process is in place and quarterly backups are restored and verified.

A centralized antivirus system is functional at International Indian School to tackle the viruses and Trojans. Gateway firewalls are also up and running in order to secure the internet and email communication. The firewall works to prevent the users from watching unintended materials, torrent downloading etc. As per the levels set by the administration some of the users have the rights over some areas of the internet for educational and research purposes.

SECURE TRANSFER OF DATA AND ACCESS OUT OF SCHOOL

The school recognizes that personal data may be accessed by users out of school or transferred to other agencies. In these circumstances:

- Users may not remove or copy sensitive or restricted or protected personal data from the school or authorized premises without permission and unless the media is encrypted and password protected and is transported securely for storage in a secure location

- Users must take particular care that computers or removable devices which contain personal data must not be accessed by other users (e.g. family members) when out of school

- When restricted or protected personal data is required by an authorized user from outside the organization's premises (for example, by a member of staff to work from their home), they should preferably have secure remote access to the management information system or learning platform

- If secure remote access is not possible, users must only remove or copy personal or sensitive data from the organisation or authorised premises if the storage media, portable or mobile device is encrypted and is transported securely for storage in a secure location

- Users must protect all portable and mobile devices, including media, used to store and transmit personal information using approved encryption software

DISPOSAL OF DATA

The disposal of personal data, in either paper or electronic form,is conducted in a way that makes reconstruction highly unlikely. Electronic files are securely disposed of, and other media must be shredded, incinerated or otherwise disintegrated. A Destruction Log is kept of all data that is disposed of. The log should include the document ID, classification, date of destruction, method and authorisation.

DATA BREACHES

A personal data breach means a breach of security leading to the accidental or unlawful destruction, loss, alteration, unauthorised disclosure of, or access to, personal data. This includes breaches that are the result of both accidental and deliberate causes. It also means that a breach is more than just about losing personal data.

The school have policy for reporting, logging, managing and recovering from information risk incidents, which establishes a:

- "responsible person" for each incident

- communications plan, including escalation procedure

- plan of action for rapid resolution

- plan of action of non-recurrence and further awareness raising

Everyone in the school has the responsibility of handling protected or sensitive data in a safe and secure manner.

TRAINING & AWARENESS

All staff should receive data handling awareness/data protection training and will be made aware of their responsibilities. This should be undertaken regularly. You can do this through:

- Induction training for new staff

- Staff meetings / briefings / training sessions

- Day to day support and guidance from System Controllers

ENFORCEMENT

It is the responsibility of the end user to ensure enforcement with the policies above. All concerns, questions, suspected breaches, or known breaches shall be immediately reported to the Data Protection Officer.

REVIEW

This policy will be reviewed as it is deemed appropriate, but no less frequently than every 1 year. The policy review will be undertaken by the Principal, or nominated representative.

CONTACT

If you have any queries or concerns regarding this policy then please contact itsupport@iisajman.org

FAIR PROCESSING NOTICE

What is the purpose of this Notice?

The school is committed to respecting your privacy and protecting your personal information.

This Notice is intended to provide you with information about what information we are gathering about students, parents and staff, how and why we process this information.

What information do we collect?

The type's information that we collect include:

- Names, contact details including emergency contacts

- Characteristics such as language, nationality, country of birth.

- Medical information

- Admissions information

- Attendance information (such as sessions attended, number of absences and absence reasons)

- Information relating to student behaviour

- Attainment records and assessment results

- Reported accidents

- Safeguarding information

- Special educational needs information

- Photographs

- CCTV footage

We may also receive some information from MOE and other schools.

How we collect information?

We may collect information from you whenever you contact us or have any involvement with us for example when you:

- Approach for admission enquiry / registration

- Create or update a profile in our website

- Take part in our events

- Contact us in any way including online, email, phone, SMS, social media or post where we collect information from

What is the purpose of collecting and using information?

The purposes for which the School collects personal information are as follows: -

- To manage admissions

- To complete registration process as per MOE requirements

- To support children with medical conditions, allergies and Special Education Need students (SEN) or students of determination.

- To monitor attendance

- For assessment and examination purposes

- For health and safety purposes

- To address safeguarding concerns

- To promote the school and celebrate educational achievement

- To ensure that the school is safe and secure

- To allow cashless payments to be made

Who will we share information with?

We do not share information about our students, staff and parents with anyone without consent unless the law and our policies allow us to do so.

We share information with:

- Legal entities like MOE, CBSE etc.

- Service providers who provide learning platforms and communication tools. We select our third party service providers with care. We provide these third parties with the information that is necessary to provide the service and we will have an agreement in place that requires them to operate with the same care over data protection as we do.

How we keep your information safe?

We understand the importance of keeping your personal data secure and take appropriate steps to safeguard it.

We always ensure only authorised persons have access to your information, which means only our employees and vendors, and that everyone who has access is appropriately trained to manage your information.

We reserve the right to amend this privacy statement in the future. Any changes we make to this notice will be posted on this page and where appropriate, notified to you by email.

POLICY FOR THE SAFE USE OF PHOTOGRAPH AND VIDEOS

Introduction

This policy covers the safe use of photographs and videos that covers staff and students. The use of photographs and videos plays an important role in school activities. Teachers or staff may use these photos or videos for presentations reports or on school display boards.

Photographs or videos may also be used to celebrate the success – for showcasing its academic and extracurricular standards on reports, printed or digital mediums and occasionally in the public media. The school will comply with the Data Protection Act and request parent's/carers permission before taking images or videos or students/staff. In case of sharing the images of student or staff on public media, only first name or initials will be shared, unless the parent feels it is relevant to include the complete name in case of any achievement.

Following guidance from the Information Commissioner's Office, parents/carers are welcome to take videos and digital images of their children at school events for their personal use. To respect everyone's privacy, these images should not be published/made publicly available on social networking sites, nor should parents/carers comment on any activities involving other students/pupils in the digital/video images. Images of any third person, who is coming in such photographs should be blurred to respect their privacy. Teachers are not allowed to use and share the photos of any students on their profiles as posts, or status updates.

While taking photos/ videos of students, staff should ensure that the students are dressed as per the rules and standards of the school and are not participating in activities that might bring the individual or the school into disrepute. Photos or videos taken would not be manipulated or amended but can be cropped.

Aim of the Policy

- To enhance the school activities by adding a ray of colours through articles and photos.

- To help parents and the local community to identify and celebrate the schools' achievements.

- To increase pupil motivation and staff morale

- To promote a way of community spirit within the varsity

- To encourage parents and students to share their inputs and feedback

- To ensure the privacy and security of students, teachers and staff

- To ensure that all digital content published is keeping the guidelines of the policy

A photography consent form is shared with parent/carer/staff to take their permission before the use of image or video. Since the school collects personal information through this form the parents will be well informed about the below-mentioned information

Photography Consent Form

- School Principal, Academic Secretary, School Media Coordinator and Habitat School Group's Media Coordinator will have the access to this form.

- The form is stored at the office of the School Academic Secretary, along with the documents of the students/staff.

- Each form will be kept for two Academic Years and will be disposed of properly (Soft copies will be deleted and hard copy will be shredded) upon the completion of the year/once the student/staff leaves the school. However, the parent/carer/staff is free to change or update the permission at any point in time.

The use of images

- The photos/videos will be used on the platforms including the School website, School Social Media Pages including Facebook, Instagram, Twitter, YouTube, and LinkedIn. School official blog, Printed ads including Newspaper and Magazines, Outdoor ads including Flex, Lamppost ads, Mega coms.

- School Principal, Academic Secretary, School Media Coordinator and Habitat School Group's Media Coordinator will have the access to these photos/videos.

- Images/videos are saved digitally and shared with the concerned persons as google folders.

- Images/Videos will be stored for two Academic Years

- Images/Videos will be stored digitally and will be deleted upon the completion of two years

- In case the student/parent/staff wants to remove a photo that is uploaded online, a request can be forward to the school media coordinator to remove the file.

Re-use of Photos/Videos

No students, teachers or staff are allowed to download or copy the photos or videos published on the school official pages for their personal use with or without the parent's consent. Such usages will be a violation of the Data Protection legislation. However, they are allowed to share the post or videos as it is from the official pages.

Concerns

In case of complaints against the inappropriate usage of photographs or videos, a request can be forward to the school media coordinator through the student's class teacher.

COMPUTING & ICT POLICY

At school, we believe that Computing is an integral part of preparing children to live in a world where technology is continuously and rapidly evolving, so much so that children are being prepared to work with technology that doesn't even exist yet. For this reason, we feel that it is important that children are able to participate in the creation of these new tools to fully grasp the relevance of and the possibilities of emerging technologies thus preparing them for the world of work.

Purpose

The school follows the Cyber Square curriculum for Grade 1 to Grade 8. For Grade 9,10, 11 and 12 the school follows CBSE curriculum. High quality teaching of Computing, from Grade 1 to Grade 8, utilises a combination of practical lessons and theory lessons designed to promote discussion and nurture understanding, which are also relevant to other areas of the curriculum.

This policy reflects the values and philosophy in relation to the teaching and learning of and with computer science. This policy should be read in conjunction with the scheme of learning for Computing that sets out in detail what children in different year groups will be taught and how computer science can facilitate or enhance learning in other curriculum areas.

Aims

Computer Science

- To enable children to become confident coders on a range of devices.

- To create opportunities for collaborative and independent learning.

- To develop children's understanding of technology and how it is constantly evolving.

Digital Literacy

- To enable a safe computing environment through appropriate computing behaviours.

- To allow children to explore a range of digital devices.

- To promote pupils' spiritual, moral, social and cultural development.

Information Technology

- To develop ICT as a cross-curricular tool for learning and progression.

- To promote learning through the development of thinking skills.

- To enable children to understand and appreciate their place in the modern world.

Objectives

In order to develop the Computing and ICT capability and understanding of each child we will provide through our planning:

- Computing through all three strands taught within the classroom.

- Continuity throughout the school to ensure that experience and skills are developed in a cohesive and consistent way.

- Access to computers within class or in designated communal areas.

- Experience of a variety of well-planned, structured and progressive activities.

- Experience cross-curricular links to widen children's knowledge of the capability of computing including safe use of the Internet and other digital equipment.

- Opportunities for children to recognize the value of computing and ICT in their everyday lives and their future working life as active participants in a digital world.

Equal Opportunities, Inclusion, Special Educational Needs and Disabilities (SEND)

It is our policy to ensure that all children, regardless of race, class or gender, should have the opportunity to develop computing and computer science knowledge. We aim to respond to children needs and overcome potential barriers for individuals and groups of children by:

- Ensuring that all children follow the scheme of learning for Computing.

- Providing curriculum materials and programmes, which are in no way class, gender or racially prejudiced or biased.

- Providing opportunities for our children who do not have access at home to use the school computers/Internet to develop independent learning.

- Providing suitable challenges for more able children, as well as support for those who have emerging needs.

- Responding to the diversity of children's social, cultural and ethnographical backgrounds.

- Overcoming barriers to learning through the use of assessment and additional support.

- Communication or language difficulties by developing computing skills through the use of all their individual senses and strengths.

- Movement or physical difficulties by developing computing skills through utilising their individual strengths.

- Behavioural or emotional difficulties (including stress and trauma) by developing the understanding and management of their own learning behaviours.

-

Assessment

As in all other subjects, children should be assessed and appraised of their progress in understanding and applying of computing skills. Teacher assessments of computing capability will be recorded throughout the year and reported to parents at the end of each academic year. Staff should keep or save examples of pupils' work and sufficiently detailed records to form a judgement on each pupil's level of attainment at the end of each key stage. Formative assessment occurs on a lesson-by-lesson basis determined by the aims. An online learning management system, Cyber Square is used to assess the students periodically.

Security, Legislation, Copyright and Data Protection

- We ensure that the school community is kept safe by ensuring that:

- The use of ICT and computing will be in line with the school's Acceptable Use Policy (AUP).

- All staff, volunteers and children must sign a copy of the schools AUP.

- Parents are made aware of the AUP at school entry.

- All children are aware of the school rules for responsible use on login to the school network and will understand the consequence of any misuse.

- Reminders for safe and responsible use of ICT and computing and the Internet will be displayed in all areas.

- Software/apps installed onto the school network server must have been vetted by the teacher for suitable educational content before being purchased and installed. No personal software is to be loaded onto school computers. Further information can be found in the school's Data Protection policy.

Teaching and Learning

The schools Scheme of Learning is based on the CBSE Curriculum guidelines. All units of teaching and learning are differentiated. Digital projectors are positioned in all classrooms and are used as a teaching and learning resource across the curriculum.

Across Grade 1 to Grade 12, our children will use technology to:

- Learn Programming by, program on screen, through animation, develop games (simple and interactive) and to develop simple mobile apps.

- Develop their computational thinking through filming, exploring how computer games work, finding and correcting bugs in programs, creating interactive toys, cracking codes and developing project management skills.

- Develop computing creativity by taking and editing digital images, shooting and editing videos, producing digital music, creating geometrical art and creating video and web copy for mobile phone apps.

Teacher's planning is differentiated to meet the range of needs in each class. A wide range of teaching and learning styles are employed to ensure all children are sufficiently challenged. Children may be required to work individually, in pairs or in small groups according to the nature of the task. Different outcomes may be expected depending on the ability and needs of the individual child.

Internet Safety

Internet access is planned to enrich and extend learning activities across the curriculum. However, we have acknowledged the need to ensure that all pupils are responsible and safe users of the Internet and other communication technologies both in school and outside. An AUP for Internet Usage is developed and students are made aware of the same.

Monitoring

Monitoring termly enables the HOD to gain an overview of Computing and ICT teaching and learning throughout the school. This will assist the school in the self-evaluation process identifying areas of strength as well as those for development. In monitoring the quality of Computing and ICT teaching and learning, the HOD will:

- Observe teaching and learning in the classroom.

- Hold discussions with teachers and children.

- Analyse children's work

- Examine plans to ensure full coverage of the Computing and cross-curricular ICT requirements.

DATA PROTECTION POLICY

2025-2026

المدرسة الهندية العالمية الخاصة
INTERNATIONAL INDIAN SCHOOL

POLICY COMMITTEE MEMBERS

- ➢ **CEO – ACADEMIC DIVISION**

- ➢ **DEAN ACADEMICS**

- ➢ **PRINCIPAL**

- ➢ **ADMIN OFFICER**

- ➢ **SOFTWARE ANALYST- CORPORATE**

- ➢ **SCHOOL IT ADMINISTRATOR**

- ➢ **INFORMATICS HOD**

- ➢ **HR COORDINATOR**

- ➢ **SCHOOL COUNSELOR**

- ➢ **TEACHER REPRESENTATIVES**

APPROVED BY

PRINCIPAL

SCHOOL PERSONAL DATA HANDLING

Recent publicity about data breaches suffered by organizations and individuals continues to make the area of personal data protection a current and high profile issue for schools, academies and other organizations. It is important that the school has a clear and well understood personal data handling policy in order to minimize the risk of personal data breaches. A breach may arise from a theft, a deliberate attack on your systems, the unauthorized or malicious use of personal data by a member of staff, accidental loss, or equipment failure. In addition:

● no school or individual would want to be the cause of a data breach, particularly as the impact of data loss on individuals can be severe, put individuals at risk and affect personal, professional or organizational reputation

● schools/colleges are "data rich" and the introduction of electronic storage and transmission of data has created additional potential for the loss of data

● the school will want to avoid the criticism and negative publicity that could be generated by any-personal data breach

● the school is subject to a wide range of legislation related to data protection and data use, with significant penalties for failure to observe the relevant legislation

● It is a legal requirement for all schools to have a Data Protection Policy and be able to demonstrate compliance with data protection law.

Schools have always held personal data on the pupils in their care, and increasingly this data is held digitally and accessible not just in the school but also from remote locations. It is important to stress that the data protection laws apply to all forms of personal data, regardless of whether it is held on paper or in electronic format. However, as it is part of an overall online safety policy template, this document will place particular emphasis on data which is held or transferred digitally.

Schools will need to carefully review their policy, in the light of pertinent local/external regulations and guidance and changes in legislation.

INTRODUCTION

International Indian School collects and uses personal information about staff, pupils, parents and other individuals who come into contact with the school. This information is gathered in order to enable the school to provide education and other associated functions. In addition, there may be a legal requirement to collect and use information to ensure that the school complies with its statutory obligations.

This policy is intended to ensure that personal information is dealt with correctly and securely. It will apply to information regardless of the way it is collected, used, recorded, stored and destroyed, and irrespective of whether it is held in paper files or electronically.

All staff involved with the collection, processing and disclosure of personal data will be aware of their duties and responsibilities by adhering to these guidelines. It is the responsibility of all members of the school community to take care when handling, using or transferring personal data, that it cannot be accessed by anyone who does not:

- have permission to access that data
- need to have access to that data.

Data breaches can have serious effects on individuals and/or institutions concerned, can bring the school into disrepute and may well result in disciplinary action, criminal prosecution and fines imposed by the School head. Particularly, all transfer of data is subject to risk of loss or contamination.

Anyone who has access to personal data must know, understand and adhere to the relevant school policy which brings together the statutory requirements contained in relevant data protection legislation and relevant regulations and guidance

SCOPE & OBJECTIVE

This is a policy that applies to all Users and all Systems.
"Users" are everyone who has access to any of the school's IT systems. This includes permanent employees and also temporary employees, parents, students, contractors, agencies, consultants, suppliers, customers and business partners. "Systems" means all IT equipment that connects to the School network or access school applications. This includes, but is not limited to, desktop computers, laptops, smartphones, tablets, printers, data and voice networks, networked devices, software, electronically-stored data, portable data storage devices, third party networking services, telephone handsets, video conferencing systems, and all other similar items commonly understood to be covered by this term.

PERSONAL DATA

The school and its employees will have access to a wide range of personal information and data. The data may be held in a digital format or on paper records. Personal data is information that relates to an identified or identifiable living individual This will include:

- personal information about members of the school community – including students/pupils, members of staff and parents/carers e.g. names, addresses, contact details, legal guardianship contact details, health records, disciplinary records
- curricular / academic data e.g. class lists, student/pupil progress records, reports, references
- professional records e.g. employment history, taxation and insurance records, appraisal records and references

● any other information that might be disclosed by parents/carers or by other agencies working with families or staff members.

SECURE STORAGE OF AND ACCESS TO DATA

The school ensures that systems are set up so that the existence of protected files is hidden from unauthorized users and that users will be assigned a clearance that will determine which files are accessible to them. Access to protected data will be controlled according to the role of the user. Members of staff will not, as a matter of course, be granted access to the whole management information system.

All users will use strong passwords made up from a combination of simpler words and must ensure all passwords comply with the school's safe password policy. User passwords must never be shared.

Personal data may only be accessed on machines that are securely protected. Any device that can be used to access personal data (desktops and laptops) should be secured with a lock-on-idle policy active after at most 5 minutes of inactivity. In addition, the screen and keyboard should be manually locked by the responsible user whenever leaving the machine unattended.

All storage media must be stored in an appropriately secure and safe environment that avoids physical risk, loss or electronic degradation.

Personal data should only be stored on school equipment. Private equipment (i.e. owned by the users) must not be used for the storage of school personal data.

When personal data is stored on any portable computer system, USB stick or any other removable media:

- The data must be encrypted and password protected
- The device must be password protected
- The device must offer approved virus and malware checking software
- The data must be securely deleted from the device, in line with school policy once it has been transferred or its use is complete.

All paper based personal data must be held in lockable storage, whether on or off site. Users must at all times guard against the risk of malware (e.g., viruses, spyware, Trojan horses, rootkits, worms, backdoors) being imported into the school's systems by whatever means and must report any actual or suspected malware infection immediately.

BACKUP AND DISASTER RECOVERY POLICY

International Indian School critical servers are backed up automatically by Iperius on regular intervals. IT personnel regularly monitor and verify the backup process and files. In case of a server failure a new server can replace the existing one by restoring the Backup on the new server. Verification and monitoring process is in place and quarterly backups are restored and verified.

A centralized antivirus system is functional at International Indian School to tackle the viruses and Trojans. Gateway firewalls are also up and running in order to secure the internet and email communication. The firewall works to prevent the users from watching unintended materials, torrent downloading etc. As per the levels set by the administration some of the users have the rights over some areas of the internet for educational and research purposes.

SECURE TRANSFER OF DATA AND ACCESS OUT OF SCHOOL

The school recognizes that personal data may be accessed by users out of school or transferred to other agencies. In these circumstances:

- Users may not remove or copy sensitive or restricted or protected personal data from the school or authorized premises without permission and unless the media is encrypted and password protected and is transported securely for storage in a secure location
- Users must take particular care that computers or removable devices which contain personal data must not be accessed by other users (e.g. family members) when out of school
- When restricted or protected personal data is required by an authorized user from outside the organization's premises (for example, by a member of staff to work from their home), they should preferably have secure remote access to the management information system or learning platform
- If secure remote access is not possible, users must only remove or copy personal or sensitive data from the organisation or authorised premises if the storage media, portable or mobile device is encrypted and is transported securely for storage in a secure location
- Users must protect all portable and mobile devices, including media, used to store and transmit personal information using approved encryption software

DISPOSAL OF DATA

The disposal of personal data, in either paper or electronic form,is conducted in a way that makes reconstruction highly unlikely. Electronic files are securely disposed of, and other media must be shredded, incinerated or otherwise disintegrated. A Destruction Log is kept of all data that is disposed of. The log should include the document ID, classification, date of destruction, method and authorisation.

DATA BREACHES

A personal data breach means a breach of security leading to the accidental or unlawful destruction, loss, alteration, unauthorised disclosure of, or access to, personal data. This includes breaches that are the result of both accidental and deliberate causes. It also means that a breach is more than just about losing personal data.

The school have policy for reporting, logging, managing and recovering from information risk incidents, which establishes a:

- "responsible person" for each incident
- communications plan, including escalation procedure
- plan of action for rapid resolution
- plan of action of non-recurrence and further awareness raising

Everyone in the school has the responsibility of handling protected or sensitive data in a safe and secure manner.

TRAINING & AWARENESS

All staff should receive data handling awareness/data protection training and will be made aware of their responsibilities. This should be undertaken regularly. You can do this through:

- Induction training for new staff
- Staff meetings / briefings / training sessions
- Day to day support and guidance from System Controllers

ENFORCEMENT

It is the responsibility of the end user to ensure enforcement with the policies above. All concerns, questions, suspected breaches, or known breaches shall be immediately reported to the Data Protection Officer.

REVIEW

This policy will be reviewed as it is deemed appropriate, but no less frequently than every 1 year. The policy review will be undertaken by the Principal, or nominated representative.

CONTACT

If you have any queries or concerns regarding this policy then please contact itsupport@iisajman.org

FILTERING POLICY

2025-2026

المدرسة الهندية العالمية الخاصة
INTERNATIONAL INDIAN SCHOOL

Members of the committee

- Mr. Wasim Yousuf Bhat (Dean)

- Mr. Qurat al Ain (Principal)

- Mr. Fayid Muhammed (Administrative Officer)

- Ms. Reshma A (Software Analyst)

- Mr. Boney R (IT Administrator- Corporate)

- Mr. Sabeel K (IT Administrator- School)

- Mr. Jayakrishnan (Section Head Grade 6-12-Boys)

Introduction

The filtering of internet content provides an important means of preventing users from accessing material that is illegal or is inappropriate in an educational context. The filtering system cannot, however, provide a 100% guarantee that it will do so, because the content on the web changes dynamically and new technologies are constantly being developed. It is important, therefore, to understand that filtering is only one element in a larger strategy for online safety and acceptable use. It is important that the school has a filtering policy to manage the associated risks and to provide preventative measures which are relevant to the situation in this school.

Scope

This policy applies to all anyone accessing the Internet on devices that are connected to the School name network, including School owned, personally owned, and mobile devices.

Responsibilities

This policy applies to all anyone accessing the Internet on devices that are connected to the School name network, including School owned, personally owned, and mobile devices.

The responsibility for the management of the school's filtering policy will be held by IT ADMINISTRATOR. They will manage the school filtering, in line with this policy and will keep records/logs of changes and of breaches of the filtering systems.

To ensure that there is a system of checks and balances and to protect those responsible, changes to the school filtering service must

- be logged in change control logs
- be reported to IT administrator
- be reported to and authorized by IT administrator prior to changes being made
- be reported to the Online Safety Group every 6 months in the form of an audit of the change control logs

All users have a responsibility to report immediately to IT ADMINISTRATOR any infringements of the school's filtering policy of which they become aware or any sites that are accessed, which they believe should have been filtered.

Users must not attempt to use any programmers or software that might allow them to bypass the filtering/security systems in place to prevent access to such materials.

Policy Statements

Internet access is filtered for all users. Differentiated internet access is available for staff and customized filtering changes are managed by the school. Illegal content is filtered by the broadband or filtering provider by actively employing the Internet Watch Foundation CAIC list and other illegal content lists. Filter content lists are regularly updated and internet use is logged and frequently monitored. The monitoring process alerts the school to breaches of the filtering policy, which are then acted upon. There is a clear route for reporting and managing changes to the filtering system. Where personal mobile devices are allowed internet access through the school network, filtering will be applied that is consistent with school practice.

➢ The school maintains and supports the managed filtering service provided by the Internet Service Provider – As per UAE TRA (Telecommunications Regulatory Authority)

➢ The school manages its own filtering service

➢ The school has provided enhanced/differentiated user-level filtering through the use of the filtering programme. (Allowing different filtering levels for different ages/stages and different groups of users – staff/pupils/students etc.)

➢ In the event of the technical staff needing to switch off the filtering for any reason, or for any user, this must be logged and carried out by a process that is agreed by the Principal (or other nominated senior leader).

➢ Mobile devices that access the school internet connection (whether school or personal devices) will be subject to the same filtering standards as other devices on the school systems

➢ Any filtering issues should be reported immediately to the filtering provider.

Requests from staff for sites to be removed from the filtered list will be considered by the IT ADMINISTRATOR. The IT ADMINISTRATOR, in conjunction with the online safety group, will periodically review and recommend changes to Internet filtering rules. Senior Leadership shall review these recommendations and decide if any changes are to be made.

Education/Training/Awareness

Pupils/students will be made aware of the importance of filtering systems through the online safety education programme. They will also be warned of the consequences of attempting to subvert the filtering system.

Staff users will be made aware of the filtering systems through:

the Acceptable Use Agreement

Induction training

Staff meetings, briefings.

Parents will be informed of the school's filtering policy through the Acceptable Use Agreement and through online safety awareness sessions/newsletter etc.

Changes to the Filtering System

If a website is blocked, employees should consult with their manager before requesting an exception. Managers may submit a request to review a blocked website by contacting the International Indian IT Administrator. The Network Admin will review the request, will communicate updates to the employee and Manager, and will consult with vendors, as well as the School Online Safety team, as needed.

➢ If the Network LAN Admins determine a website is properly categorized per our security systems, the security team shall be consulted to decide if changes are to be made, such as unblocking the website, if proper business justification has been documented by the employee and manager.

➢ If the site is confirmed to be mis-categorized, the Network LAN Admins may unblock the site until the necessary changes are released by the vendors.

Users who gain access to, or have knowledge of others being able to access, sites which they feel should be filtered (or unfiltered) should report this in the first instance to IT ADMINISTRATOR who will decide whether to make school level changes.

All categories other than below mentioned are blocked in School network.

▪ Arts and culture

▪ Education

▪ Health and wellness

▪ News and media

▪ Sports

▪ Information and computer security

▪ Information technology

▪ Online meeting

Monitoring

No filtering system can guarantee 100% protection against access to unsuitable sites. The school will therefore monitor the activities of users on the school network and on school equipment as indicated in the School Online Safety Policy and the Acceptable Use Agreement. Monitoring will take place as follows:

Audit/Reporting

Logs of filtering change controls and of filtering incidents will be made available to:

IT Administrator

Online Safety Group

External Filtering provider

The filtering policy will be reviewed in the response to the evidence provided by the audit logs of the suitability of the current provision.

School IT dept. provides an effective filtering system, as a result of which the following categories of websites are not, by default, available to schools: -

➢ **Adult**: content containing sexually explicit images, video or text, the depiction of actual or realistic sexual activity;

➢ **Violence**: content containing graphically violent images, video or text;

➢ **Hate Material**: content which promotes violence or attack on individuals or institutions on the basis of religious, racial or gender grounds;

➢ **Illegal drug taking and the promotion of illegal drug use**: content relating to the use or promotion of illegal drugs or misuse of prescription drugs;

➢ **Criminal skill/activity**: content relating to the promotion of criminal and other activities;

➢ **Gambling**: content relating to the use of online gambling websites or information relating to the promotion of gambling and gambling advice.

Access to network:

Access to the network is provided through password authentication using WPA. This key is not available to any staff aside from the school. Access is therefore governed by unique device registration and pre-approval.

Hardware and general service provision:

The following has been installed and configured in school to ensure only appropriate content is available to all users:

A hardware firewall filter is installed which intercepts all Internet traffic leaving and entering the school network and this cannot be circumvented. This firewall appliance is configured for the Global view Internet filtering service. This service is a professional, commercial category based web filtering solution in use. It uses a category based system to group web sites in addition to keyword, content filtering, IP and specific white and blacklist control. School licenses are purchased on a fixed three year term to ensure continuity of service and the individual firewall is monitored 24/7 with instant notification of any concerns.

In addition, IP and URL black and white listing is supported locally which ensures any content that is flagged as non-desirable on the network, can be disabled immediately.

Full access logs are maintained for all traffic and all attempts at access of inappropriate content.

Enforcement

The Network Admins and the School Online safety team will periodically review Internet use filtering systems and processes to ensure they are in compliance with this policy.

HEALTH AND SAFETY POLICY 2025-2026
Ratified: August 2024
Next Review Date: August 2026

Policy Responsibilities and Review

Policy Type	School
Reference	UAE regulations and CBSE guidelines
Related Policies	Child Protection Policy
Review Frequency	Annually
Committee Responsible	Health & Safety Committee
Chair Signature	PRINCIPAL Ms. Qurat Ul Ain

Purpose

The purpose of this Health and Safety Policy is to provide a safe and healthy environment for students, staff, and visitors at International Indian School Ajman. This policy aims to prevent accidents and injuries, promote well-being, and ensure compliance with UAE regulations and CBSE guidelines.

Scope

This policy applies to all students, staff, visitors, and contractors on the school premises and during school-related activities.

Objectives

1. To ensure the health and safety of all individuals within the school environment.
2. To prevent accidents and manage emergencies effectively.

3. To comply with UAE laws and CBSE regulations related to health and safety.
4. To promote a culture of safety and awareness among students and staff.

Health and Safety Management

I. **Health and Safety Officer**
   - **Role:** Appoint a Health and Safety Officer responsible for overseeing and implementing health and safety measures.Mr. Mujeebu Rahman , AO is the health and safety officer of the academic year 2024-25.
   - **Responsibilities:** Ensure compliance with health and safety regulations, conduct regular inspections, and manage incident reports.

     Responsibility of School Administrative Officer

     ❏ The provision and maintenance of a safe and healthy working environment and adequate welfare facilities. This includes the health and hygienic aspects of the whole premises.

     ❏ To ensure that the school has adequate resources for health and safety programs, practices, and equipment.

     ❏ Arrangements for ensuring safety in connection with the use, handling, storage, transportation and disposal of articles and substances.

     ❏ Health and safety aspects of the school transportation services ie. Provision for necessary instruction, training and supervision to ensure the health and safety of our students and staff.

     ❏ Ensuring that workplaces, including laboratories, and equipment are safe and well maintained.

     ❏ Ensuring that staff & students in the school have been provided with appropriate safety training and information.

2. **Emergency Procedures**
   - **Fire Safety:** Implement fire drills and ensure that fire alarms, extinguishers, and evacuation routes are in place and regularly tested.
   - **First Aid:** Maintain a first aid kit in accessible locations, train staff in first aid procedures, and ensure that first aid trained personnel are available during school hours.
   - **Emergency Contacts:** Maintain a list of emergency contacts, including local emergency services, and ensure that all staff are aware of emergency procedures.

3. **Accident and Incident Reporting**

- **Procedure:** Establish a procedure for reporting and recording accidents and incidents. Ensure that all incidents are documented, investigated, and reviewed to prevent recurrence.
- **Reporting:** All accidents or near-misses should be reported to the Health and Safety Officer, and relevant documentation should be completed.

4. **Health and Hygiene**
   - **Sanitation:** Maintain high standards of cleanliness and hygiene in all school facilities. Regularly clean and disinfect classrooms, restrooms, and common areas.
   - **Health Checks:** Conduct routine health checks and screenings as required. Ensure that students and staff are aware of and follow health guidelines.
   - **Illness:** Establish procedures for managing contagious illnesses and ensure that sick students and staff are appropriately cared for.

5. **Safe Environment**
   - **Facilities:** Ensure that school facilities, including playgrounds, laboratories, and sports areas, are safe and well-maintained. Regularly inspect and repair any hazards.
   - **Equipment:** Ensure that all equipment is safe for use and properly maintained. Provide training for staff and students on the safe use of equipment.
   - **Security:** Implement security measures to protect students and staff, including controlled access to the school premises and monitoring of visitors.

6. **Training and Awareness**
   - **Staff Training:** Provide regular health and safety training for all staff, including emergency procedures, first aid, and safety protocols.
   - **Student Education:** Educate students about health and safety practices, including emergency procedures and safe behavior.

7. **Health and Safety Committee**
   - **Composition:** Form a Health and Safety Committee comprising representatives from staff, administration, and student bodies.
   - **Responsibilities:** Meet regularly to review health and safety policies, address concerns, and recommend improvements.

8. **Compliance and Review**
   - **Regulations:** Ensure compliance with all relevant UAE health and safety regulations and CBSE guidelines.
   - **Policy Review:** Review and update this policy annually or as needed based on changes in regulations, school activities, or feedback.

9. **Responsibility of the Teaching and Non-Teaching Staff**

All teachers, nannies and the admin staff have a duty to take extra care to avoid injury to the students by their work activities. They are expected to:

- Monitor students effectively at all times.
- Identify risks and make recommendations /improvements.

- Participating in safety training programs as required by MOH/MOE and their supervisors and instructors.
- Adhering to health and safety practices in their workplace, classroom, laboratory , playground, etc. Reporting to supervisors, instructors about any unsafe practices or serious hazards in the workplace, classroom or laboratory

Visitors Tracking

All visitors must report to the School Security where a signing-in system is implemented via tablets. Regular visitors and other users of the premises, for example, contractors and delivery persons, are required to observe the safety rules of the School. Visitors will wear a suitable visitors badge when on the premises.

Fire & Emergency Evacuation Procedures

It is the duty of the School Emergency Response Team [SERT] team to be aware of the fire and emergency evacuation procedures, for ensuring that all escape routes are kept clear and to report any defective equipment, damage to extinguishers and any other equipment. A formal check of the premises fire arrangements will be made by the caretaker/securities as often as is required. This will include fire doors, fire signage and alarm systems and will assess their suitability and any repairs or improvements required. Records of the inspection will be kept and addressed by the Administrative Officer.

Fire Prevention Equipment

All fire prevention equipment is annually inspected and serviced by a Civil Defense Ministry registered and approved Company. It is the responsibility of the Administrative Officer to ensure that fire prevention equipment is serviced annually and an inventory of all equipment is maintained.

Medical Records

Medical records for each student are updated on a termly basis and MOE/ EHS prescribed files are maintained.

School Transport

The school has its own transport fleet which lies across all important areas within the catchment area of the school and its extensions. The school provides for general insurance and due precautions are always taken for smooth running of the school fleet. The school buses are RFID (Radio Frequency Identification) enabled. It is used to give notification to the parents via mobile application of the school regarding the pick up and dropping of the child.

School Trips
- All members of staff responsible for organizing the study tour, excursions and international trips to ensure that the health and safety aspects are examined before setting out and that the procedures to be followed in case of any mishap are thoroughly understood by all those taking part.
- Staff responsible will complete all relevant forms and these must be approved by the Principal, Supervisor and designated Class Teacher.
- They will also remind children constantly of the need to be safety conscious.

Maintenance Work and Contractor
- All maintenance work and contractors must report to the main reception and sign the visitors form on arrival and when departing before commencing work.
- All contractors working for the company are required to comply with the school health and safety policy.
- Any vendor hired for maintenance or repair work needs to report to security and fill in the "Permit to Work" form. Submission of Emirates ID is mandatory while working on school premises.

No Smoking

The school is a non-smoking site and therefore smoking is not permitted anywhere on the school's premises. Smoking is also prohibited in any vehicle which is owned by the school. Buildings will display no-smoking signs at their entrances. This policy applies to all staff and pupils, visitors, temporary staff, contractors and clients.

CCTV Enabled Campus Closed Circuit Television (CCTV)
- Cameras are used to undertake surveillance to support and improve security procedures and to support behaviour management outside of classrooms.
- Habitat Schools is a place of work, where security and safety are reasonable expectations for all users of the building and CCTV can play a part in meeting those proper expectations.
- We believe that the use of surveillance CCTV supports the safety of our staff, students and visitors whilst on school premises but acknowledge that we will always consider proportionality in its deployment and use.

School Canteen
- Food safety and hygiene is maintained in the school canteen along with the availability of trained staff.

Management of Provider Access Requests

- **Procedure:** External contractors and service providers wishing to access the school premises must adhere to the school's health and safety guidelines.
- **Contact:** Providers should contact the Health and Safety Officer to ensure compliance with safety protocols before their visit.

For access requests or safety concerns, please contact:

- **Ms. Qurat Ul- Ain, Child Protection Officer, Principal, principal@iisajman.org**
- **Mr.Fayid Muhammed, Health and Safety Officer, AO : ao@iisajman.org]**

Safeguarding

- All health and safety measures adhere to the school's safeguarding policies to ensure the protection of students.

Hot Beverage Policy

Ratified: August 25, 2025
Next Review Date: April 2026

Policy Responsibilities and Review

Policy Type	School
Related Policies	Health & Safety Policy
Review Frequency	Annually
Committee Responsible	Health & Safety Committee
Chair Signature	PRINCIPAL Ms. Qurat Ul Ain

Purpose

This policy ensures the safe preparation, handling, and consumption of hot beverages within the school environment to reduce the risk of burns, spills, and accidents involving staff, students, and visitors.

Scope

This policy applies to all staff, visitors, contractors, and students (where permitted) within the school premises.

Policy Guidelines

1. Designated Areas

- Hot beverages must only be prepared in designated staffrooms, pantries, or kitchen areas.
- Consumption of hot drinks should take place in staffrooms, offices, or other approved areas.
- Hot beverages must not be consumed or carried in classrooms, corridors, playgrounds, or student activity areas.

2. Carrying Hot Beverages

- Staff must use cups with lids (preferably insulated, spill-proof mugs) when carrying hot drinks outside designated preparation areas.
- Trays should be used if transporting more than one beverage.
- Carrying hot drinks near children should be avoided as far as reasonably practicable.

3. Students and Hot Beverages

- Students are not permitted to prepare or carry hot beverages on site unless under supervised circumstances (e.g., hospitality training classes).
- If hot beverages are provided to older students (e.g., during special events), they must be served in safe, lidded containers.

4. Appliances and Equipment

- Kettles, urns, coffee machines, and other beverage appliances must only be used in approved areas with appropriate electrical safety checks.
- Staff must follow safe use instructions and report faulty equipment immediately.
- Portable kettles must not be used in classrooms or temporary locations.

5. Events and Meetings

- During school events where hot beverages are served (e.g., parent meetings, staff functions), safety measures such as serving tables, barriers, and safe pouring equipment must be in place.
- Hot drink stations must not obstruct walkways or emergency exits.

6. Accident Prevention

- All spills must be cleaned immediately to prevent slips.
- Any hot beverage accidents must be reported following the school's accident/incident reporting procedure.

7. Responsibilities

- All staff: Follow safe practices when preparing, carrying, and consuming hot beverages.
- Supervisors/Line Managers: Ensure compliance and raise awareness of this policy.
- Admin Officer: Monitor implementation, review risks, and update the policy as needed.

8. Review

This policy will be reviewed annually or sooner if incidents or changes in practice require updates.

Staying safe with hot drinks helps us all enjoy a better and accident-free school day.

Hot Weather Policy

Ratified: August, 2025
Next Review Date: April 2026

Policy Responsibilities and Review

Policy Type	School
Reference	Ministry guidelines
Related Policies	Health & Safety Policy
Review Frequency	Annually
Committee Responsible	Health & Safety Committee
Chair Signature	PRINCIPAL Ms. Qurat Ul Ain

Sun care

Skin cancer is a serious concern, especially in UAE where the sun shines almost every day. Heat exhaustion is a potential problem and steps must be taken to prevent it. Parents should ensure that their children apply sun cream in the morning before coming to school. Hats are encouraged to be worn during recess times.

Outdoor Heat Monitoring

During the summer months (May – September) when the outdoor heat increases, the following Heat Index will be followed:

Between 35-40 degrees Celsius – moderate-lower intensity activities are recommended with regular water break. Students are advised to stay under shade during breaks and lunchtimes. Discretion advised.

Between 40-45 degrees Celsius – lower intensity activities are to be included only for a maximum of 10 minutes. 5 minutes water breaks should be taken between activities. Students should remain indoors during break and lunchtimes due to activities being uncontrolled.

Above 45 degrees Celsius – any physical activity, lunch and break times should be moved into an indoor space with air conditioning

This policy ensures the safety, well-being, and comfort of all members of our school community during periods of extreme heat.

MOBILE TECHNOLOGY POLICY

2025-2026

المدرسة الهندية العالمية الخاصة
INTERNATIONAL INDIAN SCHOOL

Members of the committee

- CEO – ACADEMIC DIVISION

- DEAN ACADEMICS

- PRINCIPAL

- ADMIN OFFICER

- SOFTWARE ANALYST- CORPORATE

- SCHOOL IT ADMINISTRATOR

- INFORMATICS HOD

- HR COORDINATOR

- SCHOOL COUNSELOR

APPROVED BY

PRINCIPAL

Purpose & Scope:

The purpose of this policy is to define standards for end users who have legitimate business requirements to use a private or School provided mobile device that can access the School's electronic resources. This policy applies to, but is not limited to, the use of mobile/cellular phones, laptop/notebook/tablet computers, smart phones and PDAs, and any mobile device capable of storing corporate data and connecting to an unmanaged network, hereinafter referred to as "mobile device."

The goal of this policy is to protect the integrity and confidential data that resides within International Indian School's technology infrastructure. This policy intends to prevent this data from being deliberately or inadvertently stored insecurely on a mobile device or carried over an insecure network where it can potentially be compromised.

A breach of this type could result in loss of information, damage to critical applications, financial loss, and damage to International Indian School's public image. Therefore, all users employing a mobile device connected to an unmanaged network outside of International Indian School's direct control to backup, store, and otherwise access International Indian School data of any type must adhere to International Indian School - defined processes for doing so.

Mobile technology devices may be school owned/provided or personally owned and might include: smartphone, tablet, notebook/laptop or other technology that usually has the capability of utilising the school's wireless network. The device then has access to the wider internet which may include the school's learning platform and other cloud based services such as email and data storage.

All users should understand that the primary purpose of the use of mobile/personal devices in a school context is educational and that this is irrespective of whether the device is school owned/provided or personally owned.. The mobile technologies policy is consistent with and inter-related to other relevant school polices including but not limited to the Safeguarding Policy, Behaviour Policy, Bullying Policy, Acceptable Use Policy, and policies around theft or malicious damage. Teaching about the safe and appropriate use of mobile technologies is an integral part of the school's Online Safety education programme.

Policy

- The school allows:

	School / Devices			Personal Devices		
	School owned and allocated to a single user	School owned for use by multiple users	Authorised Device	Pupil / Student owned	Staff owned	Visitor owned
Allowed in school	No	Yes	Yes	No	Yes	Yes
Full network access	No	No	No	No	No	No
Internet only	Yes	Yes	Yes	No	Yes	Yes
No network access				Yes		

- The school has provided technical solutions for the safe use of mobile technology for school devices/personal devices (delete/amend as appropriate):
- Appropriate access control is applied to all mobile devices according to the requirements of the user (e.g. Internet only access, network access allowed, shared folder network access)
- The school has addressed broadband performance and capacity to ensure that core educational and administrative activities are not negatively affected by the increase in the number of connected devices
- For all mobile technologies, filtering will be applied to the internet connection and attempts to bypass this are not permitted
- Appropriate exit processes are implemented for devices no longer used at a school location or by an authorised user.
- *All school devices are subject to routine monitoring*
- *Pro-active monitoring has been implemented to monitor activity*
- *When personal devices are permitted:*
- *All personal devices are restricted through the implementation of technical solutions that provide appropriate levels of network access*
- *Personal devices are brought into the school entirely at the risk of the owner and the decision to bring the device in to the school lies with the user (and their parents/carers) as does the liability for any loss or damage resulting from the use of the device in school*
- *The school accepts no responsibility or liability in respect of lost, stolen or damaged devices while at school or on activities organised or undertaken by the school (the school recommends insurance is purchased to cover that device whilst out of the home)*

- *The school accepts no responsibility for any malfunction of a device due to changes made to the device while on the school network or whilst resolving any connectivity issues*
- *The school recommends that the devices are made easily identifiable and have a protective case to help secure them as the devices are moved around the school. Pass-codes or PINs should be set on personal devices to aid security*
- *The school is not responsible for the day to day maintenance or upkeep of the users personal device such as the charging of any device, the installation of software updates or the resolution of hardware issues*
- Users are expected to act responsibly, safely and respectfully in line with current Acceptable Use Agreements, in addition;
- Personal Devices may not be used in tests or exams
- Visitors are provided with information about how and when they are permitted to use mobile technology in line with local safeguarding arrangements
- Users are responsible for keeping their device up to date through software, security and app updates. The device is virus protected and should not be capable of passing on infections to the network
- Users are responsible for charging their own devices and for protecting and looking after their devices while in the school
- Personal devices should be charged before being brought to the school as the charging of personal devices is not permitted during the school day
- Devices must be in silent mode on the school site and on school buses
- School devices are provided to support learning. It is expected that pupils/students will bring devices to the school as required.
- Confiscation and searching - the school has the right to take, examine and search any device that is suspected of unauthorised use, either technical or inappropriate.
- The changing of settings (exceptions include personal settings such as font size, brightness, etc...) that would stop the device working as it was originally set up and intended to work is not permitted
- The software/apps originally installed by the school must remain on the school owned device in usable condition and be easily accessible at all times. From time to time the school may add software applications for use in a particular lesson. Periodic checks of devices will be made to ensure that users have not removed required apps
- The school will ensure that devices contain the necessary apps for school work. Apps added by the school will remain the property of the school and will not be accessible to students/pupils on authorised devices once they leave the school roll. Any apps bought by the user on their own account will remain theirs.
- Users should be mindful of the age limits for app purchases and use and should ensure they read the terms and conditions before use.
- Users must only photograph people with their permission. Users must only take pictures or videos that are required for a task or activity. All unnecessary images or videos will be deleted immediately
- *Devices may be used in lessons in accordance with teacher direction*

- *Staff owned devices should not be used for personal purposes during teaching sessions, unless in exceptional circumstances*
- *Printing from personal devices will not be possible.*

Employees are expected to use good judgment when engaging in personal calls, sending/receiving text messages, and/or Internet usage on their mobile device during work hours. Excessive personal calls, text messaging, and/or Internet usage during work hours regardless of the phone used can interfere with employee productivity, safety and be distracting to others. Employees who make excessive or inappropriate use of a mobile device may be limited to using such devices only on scheduled break periods.

To protect the privacy of the faculty, staff, students and visitors, employees are prohibited from using their mobile device as a means to photograph and/or record an individual(s) in any form (audio and/or video) without that individual's knowledge and consent.

The use of mobile devices to photograph and/or record confidential information, private information and/or related item is prohibited. International Indian School will not be liable for the loss of personal mobile devices brought into the workplace. Any connection to the School's information services must adhere to the Acceptable Use of Technology Policy.

Employees may not use any cloud-based apps or backup that allows company-related data to be transferred to unsecure parties. Certain employees may be issued a school owned mobile device. Use of these devices is contingent upon continued employment with International Indian School and the device remains the sole property of International Indian School. Excessive use of minutes or bandwidth for non-business activity is discouraged and may result in a Payroll deduction for personal usage.

 Upon resignation or termination of employment, the employee may be asked to produce the mobile device and it will be reset to factory defaults using the remote wipe software. International Indian School will not be responsible for loss or damage of personal applications or data resulting from the remote wipe.

Enforcement

It is the responsibility of the end user to ensure enforcement with the policies above.

This policy is linked with all the other policies of the School.

PASSWORD POLICY

2025-2026

المدرسة الهندية العالمية الخاصة
INTERNATIONAL INDIAN SCHOOL

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- DEAN ACADEMICS

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- INFORMATICS HOD

- HR COORDINATOR

- SCHOOL COUNSELOR

- TEACHER REPRESENTATIVES

APPROVED BY

PRINCIPAL

Introduction

A safe and secure username/password system is essential if the above is to be established and will apply to all school technical systems, including networks, devices, email and learning platform). You can find out more about passwords, why they are important and how to manage them in our blog article. You may wish to share this with staff members to help explain the significance of passwords as this is helpful in explaining why they are necessary and important.

Effective password management will protect International Indian School's data and reduce the risk of unauthorized applications access. The policy is to establish a secure information technology environment by enforcing the use of strong passwords. Strong and complex password are the front line of protection for user's accounts. A poorly chosen password may result in the compromise of International Indian School's entire network. The purpose of this policy is to provide standards for defining domain passwords to access International Indian School IT resources such as email, academic and administrative applications, computing labs and School-owned computer systems for protecting International Indian School data and reducing the risk of unauthorized access by enforcing the use of strong passwords.

Scope

This policy shall apply to all employees, students, and parents of International Indian School School, and shall govern acceptable password use on all systems that connect to International Indian School School network or access or store International Indian School School's data.

Policy

- These statements apply to all stakeholders (Staff, Students, Parents, Vendors) of International Indian School.
- All school networks and systems will be protected by secure passwords.
- All users are clearly defined with the access rights to school technical systems and devices. Details of the access rights available to groups of users will be recorded by the IT Administrator and will be reviewed, at least annually, by the online safety group.
- All stakeholders have responsibility in securely keeping the login credentials. Ensure that other users are not accessing the systems using other user's login credentials. Any breach of security or suspicious incidents must be immediately reported with evidence.
- Passwords must not be shared with anyone.
- All users will be provided with a username and password by IT Administrator who will keep an up to date record of users and their usernames

Password

- Passwords should be long and must be over 8 characters in length.. Passwords generated by using a combination of unconnected words that are over 16 characters long are extremely difficult to crack. Password must contain uppercase/lowercase letters, number and special characters. Passwords should be easy to remember, but difficult to guess or crack.
- Passwords should be different for different accounts. This will ensure that other systems are not put at risk even if anyone account is compromised.
- Passwords must not contain any personal information about the user that might be known by others
- Passwords must be changed on the first login to the system itself.
- Passwords must not kept in writing or electronically which can be accessible by others.

- Records of learner usernames and passwords for younger students/pupils are securely kept which is accessible only by the IT administrator.
- Password complexity for younger students is less (5-character maximum) and special characters are not included.
- Password requirements for older students are more complex (8 characters minimum) including special characters.
- Users are required to change their password if it is compromised. The school will reset passwords at the start of each academic year to avoid large numbers of forgotten password reset requests where there is no user-controlled reset process.
- Student will be taught the importance of password security, this should include how passwords are compromised, and why these password rules are important.
- Password enforcing will be applied to all users and systems in regular intervals (3 months) and whenever a compromise threat is detected by the IT administrator.
- The administrator have an individual administrator account, as well as their own user account with access levels set at an appropriate level. Consideration is given using two factor authentication for such accounts.
- An administrator account password for the school systems is kept in a secure school safe. This account and password is only used to recover or revoke access. Other administrator accounts does not have the ability to delete this account.
- Any digitally stored administrator passwords is hashed using a suitable algorithm for storing passwords
- There is a user-controlled password reset process to enable independent, but secure re-entry to the system. This ensures that only the owner has knowledge of the password.
- Wherever user-controlled reset is not possible, passwords for new users, and replacement passwords for existing users is allocated by

administrator. This password should be temporary and the user should be forced to change their password on first login.

- Where automatically generated passwords are not possible, administrator will provide the user with their initial password. There is a process for the secure transmission of this password to limit knowledge to the password creator and the user. The password is temporary and the user will be forced to change their password on the first login.

- Requests for password changes is authenticated by administrator to ensure that the new password can only be passed to the genuine user

- Suitable arrangements are provided to visitors with for appropriate access to systems which expires after use. The technical team will provide pre-created user/password combinations that will be allocated to visitors, recorded in a log, and deleted from the system after use.

- All the user accounts will be "locked out" following six successive incorrect log-on attempts.

- Passwords will not be displayed on screen, and will be securely hashed when stored.

Training/awareness

It is essential that users are made aware of the need for keeping passwords secure, and the risks attached to unauthorized access/data loss. This apply even to the youngest of users. All stakeholders are taught how passwords are compromised, so they understand why things should be done a certain way

Members of staff will be made aware of the school's password policy

- During induction
- school 's online safety policy and password security policy
- acceptable use agreement

Students/pupils will be made aware of the school's password policy

- ➤ in lessons
- ➤ through the Acceptable Use Agreement
- ➤ Through activities

Audit/monitoring/reporting/review

- ➤ The IT Administrator will ensure that full records are kept of:
- ➤ User Ids and requests for password changes
- ➤ User logons
- ➤ Security incidents related to this policy

Unacceptable Use

- ➤ Any breach of password policy will be considered extremely seriously by the school and will be reported as soon as possible to a relevant senior member of staff, and escalated where appropriate as per the reporting mechanism.
- ➤ Where conduct is found to be unacceptable, the school will deal with the matter internally. Where conduct is considered illegal, the school will report the matter to the police and other relevant external agencies, and may take necessary action.

Enforcement

It is the responsibility of the end user to ensure enforcement with the policies above.

This policy is linked with all the other policies of the School.

Policy for the discreet Use of Photographs and Videos

2025-2026

المدرسة الهندية العالمية الخاصة
INTERNATIONAL INDIAN SCHOOL

Members of the committee

- ➤ Mr. Wasim Yousuf Bhat (Dean)

- ➤ Mr. Qurat al Ain (Principal)

- ➤ Mr. Fayid Muhammed (Administrative Officer)

- ➤ Social Worker

- ➤ Media Head- Corporate

- ➤ Section Heads

Policy for the discreet Use of Photographs and Videos

This policy covers the safe use of photography and video of students, teachers and other staff for the school's internal use and on publicity materials, like school websites, social media pages and other printed materials.

Aim of the policy

- To enhance the school activities by adding rays of colour through articles, videos and photos.
- To help parents and the local community to identify and celebrate the schools' events and achievements.
- To enhance/jack up pupil motivation and staff morale
- To promote community spirit within the varsity
- To ensure the privacy and security of students, teachers and staff
- To ensure that all photographs published in line with the school's Child Protection Policy

Guidelines for school staff to take photos/videos

Digital images/videos play an important part in learning activities nowadays. Moreover, these contribute to the historic timeline of the school. Teachers, students, or school staff members may use digital cameras to record the activities conducted inside or outside the classroom as evidence/report for documentation or presentations.

Images/videos may also be used to congratulate and/or celebrate the success or achievement of any student, through publishing in the school newsletter, social media pages or websites, and in public media to the credit of the school. In the case of sharing in public media, only the relevant information of the student, (First name/initial) will be published.

The school will comply with the data protection act and request the permission of parents/carers before taking and using the photography of students and staff. It shall be ensured that no personal details of students are shared when an image or video is published.

Guidelines for parents to take photos/videos at school events

Parents/carers are welcome to take video and digital images of their children on the school premises, during school events only for their personal use. To respect everyone's privacy, they are requested not to publish on social media platforms, if it covers any other students or staff.

Parent Consent forms

Parents/carers are requested to sign the permission form (Parent consent form) to allow the schools to take and use images of their children for promotion or marketing of the school, of course keeping the privacy policy.

1. The Form
- The form can be electronic or printed.
- Only the school principal, Academic secretary and school media department will have access to the forms
- The forms will be stored in the principal's office
- The forms will be stored for 1 academic year and will be shredded after the time period

2. The Image/video
- The images/video will be digitally published on the school website, social media pages, official blogs and other online platforms like public media pages (for promotional purposes) and LED screens.
- The images will be printed for school notice boards, school promotional boards like flex, banners, stickers, newspaper ads, magazine ads, and megacoms.
- The school principal, Academic secretary and school media department will have access to the images/videos
- Images/videos will be stored/archived in the secured drives of the School media department. Images will be stored securely for 1 academic year and will be deleted permanently. In case required for another academic year, an additional consent form will be shared with the parent for extending it.
- If a parent/carer wants to remove/delete a photo/video which is published on any social or school digital media they can forward a request to the school via their class teacher via mail. Immediate action will be taken to remove the media once a request is received.

Review of the policy

This policy will be reviewed and amended if deemed appropriate, but no less frequently than once in a year. The policy review will be undertaken by the Principal or his nominated representative.

This policy is linked with all the other policies of the school

SCHOOL CLINIC POLICY

(2025 – 2026)

GENERAL OBJECTIVE:

To maintain the health and well- being of all students and school personnel by providing access to primary, preventive health care service in a school setting.

SPECIFIC OBJECTIVES:

- To organize and manage the school clinic according to Ministry of Health (MOH) and Municipality directives.

- To follow the guidelines set out in the nurse and doctor's job description.

- To ensure completeness of all students medical files.

- To run the clinic as a first aid center for accidents and injuries that occur in school.

- To report more serious/major incidents involving students to the parents, directly by telephone, as soon as possible.

- To provide a temporary resting place for ill or sick students or staff.

- To arrange immediate transfer to hospital for any student or member of staff who requires emergency medical attention.

- To clearly label and store student's individual medication, in an appropriate and safe manner.

- To administer medications as prescribed by the school doctor or by written instruction from the parent.

- To ensure clinic medicines are placed in a cupboard, which is locked all the times.

- To maintain and encourage good practices in hygiene and hand washing throughout the school, by education and example.

- To follow any health advice given by the Ministry of Health and the World Health Organization for infectious diseases/ epidemics that might affect the students and staff of the school.

- To follow all Ministry of Health requirements for student medical exams and record keeping.

- To help and advise parents and staff regarding current health issues as the need arises.

- To impart knowledge and information on health matters to students through health education programs and teachings.

General Information

Description and Scope of Service

International Indian School (IIS), clinic promotes and provides health services to all enrolled students, staff as well as parents/guardians and visitors. These health services are in line with the health programs of Ministry of Health. These programs focus on disease prevention, early case findings and referral for intervention.

The services rendered are the following, but not limited to; consultations, first aid treatments of all injuries, provide care for those unwell and give referral if need arise for further evaluation and management.

Administration of Medicines

For students requiring medicines in school, a written parental consent must be obtained. All medicines should be taken in the school clinic and must be given/instituted by the school nurse.

Temporary medications – (e.g. Antibiotics)

A Medicine Authorization Form must be filled-up and signed by the parents/guardians along with a written instructions as well as the name of the medicine, the dose and the time it is to be given. This should be submitted to the clinic. All medicines should be brought in and collected from the clinic by the parents or the bus nannies, NOT brought in by the students.

For regular medication in school – (e.g. For Asthma, Allergy, Diabetics)

A Medicine Authorization Form should be completed by the parent. This form is valid for one school year and must be re-signed the following year if the same medicine will be given. Regular medication is recorded and signed on the back of this form each time it is administered. Medicines are kept locked in the drug cupboard for individual students requiring regular medication. This must be clearly labeled with name and class.

If there are any concerns or doubts about administering any medicine, the parents will be contacted before the medication is given.

Parents are to keep non-essential medicines at home and to give 'twice-a-day' doses in the morning and evening to avoid having medicines in school. Details of medication given at school are recorded.

Stock Medicines

Minimal supplies of medicines and creams are kept in school for general use.

All stock medicines have been approved by EHS .This prescription is updated yearly. Before giving any medication orally, the parents will be contacted if the student is in Grade 5 and below.

Grade 5 and above will be given analgesics if they have a signed "parental consent for Paracetamol" and have not taken any before school. Parents will only be contacted if it is thought necessary by the nurse.

The nurse will notify the parents through phone. If there will be no response received after 3 phone call attempts with 10-15 minutes interval in between, an e-mail will be sent to the parent. In the event that the parent cannot be contacted, the school doctor or nurse will use her discretion to administer the appropriate medicine for the student present medical complaints, based on the signed consent from the parents in the medical notes and in the MOH standing order. A referral note will be sent to the parent regarding the first aid management given to their child.

The nurse will document what has all been done to the student in the student health record.

Daily First Aid Administration

Every student that attends the clinic will be listed in the clinic register/ log book, which shows the time the student arrived at the clinic as well as the time, which they left the clinic. Furthermore, every such case will be announced to the nurse/doctor.

If there is a need for the student to stay in the clinic for observation, the nurse will inform the teacher in charge through call stating the type of injury and the treatment given. Additionally, if a student is released during a lesson to attend the clinic and does not return to the class by the end of that lesson, the teacher will call the clinic to enquire after the student.

If a student requires the use of the clinic beds, to rest or recover, the attending medical professional will put up signage outside the patient's room alerting the rest of the medical team that a student is present in that room.

At the end of each school day, the nurse will do a thorough check of all rooms in the clinic to ensure that no students are present in the clinic.

If a student, who makes use of the bus is in the clinic at the end of the school day and is too unwell to get on the bus, their parents will be contacted to make alternative arrangements and a member of the medical team will stay with the student at the clinic until they are collected.

Any students, who are not bus users, who are in the clinic in the last period of the day, will be sent back to class 5 minutes before the end of the lesson, so that they can be taken home. If it is the case that such a student is too unwell to do so, the medical team will email the teacher as well as the reception and try to phone the parent/driver to inform them that the student will be brought, by wheelchair, to the main reception and assisted into the vehicle from there.

Accidents and Emergencies

Minor incidents / injuries are treated in the main clinic.

Injuries that are more serious require an immediate phone call to the parents to inform and advise them. If thought necessary, the parents will be asked to collect the student from the clinic within 30 to 45 minutes.

The parents will bring their child to their hospital of choice, for further evaluation and management of the injuries incurred. If the parent cannot be contacted and the student requires immediate hospital treatment, arrangements will be made to take the child to the nearest clinic/hospital.

In an emergency or life threatening condition, an ambulance will be called for**.**

Transferring and sending students to home/clinic/hospital during**:**

A) **Non-emergency cases**:

After assessment by the doctor/nurse, if the student is not fit enough to remain in school, then:
1. Parents/Guardians will be informed via telephone or e-mail and asked to collect their child from the clinic
2. A permission slip will be sent to the Section head to inform that the student will be going home.
3. A call will be made to reception stating the student name and class as well as the person who will pick up the student
4. Parent/Guardian who will pick up the student, will sign the clinic out pass book in the clinic and the early departure is punched out at the reception.

B) Accidents/Emergencies (Minor/Major)

After assessment by the doctor/nurse, if the injury incurred by the student needs further hospital/clinic evaluation and management, then:
1. Parents/Guardians will be contacted by the nurse/doctor immediately and will be advised to collect student as soon as possible
2. Call will be made to the Section Head and in the reception to inform them that the student will be going home
3. Parents/Guardians who will pick up the student will sign the Clinic out pass book in the clinic and early departure book in the reception

If the parent/guardian will request an ambulance, then the nurse will call EMS or 998. Security personnel and the reception will be notified that an ambulance will be coming to pick a student

C) Life threatening Accidents/Emergencies (Serious)

After assessment by the doctor/nurse, then:
1. Nurse will immediately call EMS or 998 and she will give the details regarding the accident
2. Parents will be immediately notified regarding the details of the injury, the course of action taken and the hospital/clinic where the student will be brought
3. Student will be transported immediately to the nearby hospital to school
4. School nurse or other available school personnel will accompany the student to the hospital and wait for the parents/guardians to arrive, the nurse will update AO the current status prior leaving the Hospital.
5. An incident report will be filed.

Emergency Protocol Flow Chart

```
                        ┌──────────────────────────┐
                        │  Assessment of the student│
                        └──────────────────────────┘

  ┌──────────────┐
  │ Call parents │──┐        ◇ Emergency        ◇ Emergency         ┌──────────────┐
  └──────────────┘  ├───────   Type 1*   ──────   Type 2*  ────────│ Call parents │
  ┌──────────────┐  │                                               └──────────────┘
  │  Ambulance   │──┘
  └──────────────┘

            ┌──────────────────┐            ┌──────────────────┐
            │ Perform first aid│            │ Perform first aid│
            └──────────────────┘            └──────────────────┘

                ┌──────────────────┐              ◇  Under
                │ Administration to│                observation
                │  escort student  │
                └──────────────────┘

   ┌──────────┐              ┌──────────┐              ┌──────────┐
   │ Hospital │              │  Clinic  │              │   Home   │
   └──────────┘              └──────────┘              └──────────┘
```
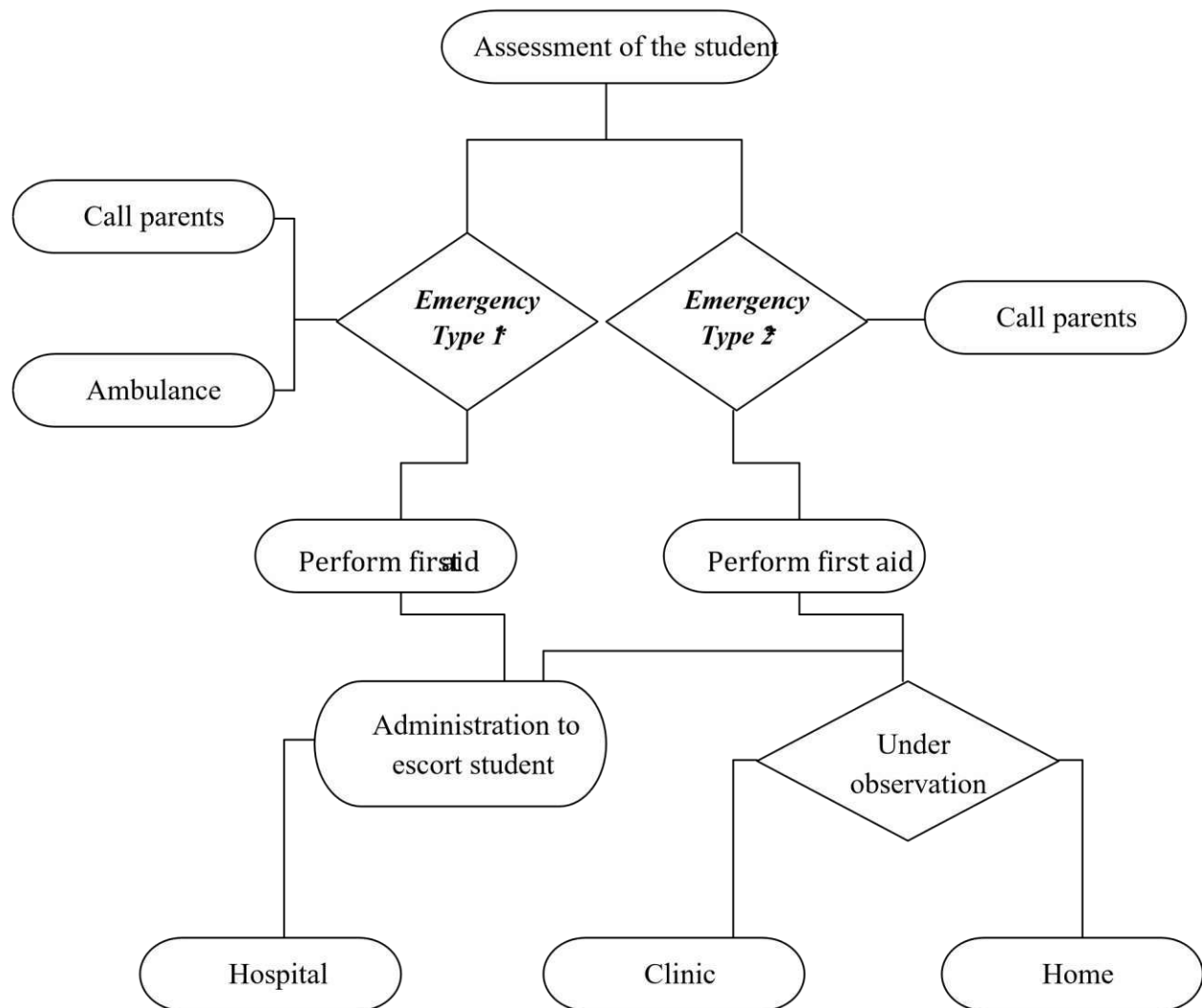
Emergency Type 1: High level of emergency, which needs referring to secondary care level (hospital or health center)

Emergency Type 2: Low level of emergency, which can be managed at school with parent/s consent.

GUIDELINES (FLOWCHART) IN PROVIDING CARE IN EMERGENCY CASES

Student sustain an injury/has an accident/has an illness

- Assessment of the injury/accident/illness
- Provide First Aid treatment

- Is the injury/accident/illness life threatening?
- Is the student unconscious and unresponsive?

YES

NO

Call Parents/Guardians

-Call Emergency Medical Service/Ambulance
*Assigned school nurse will accompany the student in the ambulance and will wait for the parents in the hospital

Please see guidelines in
Providing care in non-emergency cases

Is the school nurse able to contact parents/guardians?

YES

NO

-Give details on the student injury
-Inform the parents/guardians the immediate course of action/s taken

-Contact AO, Principal and/or responsible school authority
-Give details of the accident/injury/illness and immediate course of action/s that must be taken
-For AO: request FoH to continue
Calling parents/guardians until response will be received

Definition of term:
Life-threatening emergency cases
– A sudden and unexpected onset of a condition that threatens life, limb
Alternatively, organ system that requires immediate/rapid medical intervention.
- In cases like but not limited to the following; choking, shock, anaphylaxis (Severe allergic reaction), drowning, seizure, stroke, heart attack, Deep cut/laceration with severe bleeding/blood loss, open fractures

Emergency number: 998

GUIDELINES (FLOWCHART) IN PROVIDING CARE IN NON-EMERGENCY CASES

Student sustain an injury/has an accident/has an illness

- Assessment of the injury/accident/illness
- Provide First Aid treatment

- Is the injury/accident/illness life threatening?
- Is the student unconscious and unresponsive?

YES → Please see guidelines in providing care in emergency cases

NO → Is the injury/accident/illness warrants further medical evaluation and management to a clinic or hospital? (I.e.cuts with no active bleeding but need suturing, 2nd degree burn, closed fracture, etc.)

YES → Call parents/guardians:
Is the nurse able to contact the parents/guardians?

NO → -Observe student in the clinic
-Inform parents/guardians

Call parents/guardians → **NO** → -Inform AO, Principal and/or responsible school authority
-Nurse continue calling the parents/guardians until a response will be received
-Student will be observed and monitored in the school, clinic until parents/guardians respond

Emergency number: 998

YES →

-Give details of the injury/accident/illness
-Reassure parents/guardians that student condition is stable
-Advise referral to clinic or hospital for evaluation and management
-Comply with the parents/guardians request whether to call an ambulance to transport the student or to pick up the student personally
* Once ambulance arrives, request the EMS to wait for the parents to arrive

EMERGENCY PROCEDURES FOR INJURY OR ILLNESS

- Remain calm and communicate a calm, supportive attitude to the ill or injured individual
- Never leave an ill or injured individual unattended. Have someone else call emergency assistance and the parent
- Do not move an injured individual or allow the person to walk (bring help and supplies to the individual). Other school staff or responsible adults should be enlisted to help clear the area of students who may congregate following an injury or other emergency situation
- If trained and if necessary, initiate Cardiopulmonary Resuscitation (CPR)
- Do not use treatment methods beyond your skill level or scope of practice. All persons working with students are encouraged to obtain training in CPR/First Aid training.
- Call emergency assistance immediately for:
- anaphylactic reaction
- amputation
- bleeding (severe)
- breathing difficulty (persistent)
- broken bone
- burns (chemical, electrical, third degree)
- chest pain (severe)
- choking
- electrical shock
- frostbite
- head, neck or back injury (severe)
- heat stroke
- poisoning
- seizure (if no history of seizure)
- shock
- unconsciousness
- wound (deep/extensive)

Accident/Incident Reporting

All serious injuries will be recorded. A nurse's note and doctor notes (if available) will be written on the incident record book for documentation. The incident/accident will also be logged in the clinic logbook. All dangerous occurrences are recorded even if they do not result in serious injury. Any recommendations/actions will be recorded as a Health and Safety report.

Health and Safety and Near Miss Reports

Any health and safety issues that have been brought to the doctor/ nurse's attention will be reported to ADMIN OFFICER.

Fire and Safety Plan

All staff and students are properly oriented with the fire and safety policy of the school. Each has their own responsibility to perform during emergency and fire procedures. A fire evacuation map is posted on the wall of the clinic and will be followed.

Infection Control:

- The clinic will follow the infection Control Protocol based on the circular issued by EHS from time to time.
- If a student is consecutively absent for more than 2 days the teacher will contact the parent to find the reason of absenteeism.
- If the parent specifies any communicable disease like influenza, chicken pox, measles, rubella , impetigo, covid-19, croup etc. This needs to be emailed to School Clinic.
- The clinic will update the section head on infection control guidelines and procedures to be followed as per the directions given by EHS.
- Section head will communicate the same to the parents.
- The student should obtain a medical fitness and submit with clinic to resume the classes.

ISOLATION ROOM

The Isolation room is located in the clinic. A nurse, wearing appropriate PPE, will be on duty to closely monitor students brought for isolation, until her/his, parents/guardians will pick up the student.
The following cases, but not limited to, will be placed in the isolation room:
a) Students and staff with respiratory symptoms, with or without fever
b) Suspected COVID 19 case
c) Students and staff presenting signs and symptoms of other infectious diseases aside from COVID 19
Deep cleaning/sanitization will be done every after used of the isolation room and/or between patients

Emergency Telephone Numbers

SERVICE	TELEPHONE NO.
POLICE	999 (Emergency)
AMBULANCE	998
FIRE DEPARTMENT	997

Food Allergy

International Indian School (IIS), do not encourage students bringing 'nuts' to school as it is a major allergen. Sharing of food is not allowed as some children have allergies to particular food items.

This policy is effective at any time during which students are on school premises.

Healthy Diet

According to several studies done by experts on the relationship of eating breakfast and academic school performance, it has been shown that students who habitually eat nutritious breakfast perform better in school than those who skip breakfast. (Frontiers in Human Neuroscience, 2013)

Children need a healthy, balanced diet, which is rich in fruits, vegetables and starchy foods such as bread, pasta and cereals. Children should be encouraged to eat a variety of foods to help ensure that they obtain a wide range of nutrients in order to stay healthy.

Parental support is required in promoting a healthy diet by avoiding sweets, chocolates and sugary or fizzy drinks at school, as these foods have little or no nutritional value.

Nurses will randomly monitor classes during breaks to ensure that the students are following a balanced and nutritional diet.

Water

All students are required to have a labeled water bottle at all times. Students are encouraged to drink water regularly throughout the school day.

During the warmer months, students are encouraged to remain in shaded areas/indoors to prevent heat exhaustion/ sun stroke and dehydration.

Sun care

Skin cancer is a serious concern, especially in UAE where the sun shines almost every day. Heat exhaustion is a potential problem and steps must be taken to prevent it. Parents should ensure that their children apply sun cream in the morning before coming to school. Hats are encouraged to be worn during recess times.

Outdoor Heat Monitoring

During the summer months (May – September) when the outdoor heat increases, the following Heat Index will be followed:

Between 35-40 degrees Celsius – moderate-lower intensity activities are recommended with regular water break. Students are advised to stay under shade during breaks and lunchtimes. Discretion advised.

Between 40-45 degrees Celsius – lower intensity activities are to be included only for a maximum of 10 minutes. 5 minutes water breaks should be taken between activities. Students should remain indoors during break and lunchtimes due to activities being uncontrolled.

Above 45 degrees Celsius – any physical activity, lunch and break times should be moved into an indoor space with air conditioning.

Medical and Hazardous Waste Management

The school clinic generates different types of waste products. Each waste material has its own designated, colored garbage bag and bin, which is properly labeled.

Waste contaminated with blood or other bodily fluids and expired; unused or contaminated drugs are placed in yellow-colored plastic bags and labeled as infectious materials. The general waste (non-infectious) will be thrown into the black-colored plastic bags. All bags will be tied, labeled and secured before they are removed from the clinic daily. These plastic waste bags will be brought to the waste storage area located on the school premises. Weekly /on call a company specializing in collecting, transporting and discarding medical waste will collect these waste materials.

Syringes, needles, blades and scalpels will be disposed in the sharps container placed above the ground. Disposal of the sharp container will be done every after 3 months from the time it is open or if it is filled up.

INCLUSION POLICY
2025-2026

Policy Type	School
Reference	- UAE Federal Law No. 29 of 2006 concerning the Rights of People with Special Needs. - CBSE's guidelines on special education and inclusive practices.
Related Policies	Anti Bullying policy, Child Protection Policy, Cybersafety and security policy
Review Frequency	Annually
Committee Responsible	School Leadership Council
Chair Signature	PRINCIPAL Ms. Qurat Ul Ain

Purpose and Scope of the policy

Purpose:

To ensure that all students, regardless of their physical, intellectual, social, emotional, or cultural needs, have equal access to high-quality education and opportunities for personal and academic growth.

Scope:

This policy applies to all students, staff, and stakeholders within the school community.

Vision and Mission

Vision:

To create an inclusive learning environment where every student feels valued, respected, and supported to achieve their full potential.

Mission:

To implement practices that promote diversity, equity, and inclusion, ensuring that every student's unique needs are met through tailored educational strategies and support systems.

Legal and Policy Framework

Compliance:

Ensure alignment with local UAE regulations, CBSE guidelines, and international best practices regarding education and disability rights.

Regulations:

- UAE Federal Law No. 29 of 2006 concerning the Rights of People with Special Needs.
- CBSE's guidelines on special education and inclusive practices.

Key Principles

- ### Equity:

  Provide fair access to educational resources and opportunities, accommodating the diverse needs of students.

- ### Respect:

  Foster a culture of respect and understanding among students, staff, and the wider community.

- ### Collaboration:

  Work with families, external agencies, and specialists to support students' needs.

Special Educational Needs Categories by MOE UAE

In the UAE, the Ministry of Education (MOE) has established categories for Special Educational Needs (SEN) to provide tailored support to students with diverse needs. These categories help in identifying and addressing the specific requirements of students to ensure effective educational interventions. Here are the key categories as defined by the MOE:

1. Learning Disabilities

- **Dyslexia:** Difficulty with reading, writing, and spelling despite normal intelligence.
- **Dyscalculia:** Difficulty with mathematical concepts and calculations.
- **Dysgraphia:** Difficulty with handwriting and fine motor skills.

2. Attention Deficit Hyperactivity Disorder (ADHD)

- Characterized by inattention, hyperactivity, and impulsiveness that can affect academic performance and behavior.

3. Autism Spectrum Disorder (ASD)

- A range of conditions characterized by challenges with social skills, repetitive behaviors, and communication. Includes various levels of severity from mild to severe.

4. Intellectual Disabilities

- **Mild Intellectual Disability:** Delays in cognitive and adaptive functioning that impact learning but allow for some level of independence.
- **Moderate Intellectual Disability:** More significant delays that require ongoing support for daily living and learning tasks.
- **Severe and Profound Intellectual Disabilities:** Significant limitations in intellectual functioning and adaptive behavior, necessitating extensive support.

5. Speech and Language Impairments

- **Speech Disorders:** Issues with articulation, fluency, or voice that affect verbal communication.
- **Language Disorders:** Difficulty with understanding or using language effectively, including expressive and receptive language issues.

6. Hearing Impairments

- **Hearing Loss:** Partial or total inability to hear, which may require hearing aids or other assistive technologies.
- **Deafness:** Severe to profound hearing loss that significantly impacts communication and learning.

7. Visual Impairments

- **Low Vision:** Reduced vision that cannot be corrected with standard glasses or contact lenses, affecting educational performance.

- **Blindness:** Complete loss of vision or very limited vision that necessitates alternative methods of learning.

8. Physical Disabilities

- **Mobility Impairments:** Conditions affecting physical movement, requiring accommodations such as wheelchairs or adapted physical environments.
- **Chronic Health Conditions:** Health issues like epilepsy, diabetes, or asthma that may affect a student's ability to participate fully in school activities.

9. Behavioral and Emotional Disorders

- **Emotional Disturbances:** Issues such as anxiety, depression, or severe mood disorders that affect a student's behavior and learning.
- **Behavioral Disorders:** Challenges with managing behavior, including oppositional defiant disorder (ODD) or conduct disorder.

10. Autistic Spectrum Disorders

- This includes a range of conditions characterized by difficulties in social interaction, communication, and repetitive behaviors.

Support Structures

INCLUSION SUPPORT TEAM

Name of the Member	Designation
Ms. Qurat Ul Ain	Principal
Mr. Manzar Alam	Vice Principal
Mr. Fayid Muhammed	AO , Health & Safety Officer
Mr. Jayakrishnan	Section Head, Boys
Ms. Vinu	Section Head, Girls

Ms. Jagrita	Section Head, Primary 2
Ms. Diana	Section Head, Primary I
Ms. Aashiya	Section Head, KG
Mr. Rajalakshmi	HOD Representative
Ms. Amina	School Doctor
Ms. Vinaya	School Nurse
Ms. Sudheesha Rahul	HOD & Special Education Needs Teacher, Dept of Inclusion & Wellbeing
Mr. Shamjith	School Psychologist
Ms. Ashfina	School Psychologist
Ms. Aswani	Social Worker
Ms. Riya Shaju	Special Education Needs Teacher
Ms. Shehana	Special Education Needs Teacher cum School Psychologist

REFERRAL & EARLY IDENTIFICATION

I. Purpose of the Referral System

- **Identification:** To identify students who may require special educational support or services.
- **Assessment:** To assess students' needs and determine appropriate interventions and accommodations.
- **Support:** To provide timely and effective support to enhance students' learning and participation in the inclusive classroom.

2. Referral Process

A. Early Identification

- **Observation:** Teachers, parents, and other school staff should be observant of any signs of learning difficulties, behavioral issues, or developmental delays.
- **Screening Tools:** The informal screening tools usage for the screening purpose by the specialist staff.

B. Initial Concern

1. **Classroom Teacher's Role:**

- ○ **Document Concerns:** Record specific observations, academic performance, and behavioral issues.
- ○ **Classroom Interventions:** Implement and document initial classroom-based interventions and accommodations.

2. **Communication with Parents:**
   - ○ **Discuss Observations:** Meet with parents to share concerns and discuss the observed issues and initial interventions by the class teacher/section head/specialist staff.
   - ○ **Seek Input:** Gather insights from parents about the child's development, behavior, and any concerns they might have.

C. Referral for Formal Assessment

1. **Referral Form:**
   - ○ **Complete Referral:** Fill out a referral form that includes detailed observations, interventions tried, and reasons for the referral.
   - ○ **Submit referral :** Submit the referral form to the link provided by the CSE department.
   - ○ **Initial Observation by the Specialist staff :** Observation by the special educator/school psychologist/counsellor.
   - ○ **Obtain Consent:** Ensure parental consent is obtained before proceeding with formal assessments and intervention.

2. **Referral Team:**
   - ○ **Multidisciplinary Team:** Include special education staff, school psychologists, counselors, and other relevant professionals for an informal assessment before formal referral.
   - ○ **Review and Discuss:** Review the referral and discuss potential areas of concern and the need for further evaluation.
   - ○ **Referral to the external agencies.**

INCLUSION REGISTER

Purpose of the Inclusion Register

Centralized Record: Provides a single source of information about students with special educational needs.
Compliance: Ensures compliance with educational policies and regulations related to special education.

A. Format and Accessibility

- ● **Digital vs. Physical:** Decide whether to maintain the register digitally (e.g., through a school management system) or in a physical format. Digital registers can offer easier access and updates but require secure handling.

- **Access Control:** Ensure that access to the register is restricted to authorized personnel only to maintain confidentiality.

B. Data Entry and Maintenance

- **Initial Entry:** Enter all relevant information for each student as they are identified and assessed.
- **Regular Updates:** Continuously update the register with new information, progress reports, and changes to support plans.
- **Accuracy:** Ensure that all data is accurate and up-to-date.

C. Review and Quality Assurance

- **Regular Audits:** Conduct regular audits of the Inclusion Register to ensure data accuracy and completeness.
- **Feedback Mechanism:** Establish a process for staff to provide feedback on the register's effectiveness and suggest improvements.

Using the Inclusion Register

A. Monitoring and Tracking

- **Progress Tracking:** Use the register to monitor each student's progress and the impact of interventions.
- **Identify Trends:** Analyze data to identify trends or recurring issues across the student population.

B. Reporting

- **Generate Reports:** Create reports for internal use, such as staff meetings, or for external stakeholders, such as educational inspectors or regulatory bodies.
- **Inform Decision-Making:** Use data from the register to make informed decisions about resource allocation, professional development, and support strategies.

C. Communication

- **Share Information:** Provide relevant information from the register to teachers, support staff, and parents to facilitate effective collaboration.
- **Review Meetings:** Use the register during IEP meetings and reviews to ensure that all stakeholders are informed and involved.

CLASSIFICATION CATEGORIES WITH LEVEL OF SUPPORT

<u>Students of Determination (SODs) in wave 1,2 and 3.</u>

The concept of "Wave 1, Wave 2, and Wave 3" is commonly used in educational settings to describe the tiers of support provided to students with special educational needs (SEN) within an inclusive school environment. This tiered approach helps in delivering appropriate interventions based on the level of need. Here's a detailed overview of these waves:

Wave 1: Universal Support

Definition: Wave 1 encompasses high-quality, inclusive teaching practices and general classroom strategies that benefit all students, including those with special educational needs.

Key Features:

- **Differentiated Instruction:** Teachers use a range of teaching strategies and resources to accommodate diverse learning styles and abilities within the general classroom setting.
- **Inclusive Curriculum:** The curriculum is designed to be accessible to all students, with adjustments made to ensure that every student can participate in lessons.
- **Classroom Environment:** The classroom setup is inclusive, with visual aids, flexible seating arrangements, and assistive technology as needed.
- **Universal Strategies:** Strategies such as varied questioning techniques, collaborative learning opportunities, and formative assessments are employed to support diverse learners.
- **Monitoring Progress:** Regular monitoring of all students' progress through formative assessments and observations to ensure that they are making adequate progress.

Objective: To provide a supportive learning environment where all students, including those with mild SEN, can succeed through high-quality, inclusive teaching practices.

Wave 2: Targeted Support

Definition: Wave 2 involves additional, targeted interventions for students who require more support than what is provided through universal strategies but do not need intensive, individualized assistance.

Key Features:

- **Small Group Interventions:** Specific groups of students receive targeted support in small groups, focusing on particular areas where they need improvement (e.g., reading or math interventions).
- **Additional Resources:** Use of supplemental materials and resources, such as intervention programs or specialized educational tools.
- **Enhanced Support:** Implementation of strategies tailored to address specific learning needs or difficulties identified through assessments and observations.

- **Short-Term Interventions**: Interventions are typically short-term and designed to address specific learning gaps or challenges.
- **Progress Monitoring**: Regular assessments and tracking of progress to determine the effectiveness of the interventions and adjust as necessary.

Objective: To provide targeted support to students who need extra help beyond the general classroom strategies but do not require individualized, one-on-one support.

Wave 3: Specialized Support

Definition: Wave 3 consists of highly personalized, intensive interventions and support for students with significant or complex special educational needs that require specialized approaches.

Key Features:

- **Individualized Education Plans (IEPs)**: Development and implementation of IEPs tailored to the specific needs and goals of the student.
- **Specialist Support**: Involvement of special education professionals, such as learning support teachers, speech therapists, or occupational therapists, to provide individualized support.
- **One-on-One Interventions**: Provision of intensive, individualized interventions, often with additional time and resources dedicated to the student.
- **Customized Strategies**: Use of specialized teaching methods, accommodations, and modifications designed to meet the student's unique needs.
- **Regular Review**: Frequent reviews and evaluations of the student's progress, with adjustments made to the support plan based on ongoing assessments.

Objective: To offer intensive, personalized support to students with significant or complex needs, ensuring that they receive the specialized assistance required to make progress and achieve their educational goals.

Implementation of the Wave Model

1. **Assessment and Identification:**
   - Regularly assess students to identify those who may require additional support.
   - Use data from assessments, observations, and feedback from teachers and parents to determine the appropriate level of support.
2. **Support Planning:**
   - Develop and implement support plans based on the identified needs and the appropriate wave of support.
   - Ensure that interventions and strategies are evidence-based and tailored to the individual student's requirements.
3. **Monitoring and Review:**

- o Continuously monitor the effectiveness of the support provided and make necessary adjustments.
- o Review the progress of students receiving targeted or specialized support and revise support plans as needed.
4. **Collaboration:**
   - o Work collaboratively with all stakeholders, including teachers, parents, and external specialists, to ensure that support is effective and integrated into the student's learning experience.

By utilizing the Wave 1, Wave 2, and Wave 3 model, schools can provide a structured and systematic approach to meeting the diverse needs of students with special educational needs, ensuring that each student receives the appropriate level of support to succeed in an inclusive educational environment.

GIFTED AND TALENTED

Gifted and talented students require special attention and support to ensure they are challenged and engaged in their educational experience. These students often demonstrate exceptional abilities or potential in areas such as intellectual capacity, creativity, leadership, or specific academic subjects. Here's a comprehensive approach to identifying, supporting, and developing gifted and talented students in school:

1. Identification of Gifted and Talented Students

A. Identification Criteria

- **Academic Performance:** High academic achievement or performance that is significantly above grade level in one or more subjects.
- **Standardized Tests:** Scores on intelligence tests, achievement tests, or other standardized assessments that indicate advanced abilities.
- **Teacher Observations:** Evidence of exceptional skills, talents, or interests observed by teachers in the classroom.
- **Parent and Self-Nominations:** Input from parents or students themselves about areas of advanced ability or exceptional talent.
- **Portfolios:** Collection of student work demonstrating advanced skills, creativity, or accomplishments.

B. Assessment Methods

- **Formal Assessments:** Use of standardized tests and diagnostic tools to evaluate cognitive abilities, creativity, and academic performance.
- **Informal Assessments:** Observations, teacher reports, and student portfolios showcasing exceptional work or achievements.
- **Multi-criteria Approach:** Combine various sources of data (e.g., test scores, teacher recommendations, and work samples) to get a comprehensive view of the student's abilities.

2. Supporting Gifted and Talented Students

A. **Curriculum and Instruction**

1. **Differentiation:**
   - **Depth and Complexity:** Offer tasks and projects that delve deeper into subjects, encouraging higher-order thinking and problem-solving.
   - **Pacing:** Adjust the pace of instruction to allow for faster progression through material, ensuring that students are consistently challenged.
   - **Extension Activities:** Provide enrichment activities, such as independent research projects or advanced problem-solving tasks.
2. **Enrichment Programs:**
   - **Advanced Classes:** Offer advanced or honors classes in subjects where students demonstrate exceptional ability.
   - **Extracurricular Activities:** Encourage participation in clubs, competitions, or programs related to their areas of talent, such as debate clubs, math leagues, or art workshops.
   - **Special Projects:** Provide opportunities for students to engage in special projects or interdisciplinary studies that align with their interests and strengths.

B. **Social and Emotional Support**

1. **Counseling:**
   - **Social Skills:** Offer support to help students navigate social relationships, manage perfectionism, and cope with the unique challenges of being gifted.
   - **Emotional Well-being:** Address issues such as stress, anxiety, or feelings of isolation that may arise from being significantly advanced or different from peers.
2. **Peer Interaction:**
   - **Gifted Groups:** Facilitate interaction with other gifted students through special groups or programs where they can collaborate and exchange ideas.
   - **Mentoring:** Pair students with mentors or role models who can provide guidance and encouragement in their areas of talent.

3. Developing Gifted and Talented Students

A. **Personalized Learning Plans**

1. **Advanced Learning Plans (ALP):**
   - **Advanced Goals:** Set specific, challenging goals for gifted students that align with their advanced abilities and interests.
   - **Customized Support:** Tailor instructional strategies, resources, and interventions to meet the unique needs of each gifted student.
2. **Talent Development:**

- **Opportunities for Growth:** Provide opportunities for students to develop their talents further through specialized programs, advanced coursework, or mentorship.
- **Leadership and Innovation:** Encourage students to take on leadership roles or engage in innovative projects that allow them to apply their talents in meaningful ways.

Students with low scholastic performance

Addressing low scholastic performance in students is crucial for ensuring they reach their full academic potential. Here's a structured approach to support these students effectively:

I. Understanding the Causes of Low Scholastic Performance

A. Academic and Cognitive Factors

1. **Learning Disabilities:**
   - **Examples:** Dyslexia, dyscalculia, ADHD.
   - **Impact:** These conditions can affect reading, writing, math, and concentration skills.
2. **Cognitive Gaps:**
   - **Examples:** Difficulty with foundational skills, lack of prerequisite knowledge.
   - **Impact:** Gaps in basic skills can hinder progress in more advanced topics.

B. Behavioral and Emotional Factors

1. **Motivation and Engagement:**
   - **Examples:** Lack of interest, low motivation, or disengagement from school.
   - **Impact:** Reduced effort and participation can lead to poor performance.
2. **Emotional and Social Issues:**
   - **Examples:** Anxiety, depression, family problems, bullying.
   - **Impact:** Emotional distress can affect concentration, attendance, and overall academic performance.

C. Environmental Factors

1. **Home Environment:**
   - **Examples:** Lack of support, instability, inadequate resources.
   - **Impact:** An unsupportive home environment can affect a student's ability to focus and succeed in school.
2. **School Environment:**
   - **Examples:** Teaching methods, classroom management, peer interactions.
   - **Impact:** An ineffective or non-inclusive learning environment can contribute to academic struggles.

2. Strategies for Improving Scholastic Performance

A. **Personalized Learning and Support**

1. **Differentiated Instruction:**
   - **Adjust Content:** Modify the complexity of tasks and materials to match students' skill levels.
   - **Flexible Grouping:** Group students by ability or interest for targeted instruction.
2. **Individualized Education Plans (IEPs):**
   - **Customization:** Develop IEPs for students with identified learning disabilities, specifying goals, accommodations, and modifications.
   - **Regular Review:** Update IEPs based on student progress and changing needs.

B. **Classroom Interventions**

1. **Remediation and Enrichment:**
   - **Targeted Remediation:** Offer additional practice and support in areas where students are struggling.
   - **Enrichment Activities:** Provide opportunities for advanced learning for students who are ready for more challenging material.
2. **Engaging Instruction:**
   - **Interactive Lessons:** Use interactive and hands-on learning activities to make lessons more engaging.
   - **Varied Resources:** Incorporate different resources such as multimedia, manipulatives, and technology.

C. **Behavioral and Emotional Support**

1. **Motivation and Engagement:**
   - **Goal Setting:** Help students set achievable academic goals and celebrate their successes.
   - **Interest-Based Learning:** Incorporate students' interests into lessons to increase engagement.
2. **Emotional Support:**
   - **Counseling Services:** Provide access to school counselors or psychologists for students dealing with emotional or social issues.
   - **Social-Emotional Learning (SEL):** Implement SEL programs to help students develop coping skills, resilience, and positive relationships.

D. **Parental Involvement**

1. **Regular Communication:**

- **Updates:** Keep parents informed about their child's progress and areas needing improvement.
- **Collaborative Planning:** Work with parents to develop strategies for supporting learning at home.

2. **Parent Workshops:**
- **Educational Support:** Offer workshops to help parents support their child's learning and address academic challenges.

E. Academic Support Programs

1. **Tutoring and Extra Help:**
- **After-School Programs:** Provide tutoring or homework help outside regular school hours.
- **Peer Tutoring:** Set up peer tutoring programs where students help each other.
2. **Study Skills Training:**
- **Time Management:** Teach students effective time management and organizational skills.
- **Study Techniques:** Provide training on effective study techniques and test-taking strategies.

3. Monitoring and Evaluating Progress

A. Assessment and Feedback

1. **Regular Assessments:**
- **Formative Assessments:** Use quizzes, tests, and informal assessments to monitor progress.
- **Summative Assessments:** Evaluate overall performance through exams and end-of-term evaluations.
2. **Feedback and Adjustments:**
- **Constructive Feedback:** Provide timely and specific feedback to guide improvement.
- **Adjust Strategies:** Modify teaching methods and support strategies based on assessment results and student feedback.

B. Progress Reviews

1. **Progress Meetings:**
- **Student Meetings:** Hold regular meetings with students to discuss progress, set goals, and address any concerns.
- **Parent-Teacher Conferences:** Schedule conferences to review student progress and discuss strategies with parents.
2. **Data Analysis:**

- ○ **Track Performance:** Analyze data to identify trends and adjust interventions accordingly.
- ○ **Evaluate Effectiveness:** Assess the effectiveness of support strategies and make necessary changes.

4. Addressing Specific Challenges

A. Learning Disabilities

1. **Specialized Interventions:**
   - ○ **Targeted Programs:** Implement specialized programs or interventions tailored to specific learning disabilities.
   - ○ **Accommodations:** Provide accommodations such as extended time on tests, modified assignments, or alternative formats.
2. **Professional Support:**
   - ○ **Special Education Services:** Collaborate with special education teachers or consultants for additional support.

B. Behavioral and Emotional Issues

1. **Behavioral Plans:**
   - ○ **Behavior Intervention Plan (BIP):** Develop and implement a BIP for students with significant behavioral challenges.
   - ○ **Counseling:** Provide access to counseling services to address underlying emotional issues.
2. **Social Skills Training:**
   - ○ **Group Programs:** Offer social skills training programs to help students develop interpersonal skills and manage social interactions.

5. Creating a Supportive Learning Environment

A. Positive Classroom Climate

1. **Inclusive Practices:**
   - ○ **Respect and Acceptance:** Foster an inclusive and respectful classroom environment where all students feel valued.
   - ○ **Collaborative Learning:** Encourage collaborative learning and peer support to build a positive classroom community.
2. **Engagement Strategies:**
   - ○ **Interactive Lessons:** Use engaging and interactive teaching methods to capture students' interest and keep them motivated.
   - ○ **Differentiated Tasks:** Offer a variety of tasks and activities to meet the diverse needs of students.

Students with severe behavioural issues

Addressing behavioral issues in students is a critical aspect of maintaining a positive and effective learning environment. Behavioral challenges can vary widely, from minor disruptions to severe emotional or behavioral disorders. Here's a comprehensive approach to understanding, managing, and supporting students with behavioral issues in school:

1. Understanding Behavioral Issues

A. Types of Behavioral Issues

1. **Disruptive Behaviors:**
   - **Examples:** Talking out of turn, interrupting, being off-task, or causing distractions.
   - **Impact:** Can disrupt the learning environment for other students and hinder their ability to concentrate.
2. **Defiant and Aggressive Behaviors:**
   - **Examples:** Refusal to follow instructions, arguing with teachers or peers, physical aggression, or verbal outbursts.
   - **Impact:** Can create conflicts in the classroom and affect the safety and well-being of others.
3. **Emotional and Social Challenges:**
   - **Examples:** Anxiety, depression, social withdrawal, or difficulty forming and maintaining relationships.
   - **Impact:** Can affect students' overall engagement, participation, and academic performance.
4. **Attention-Related Issues:**
   - **Examples:** Difficulty maintaining focus, impulsiveness, or restlessness.
   - **Impact:** Can lead to incomplete work, missed instructions, and academic difficulties.

2. Identifying and Assessing Behavioral Issues

A. Observation and Documentation

1. **Behavioral Records:**
   - **Documentation:** Keep detailed records of specific behaviors, including frequency, duration, and context.
   - **Patterns:** Look for patterns or triggers that may indicate underlying causes or contributing factors.
2. **Teacher Observations:**
   - **Observations:** Teachers should observe and document behaviors during different times of the day and in various settings (e.g., classroom, playground).
   - **Feedback:** Gather feedback from other staff members who interact with the student.

B. **Assessment and Evaluation**

1. **Behavioral Assessments:**
   - **Tools:** Use assessment tools such as behavioral checklists, rating scales, and questionnaires to evaluate the severity and impact of the behavior.
   - **Professional Evaluation:** Consult with school psychologists or behavioral specialists for more in-depth assessment if needed.
2. **Contextual Factors:**
   - **Examine:** Consider factors such as family dynamics, social relationships, academic pressures, and any recent life changes that may influence behavior.

3. Strategies for Managing Behavioral Issues

A. Classroom Management Techniques

1. **Clear Expectations:**
   - **Rules:** Establish and communicate clear behavioral expectations and rules in the classroom.
   - **Consistency:** Apply rules consistently to create a stable and predictable environment.
2. **Positive Reinforcement:**
   - **Rewards:** Use positive reinforcement to encourage desired behaviors, such as praise, rewards, or special privileges.
   - **Incentives:** Implement incentive programs to motivate students and reinforce positive behavior.
3. **Behavioral Interventions:**
   - **Prevention:** Use proactive strategies to prevent problematic behaviors, such as structured routines and engaging lessons.
   - **Redirection:** Redirect students to appropriate behaviors when they display disruptive or challenging behaviors.

B. Individualized Support

1. **Behavioral Plans:**
   - **Behavior Intervention Plan (BIP):** Develop a BIP tailored to the student's specific needs, outlining strategies and supports to address targeted behaviors.
   - **IEP Goals:** For students with an Individualized Education Plan (IEP), incorporate behavioral goals and supports into the plan.
2. **Support Services:**
   - **Counseling:** Provide access to school counselors or psychologists to address emotional and behavioral challenges.
   - **Social Skills Training:** Offer programs or groups focused on developing social skills, conflict resolution, and emotional regulation.

C. **Collaborative Approaches**

1. **Parent and Caregiver Involvement:**
   - ○ **Communication:** Maintain open communication with parents or guardians about the student's behavior and progress.
   - ○ **Partnership:** Work collaboratively with parents to develop and implement strategies and supports both at school and at home.
2. **Team Collaboration:**
   - ○ **Involvement:** Involve all relevant staff members, including special educators, support staff, and administrators, in addressing behavioral issues.
   - ○ **Shared Strategies:** Ensure consistency in implementing behavioral strategies and interventions across different settings.

4. Addressing Severe Behavioral Issues

A. **Crisis Management**

1. **Emergency Protocols:**
   - ○ **Protocols:** Develop and implement protocols for managing crises, including safety procedures and immediate interventions.
   - ○ **Training:** Provide training for staff on de-escalation techniques and managing aggressive or highly disruptive behavior.
2. **Referral for Additional Support:**
   - ○ **External Services:** Refer students to external services such as mental health professionals or specialized behavioral programs if needed.
   - ○ **School-Based Services:** Utilize resources such as behavioral specialists, school psychologists, or specialized educational programs.

B. **Long-Term Support**

1. **Ongoing Monitoring:**
   - ○ **Review:** Continuously monitor and review the effectiveness of behavioral interventions and supports.
   - ○ **Adjustments:** Make necessary adjustments based on the student's progress and changing needs.
2. **Integration into School Culture:**
   - ○ **Inclusive Practices:** Foster an inclusive school culture that supports all students and promotes understanding and respect.
   - ○ **Professional Development:** Provide ongoing professional development for staff on best practices for managing behavioral issues and supporting diverse learners.

5. Evaluation and Improvement

A. **Assessing Effectiveness**

1. **Data Analysis:**
   - **Review Data:** Analyze data on behavioral incidents, interventions, and outcomes to evaluate the effectiveness of strategies.
   - **Adjust Strategies:** Use data to make informed decisions about adjusting or changing behavioral interventions.
2. **Feedback:**
   - **Collect Feedback:** Gather feedback from students, parents, and staff to assess the impact of behavioral supports and identify areas for improvement.

B. **Continuous Improvement**

1. **Reflect and Adapt:**
   - **Reflection:** Regularly reflect on the effectiveness of behavioral management practices and make improvements as needed.
   - **Innovation:** Stay informed about new strategies, research, and best practices in behavior management and incorporate them into the school's approach.

By adopting a comprehensive approach to managing behavioral issues, schools can create a positive learning environment that supports all students and addresses challenges effectively. This approach involves understanding the root causes of behavior, implementing targeted strategies, and fostering collaboration among educators, parents, and support services.

ADMISSIONS

A Zero Rejection Policy for admission of special needs students in UAE schools represents a commitment to inclusivity, ensuring that no student is denied access to education based on their special needs. This policy aligns with the UAE's broader goals of educational inclusivity and accessibility.

A. **Purpose**

- **Inclusivity:** Ensure that all students, regardless of their special needs, have the right to access education.
- **Equity:** Provide equitable educational opportunities and support for students with diverse needs.

B. **Scope**

- **Applicability:** Applies to all students with special needs seeking admission to the school, regardless of the nature or severity of their needs.

- **Compliance:** Ensures alignment with UAE federal laws, MOE guidelines, and local educational regulations.

2. Admission Process

A. Application and Documentation

1. **Initial Application:**
   - **Submission:** Accept applications from all prospective students with special needs without preconditions.
   - **Required Documents:** Request necessary documentation such as medical reports, psychological evaluations, and existing Individualized Education Plans (IEPs) or behavioral intervention plans.
2. **Documentation Review:**
   - **Assessment:** Review submitted documents to understand the student's needs and determine required accommodations and support.
   - **Privacy:** Ensure that all personal and medical information is kept confidential.

B. Evaluation and Support Planning

1. **Needs Assessment:**
   - **Multidisciplinary Team:** Form a team including special education experts, school counselors, and administrators to assess the student's needs and identify appropriate supports.
   - **Support Plan:** Develop a support plan outlining the necessary accommodations, resources, and services required for the student's success. The school may ask for the MOE approved clinical diagnosis and provision for Learning Support Assistant (LSA) if required by the multidisciplinary team or leadership team.
2. **Individualized Education Plan (IEP):**
   - **Development:** Create an IEP or equivalent plan that specifies individualized goals, accommodations, modifications, and support services.
   - **Collaboration:** Involve parents, teachers, and specialists in the development of the IEP to ensure it addresses all relevant needs.

3. Implementation of Support

A. Classroom and School-wide Accommodations

1. **Inclusion in Regular Classrooms:**
   - **Integration:** Strive to integrate students with special needs into regular classrooms with the necessary supports and modifications.
   - **Specialized Support:** Provide additional support such as classroom aides, modified materials, or assistive technology as needed.

2. **Specialized Services:**
    - **Therapies and Counseling:** Offer access to therapies (e.g., speech, occupational) and counseling services as required.
    - **Academic Support:** Provide targeted academic support through specialized instruction or tutoring programs.

B. Training and Professional Development

1. **Staff Training:**
    - **Inclusive Education:** Offer professional development for teachers and staff on inclusive education practices, disability awareness, and strategies for supporting students with special needs.
    - **Ongoing Support:** Provide ongoing training and resources to address evolving needs and best practices.
2. **Awareness Programs:**
    - **Community Awareness:** Conduct programs to raise awareness and understanding of special needs within the school community.

Admission of students who are not formally identified as SEND

During the time of admission, if the registrar observes significant behavioural or learning concerns with a student, the SST is notified. An informal assessment of the child is done by the SST and parents are met. The SST team Principal and then decides on the status of admission based on the report. The school will decide on what the best level of support is for each individual case and every effort will be made to admit students who can benefit from the services offered at school.

LSA

The school may ask for the LSA provision to the students who have severe to profound level of disability with the recommendation from the approved clinicians. Learning Support Assistant (LSA) is recommended only for those SEND who require rigorous and continuous one to one support. The LSA will be hired by the parents but need to be approved by the school Principal, SST and should also fulfill the requirements of the Ministry of Education (MOE), to ensure the competence in managing the individual's needs and supporting his/her learning.

A Learning Support Assistant (LSA) plays a critical role in providing personalized support to students, particularly those with special educational needs (SEN) or learning difficulties. Their role involves working closely with students, teachers, and parents to enhance the learning experience and ensure that students receive the necessary support to succeed academically and socially.

I. Role and Responsibilities

A. Supporting Individual Students

1. **Academic Assistance:**

- ○ **One-on-One Support:** Provide individualized help with classroom tasks, assignments, and activities.
- ○ **Skill Development:** Assist students in developing specific academic skills such as reading, writing, or math.

2. **Behavioral Support:**
   - ○ **Behavior Management:** Implement strategies to manage and support positive behavior in the classroom.
   - ○ **Emotional Support:** Offer emotional support and encouragement to help students build confidence and resilience.

B. Collaborating with Teachers

1. **Lesson Preparation:**
   - ○ **Resource Preparation:** Assist in preparing educational materials and resources tailored to the needs of students.
   - ○ **Lesson Planning:** Work with teachers to plan and adapt lessons to include differentiated instruction and accommodations.

2. **Classroom Management:**
   - ○ **Supportive Role:** Help manage classroom activities and maintain a positive learning environment.
   - ○ **Group Work:** Support small group instruction and activities, ensuring all students are engaged and participating.

C. Engaging with Parents and Caregivers

1. **Communication:**
   - ○ **Progress Updates:** Provide regular updates to parents on their child's progress and any areas of concern.
   - ○ **Feedback:** Share feedback and strategies with parents to reinforce learning and behavioral goals at home.

2. **Collaborative Approach:**
   - ○ **Partnership:** Work collaboratively with parents and caregivers to address challenges and support the student's needs effectively.

EXAMINATIONS

Providing exam modifications and accommodations for special needs students is crucial for ensuring equitable assessment and allowing all students to demonstrate their knowledge and skills accurately. Here's a detailed guide on how to implement effective modifications and accommodations in a normal school setting:

Types of Accommodations

A. **Time Modifications**

1. **Extended Time:**
   - **Description:** Allow additional time for completing exams beyond the standard duration.
   - **Application:** Typically used for students with conditions such as ADHD, dyslexia, or processing delays.
2. **Breaks:**
   - **Description:** Provide scheduled or unscheduled breaks during the exam.
   - **Application:** Beneficial for students who need to manage anxiety, sensory processing issues, or fatigue.

B. **Environmental Modifications**

1. **Alternative Testing Locations:**
   - **Description:** Provide a quiet or less distracting environment for taking exams.
   - **Application:** Suitable for students with sensory sensitivities or anxiety disorders.
2. **Specialized Furniture:**
   - **Description:** Use of adaptive furniture, such as ergonomic chairs or adjustable desks.
   - **Application:** Helps students with physical disabilities or those requiring specific ergonomic support.

C. **Format Modifications**

1. **Modified Exam Format:**
   - **Description:** Adjust the format of the exam, such as using oral exams instead of written ones or providing multiple-choice options instead of essay questions.
   - **Application:** Useful for students with dyslexia, writing difficulties, or processing disorders.
2. **Visual Aids:**
   - **Description:** Provide additional visual aids like diagrams, charts, or highlighted text.
   - **Application:** Assists students with visual processing issues or learning disabilities.

D. **Assistive Technology**

1. **Screen Readers:**
   - **Description:** Use of software that reads text aloud for students with visual impairments or dyslexia.
   - **Application:** Supports students who have difficulty reading standard text.
2. **Speech-to-Text Software:**
   - **Description:** Allow students to dictate their responses instead of writing them.
   - **Application:** Useful for students with fine motor difficulties or dysgraphia.

E. **Instructional Support**

1. **Clarification of Instructions:**
   - **Description:** Provide oral clarification or simplified written instructions.
   - **Application:** Helps students who have difficulty understanding complex instructions.
2. **Examples and Practice:**
   - **Description:** Offer practice questions or examples similar to those on the exam.
   - **Application:** Assists students with test anxiety or difficulty understanding exam questions.

F. **Response Modifications**

1. **Alternate Response Formats:**
   - **Description:** Allow responses in various formats, such as oral presentations or recorded answers.
   - **Application:** Beneficial for students with writing difficulties or communication disorders.
2. **Use of Scribes:**
   - **Description:** Provide a scribe to write down the student's answers verbatim.
   - **Application:** Useful for students who have difficulty with writing due to physical or cognitive challenges.

ROLES AND RESPONSIBILITIES

Duties and Responsibilities of the School Principal

❏ Accept students with special needs and giving them the full opportunity to learn.
❏ Thoroughly apply the principles and general rules for special education programs.
❏ Promote a culture of inclusion and concern for the rights of gifted and talented students and students with disabilities and how to benefit from special education services.
❏ Create an appropriate educational and school environment that ensures implementation of the special education programs in coordination with the relevant authorities.
❏ Facilitate the process of acceptance and integration of students with special needs in accordance with the recommendations of the special education team.
❏ Monitor the programs in place as well as the teachers by visiting them in classrooms to check their work, activities and involvement.
❏ Encourage professional and personal development programs for employees with special needs and monitor their training and work.
❏ Coordinate with the special education instructor to inspect the school's needs for the professional staff working with people having special needs, and address the educational district in this regard.
❏ Cooperate with the Department of Special Education in the Ministry and Directorate of Special Education in the educational district as well as participating in educational meetings, courses and activities.

❏Strengthen relationship with parents and work to create awareness about programs and services for people with special needs within the school and beyond.

❏ Report at the end of each semester on special education programs and services existing in the school and document the pros and cons, and submit the same (to the district and the Directorate of Special Education in the Ministry)

❏ Make sure that requirements of every student with special needs are met.

❏ Coordinate with the concerned parties within and outside the school with respect to the transition of students with special needs to the different academic levels.

❏ Organize mechanisms to provide services for students with special needs in resource rooms, and to facilitate the process so that they receive services in these rooms during the school day in coordination with teachers of special education for the resource rooms and subject teachers.

❏ Undertake work assigned to him in the field of special education services in the school as deemed appropriate by the Directorate of Special Education in the Ministry

Role of the Special Education Teacher

In addition to the core functions of Special Education Teacher in accordance with the regulation of the Ministry of Education, it is supposed that the Special Education Teacher will undertake following important tasks:

❏ Accept students with special needs and provide them with equal opportunities to learn.

❏ Participate in the meetings, training courses, workshops and special activities aimed at improving the quality and delivery of special education programs and services.

❏ Monitor the implementation of special education programs and provide periodic reports on the status of these programs and services.

❏ Participate as a member of the MET in the educational zone and conduct assessments to determine student's level of academic performance.

❏ Collaborate with parents of students with special needs to strengthen the home and school partnership.

❏Monitor and support all instructions as issued by the Director of Special Education of the Ministry of Education.

❏ Engage in ongoing professional development to enhance the acquisition of knowledge and skills in the field of special education.

❏ Conduct field visits to schools to observe the implementation of inclusive education.

❏ Prepare and implement vocational programs at inclusive schools, or at schools that have students with special needs.

❏Coordinate with the subject teachers.

❏ Collaborate with other professions inside the school such as other subject teachers, school administrators and in the community to facilitate the implementation of special education programs.

❏ Prepare comprehensive progress reports semi-annually including what has been accomplished during the semester.

❏ Collaborate with staff at organizations and educational institutions to identify programs and services for Gifted and Talented students.

❏ Perform any other tasks assigned by the Director of Special Education and the zone

Role of Subject Teacher in the Regular Education Classroom

In addition to his main task of teaching, he will, however, undertake the following if a student with special needs is present in his classroom:

❏ Accept students with special needs and provide them with the full opportunities to learn.
❏ Cooperate with the special education teacher in providing special education services to the students with special needs.
❏ Special education teacher, Collaborate with parents of students with special needs to strengthen the home and school partnership.
❏ Special education teacher, Participate in the effective implementation of IEP and ALP.
❏ Special education teacher, Encourage others to accept the idea of including people with special needs in regular classes.
❏ Engage in ongoing professional development to enhance knowledge and skills in the field of special education.
❏ Special education teacher, Assist the MET with preparing the IEP and ALP

Role of Subject Teacher in the Special Education Classrooms

❏ Accept students with special needs and provide them with the full opportunities to learn.
❏ Cooperate with the special education teacher in the implementation of the recommendations of the individual educational plan.
❏ Collaborate with parents of students with special needs to strengthen the home and school partnership.
❏ Modify teaching strategies and materials and evaluation methods as necessary to the needs of students according to the IEP.
❏ Participate in ongoing professional development.

Role of Special Education Teacher (category of Gifted and Talented Students)

The special education teacher for the Gifted and Talented will develop and implement enrichment programs and services for students with special gifts and talents. Moreover, this teacher will undertake the following tasks:

❏ Assist in the identification of students with gifts and talents.
❏ Prepare an ALP for the gifted and talented students as needed, in cooperation with other school personnel.
❏ Implement teaching strategies to promote the development of the creativity of all students.
❏ Organize programs and special activities for gifted and talented students in accordance with the approved programs of the Director of Special Education.
❏ Nominate gifted and talented students to participate in indoor and outdoor programs and activities.
❏ Application of best practices in the area of talent and excellence.
❏ Implement programs to help gifted and talented students develop the abilities for scientific research and its methods.
❏ Provide opportunities and educational experiences for students to develop motivation for independent learning.
❏ Cooperate with subject teachers in order to design enrichment programs for the gifted and talented students.

❏ Develop and implement awareness programs for the school, parents and community of the methods and ways of identifying and developing the skills of gifted and talented students.
❏ Collaborate with community organizations and individuals to identify and provide services to the talented students.
❏ Collaborate with parents of students with special needs to strengthening the home and school partnership.
❏ Engage in ongoing professional development

Role of Counsellors (Psychologist & Social Worker)

❏ To contribute to a member of student support team
❏ To work with teachers when identifying SEN students while creating clear channels for communication between parents, teachers and outside agencies.
❏ To contribute in the process of identification of SEN students
❏ To help teachers for selecting appropriate accommodation and adaptations in teaching
❏ To monitor student progress
❏ To contribute in the execution of IEP and ALP
❏ To spread awareness about inclusion
❏ To keep proper records

Role of Peers of Students with Special Needs

Peers are encouraged to exchange ideas and information, and provide help to the students with special needs in the learning process. This interaction will lead to acceptance of all students by each other, and contribute to the process of identifying the factors that support inclusion of the student in the school community.

Role of Parents of Students with Special Needs

Parents should share relevant information about their student with teachers and other school staff that will help promote the student's growth and inclusion in the school. Role of Student with Special Needs The student with special needs is obliged to follow the program prepared for him according to his educational plan to demonstrate his interest in his educational progress.

Identification and Assessment:

- Use a variety of assessment tools and strategies to identify students' needs.
- Conduct regular reviews and updates to ensure accurate understanding of each student's requirements.

Individualized Support:

- Develop Individual Education Plans (IEPs) for students with specific needs.

- Provide reasonable accommodations and modifications to the curriculum, teaching methods, and assessment procedures.

Specialist Support:

- Employ or consult with special education professionals, counselors, and therapists.
- Provide training for teachers on inclusive education practices and specific needs.

CBSE EXEMPTIONS AND CONCESSIONS FOR CWSN

The CBSE (Central Board of Secondary Education) provides specific exemptions and concessions to students with special needs (CWSN) to ensure equitable access to education and assessments. These measures are designed to accommodate diverse needs and help students demonstrate their true capabilities. Here's a comprehensive guide to the exemptions and concessions available for CWSN under CBSE guidelines:

I. Exam Concessions

A. Extended Time

I. **Additional Time:**
   - **Description:** Allow extra time beyond the standard duration of exams.
   - **Application:** Typically granted to students with learning disabilities, dyslexia, ADHD, and other conditions affecting processing speed.
2. **Breaks:**
   - **Description:** Provide scheduled or unscheduled breaks during exams.
   - **Application:** Useful for students who need time to manage anxiety, fatigue, or sensory processing issues.

B. Alternative Formats

I. **Braille and Large Print Papers:**
   - **Description:** Provide exam papers in Braille or large print for visually impaired students.
   - **Application:** Ensure accessibility for students with visual impairments.
2. **Oral Examinations:**
   - **Description:** Offer oral examinations or provide responses in oral format instead of written.
   - **Application:** Beneficial for students with severe writing difficulties or motor impairments.

C. Assistive Technology

I. **Use of Computers:**
   - ○ **Description:** Allow the use of computers for writing responses, including speech-to-text software.
   - ○ **Application:** Supports students with physical disabilities or dysgraphia.
2. **Screen Readers:**
   - ○ **Description:** Provide screen readers or other assistive technology to help with reading and understanding exam questions.
   - ○ **Application:** Assists students with visual impairments or reading difficulties.

D. Additional Support

I. **Scribes:**
   - ○ **Description:** Provide a scribe to write down the student's responses as dictated.
   - ○ **Application:** Useful for students who have severe physical or writing difficulties.
2. **Readers:**
   - ○ **Description:** Offer a reader to read exam questions aloud to the student.
   - ○ **Application:** Beneficial for students with visual impairments or severe reading difficulties.

Curriculum and Instruction

Adaptations:

- Modify teaching strategies, resources, and assessments to cater to diverse learning styles and needs.
- Ensure that classroom materials and resources are accessible to all students.

Differentiation:

- Implement differentiated instruction to address varying levels of ability and learning preferences.
- Use assistive technology and adaptive tools to enhance learning outcomes.

Professional Development

Training:

- Provide ongoing professional development for teachers and staff on inclusive education practices.
- Include training on cultural competence, disability awareness, and differentiation strategies.

Support:

- Establish mentorship programs and peer support networks for staff working with diverse student groups.

Parent and Community Involvement

Engagement:

- Actively involve parents and guardians in the development and review of IEPs and support plans.
- Offer workshops and resources to help families understand and navigate the inclusive education process.

Partnerships:

- Collaborate with local organizations, community groups, and educational institutions to enhance support for students.

Monitoring and Evaluation

Assessment:

- Regularly assess the effectiveness of inclusive practices and support systems.
- Collect feedback from students, parents, and staff to identify areas for improvement.

Reporting:

- Provide transparent reports on the progress and outcomes of inclusion initiatives.
- Use data to inform decision-making and policy adjustments.

TRANSITION

Transitional services include activities designed to prepare the student with special needs to move from one stage, or from one environment to another.

➢ environmental factors Parents and school personnel are expected to maintain communication to discuss transitions for students between educational levels and programs at least on an annual basis during IEP review or MET meetings.

➢ environmental factors If a student with special needs who is enrolled in grades 7th through 9th does not consistently meet the annual revised goals and objectives as set forth in the IEP, then other educational alternatives including vocational training should be considered to meet his academic and social needs.

➢ environmental factors However, a student with special needs should not be transferred from a school to community-based or adult education programs prior to the beginning of the 7th grade unless special circumstances exist which must be reviewed and approved by the Ministry of Education, Special Education department.

Grade Promotion and Retention

➢ environmental factors Promotion to the next grade level commensurate with the student's age level is automatic for students with special needs.

➢ environmental factors If the goals and objectives set forth for the student in the IEP are not achieved with satisfactory progress, then the goals and objectives should be revised during the review process.

➢ environmental factors It is not permitted to retain or fail students with special needs in a grade.

➢ environmental factors If a student with special needs is not making adequate progress, then perhaps the goals and objectives set forth in his IEP far exceed his present level of academic performance and may need to be adjusted.

Review and Revision

Policy Review:

- Conduct regular reviews of the inclusion policy to ensure it remains relevant and effective.
- Update the policy based on feedback, new research, and changes in regulations.

Feedback Mechanism:

- Implement a system for receiving and addressing concerns or suggestions regarding inclusion practices.

PROVISIONS FOR GIFTED AND TALENTED G & T POLICY

Purpose:

To provide a comprehensive and inclusive framework for identifying and supporting gifted and talented students, ensuring they reach their full potential.

Definition:

Gifted and talented students are those who demonstrate exceptional ability, achievement, or potential in one or more of the following areas:

1. Academic subjects (e.g., math, language arts)
2. Arts (e.g., music, visual arts)

3. Physical education or sports
4. Leadership or entrepreneurship

Identification:

1. Teacher nominations
2. Parent nominations
3. Student self-nominations
4. Standardized test scores (e.g., IQ tests, achievement tests,CAT4,ASSET talent search)
5. Observations of student behavior and performance
6. Portfolios of student work
7. Review of student records

Identification Criteria:

1. Superior academic achievement (e.g., grades, test scores)
2. Exceptional creativity or innovation
3. Outstanding leadership or entrepreneurial skills
4. Remarkable talent in the arts or physical education
5. Demonstrated motivation and enthusiasm for learning

Program Options:

1. Accelerated learning programs
2. Enrichment activities (e.g., clubs, workshops)
3. Advanced Learning Programme
4. Mentorship programmes
5. Independent study projects
6. Competitions and challenges (e.g., science fairs, math Olympiads)
7. Summer programs and camps
8. Curriculum Differentiation

Support Services:

1. Gifted and Talented Coordinator
2. Teacher training and professional development
3. Counseling services for social-emotional support
4. Parent-teacher organization for gifted and talented students
5. Resource library with advanced materials
6. Technology support for accelerated learning
7. Field trips and guest lectures

Monitoring and Evaluation:

1. Regular progress reports

2. Student self-assessments
3. Parent-teacher conferences
4. Program evaluations and surveys
5. Standardized test scores and academic achievement data
6. Review of student portfolios and projects
7. Annual review of gifted and talented policy

Communication:

1. Parent-teacher conferences
2. Regular progress reports
3. Program newsletters and updates
4. Social media announcements
5. Parent-teacher organization meetings
6. Annual gifted and talented program review

Review and Revision:

This policy will be reviewed and revised annually to ensure alignment with school to reflect best practices in gifted and talented education.

Responsibilities:

1. Gifted and Talented Coordinator(Principal) : oversees program implementation
2. Teachers: provide instruction and support
3. Parents: participate in identification, program planning, and support
4. Administrators(HODs & CSE department Faculty): provide resources and oversight
5. Students: actively engage in program opportunities

By implementing this policy, IIS aims to provide a supportive and challenging environment for gifted and talented students to thrive.

Inclusion Documentation Formats Reference Link :
https://drive.google.com/drive/folders/1DM-0Ctb-q6wwLnHUeRVoqPbK3LC9r7bB?usp=sharing

"Inclusive education recognizes and values the unique strengths of all students, including those who are gifted and talented, ensuring that every learner is provided with the opportunities, resources, and support they need to thrive and reach their full potential."