

# PAK SHAMAA SCHOOL & COLLEGE

## PARENTS HANDBOOK





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## **Our Vision**

Our vision is to provide an orderly academic environment where student can learn, lead and live to meet the challenges with Islamic ideology.

## **Our Mission**

Our mission is to inspire students to achieve their goals and lead the world with creativity and diversity in approach.

# VISION & MISSION POLICY

Sometimes people think defining a school's vision and mission is relatively unimportant and can be done quickly. Wrong!

Developing school's vision and mission are two of the most important steps toward creating a successful program. Done well, they give clarity and direction to a school. A muddy vision or mission can lead to continuing conflicts and a school has difficulty identifying priorities.

## AIMS:

- To promote a culture of excellence in teaching and learning.
- To provide an individualized and personalized approach to learning together with small class sizes and flexible teaching methods.
- To provide a broad and balanced curriculum that reflects the international nature of the Pakistani students.
- To ensure a supportive, happy and secure environment for learning.
- To develop leadership skills and a sense of service to others through a range of extracurricular opportunities locally and internationally.
- To encourage physical and emotional well being of each individual.
- To use innovative pedagogy and technology to enrich learning.
- To work in partnership with parents, alumni and the local and wider community in the ongoing development of the school.
- To foster a learning community where every student, teacher, staff member, parent, and Community has an ongoing passion for learning.

## IMPLEMENTATION:

- Parents, teachers, students and the community will be aware of the school's Vision and Mission.
- The school will adopt a comprehensive approach to adopt and follow the mission.
- All the staff members will design their strategies and plans according to the Mission.
- All the students should be made aware of the school's mission.
- All school's activities should be arranged according to the mission.
- Students should be encouraged to act according to the new mission.



# ADMISSION POLICY

## STEPS OF ADMISSION:

**First:** - Registration for students is opened in 1<sup>st</sup> week of April and 2<sup>nd</sup> week of September every year.

**Second:** - The school should decide the mechanism of registration and it should be announced.

**Third:** - It sets the age for each level as per Ministry of Education's Rule.

**Fourth:** - Conduction of Entry Test.

## IMPLEMENTATION:

While making new admission/registration of the students, following steps will be taken:

- Parents will fill up the admission clearance slip, provided to them by the receptionist. It will be ensured that the spelling of name should be correct in accordance with the passport copy.
- After filling the clearance slip, it will be taken to IT office for admission eligibility in order to meet the requirement of Ministry of Education.
- After clearance, admission forms will be given to the receptionist for the entrance test.
- The result of the entrance test will be given within one or two days and reception staff will call the concerned parents about it.
- In case a child does not pass or fails in admission test, the school may provide a chance to re-test the student after one week.
- After getting the result, if the student has passed, then the parents can decide whether they want to enroll their child in the school or not.
- After deciding, parents will be required to submit all the documents needed, which are as below:
  - Student Passport copy
  - Student QID copy
  - Father's Passport Copy
  - Father's QID copy
  - Birth Certificate Copy
  - Health Certificate Copy
  - School Leaving Certificate
  - Three Passport size Photos
  - Letter of Employment of father (In Arabic or English)
- On transfer basis of SSC or HSSC students, **NO OBJECTION CERTIFICATE** is required in case they come other than the Federal Board of Intermediate and Secondary Education, Islamabad.
- On the basis of result/documents, the Principal's decision for admission will be final.

# ATTENDANCE & LEAVE POLICY

## Rationale:

In accordance with the laws of Ministry of Education, Qatar, schooling is compulsory for children and young people aged from 5 to 16 years unless an exemption has been granted. Parents/guardians must enroll a child of compulsory school age at a registered school and have a legal obligation to ensure the child attends school at all times when the school is open for instructions. Students will attend school during normal school hours every day of each term.

The principal or vice principal may authorize an exemption and provide written approval for student attendance or attendance and enrolment to be exempted or reduced to less than full time. For absence, where there is no exemption in place, the parent/guardian must provide an explanation on each occasion to the school. The school will determine if the explanation provided is a reasonable excuse for the purpose of the parent meeting their responsibilities under the laws of MOE.

## AIMS:

- To maximize attendance and participation of all students at PSS.
- To provide students and their families at risk of poor attendance with timely, targeted support.

## LEAVE RULES

- Parents/students have to submit a written application for leave.
- Application for medical leave should be supported by the medical certificate.
- Absence without permission should be avoided.
- If a student remains absent from the class for 15 days his/her name will be struck off from the roll. Such a student will be re-admitted after paying re-admission fee.
- During the examination, leave will not be granted. In case of illness, a medical certificate is required.



# UNIFORM POLICY

## Rationale:

A uniform dress code reinforces in students a pride in their own appearance, instills recognition of themselves as an integral part of the school community, and assists in developing pride in representing their school. Issues of equality, health and safety and expenses are also factors that contribute to the establishment of the dress code.

## AIMS:

- To promote equality amongst all students.
- To further develop a sense of pride in, and identification with our school.
- To provide durable clothing that is cost effective and practical for our school environment.
- To maintain and enhance the positive image of the school in the community.

## IMPLEMENTATION:

- After consultation with the school community, school council has developed a dress code that we believe, provides choices for the students, allows for students to safely engage in the varied school activities, and caters to the financial constraints of families.
- The dress code applies during school hours while traveling to and from school, and when students are on school excursions.
- The uniform is required to be worn.
- Stud earrings and hoop earrings worn in the ears, plus watches and small religious pendant-tucked into clothing are the only acceptable jewelry.
- Extreme hair colors (e.g., green, pink or purple rinses) and/or extreme hairstyles (e.g., spikes or Mohawks) are not permitted.
- Other than clear nail polish, cosmetics may not be worn at school.
- The student dress code, including details of uniform items and places of purchase, is attached herewith, are provided to all students at the time of admission.
- The school council requires the principal be responsible for implementation of the dress code in a consistent manner.
- Parents seeking an exemption to the dress code due to religious beliefs, ethnic or cultural background, student disability, health condition or economic hardship must apply in writing to the school for consideration.

# STUDENTS' ASSESSMENT POLICY

## ASSESSMENT PHILOSOPHY:

Pak Shamaa School (PSS) offers Primary and Middle Years Program, Matriculation and Intermediate Programs by a federally administered education board (FBISE) of Pakistan. Our approach to assessment reflects the philosophy and objectives of these programs. The main objective of assessment at PSS is to provide students with feedback on their learning, in order to allow students to learn and improve further. Teachers are expected to use assessment results to inform their planning for further learning experiences. Frequent, regular, continuous assessment is integral to all teaching and learning.

## WE BELIEVE ASSESSMENT SHOULD:

- Be varied – using a variety of tools and strategies, both formal and informal
- Be done formative as well as summative
- Allow for all students to be successful
- Be differentiated according to the needs of students
- Provide opportunities for students to demonstrate understanding and broad interpretation of concepts learned
- Be transparent to all stakeholders – with clear criteria for success
- Allow for student choice – putting the student at the center
- Assess all elements of the programs offered – not just knowledge and skills
- Drive instruction, guide learning and inform curriculum planning
- Lead to reflection about learning
- Provide opportunities to give timely feedback on the learning process
- Involve teachers, students, peers, and parents.

## ASSESSMENT IN THE PRIMARY AND MIDDLE YEARS

Assessment – How will we know what we have learned?

Assessment is integral to all teaching and learning.

It is central to the primary and middle years' goal of thoughtfully and effectively guiding students through the five essential elements of learning:

1. The acquisition of knowledge,
2. The understanding of concepts,
3. The mastering of skills,
4. The development of attitudes
5. And the decision to take action.

“The prime objective of the assessment is to provide feedback on the learning process.”



## TYPES OF ASSESSMENT

### **FORMATIVE ASSESSMENT:**

Most of the ongoing assessment is formative in nature, meant to inform planning and instruction. Formative assessment is an assessment for learning and plays an integral part in the teaching and learning cycle.

### **SUMMATIVE ASSESSMENT:**

Summative assessment tasks are designed to give information on what students can do, know and understand at the end of a unit of work. Each Unit of Inquiry or stand-alone unit of work in any subject has a summative assessment task(s) at the end of the unit, feedback on which is reported to Head of Wing for parents to see.

### **ASSESSMENT TOOLS AND STRATEGIES**

We use a wide variety of assessment tools and strategies, always aiming for the tool or strategy that is most appropriate and will give us the most reliable information. We aim to give all students the opportunity to be successful and to be able to show what they know, can do and understand.

### **SAMPLES OF TOOLS AND STRATEGIES ARE:**

1. Observation
2. Written responses
3. Checklists
4. Oral test
5. Class activities and small projects
6. Quizzes
7. Class presentations

### **REPORTING PROCEDURE AT PRIMARY AND MIDDLE LEVEL:**

School follows the following reporting cycle throughout each school year:

- Weekly and monthly reports based on class tests and results are attached with students' notebooks.
- Written reports or result cards are published in June, December, and March

Exam coordinators receive an Internal Memo from the Principal before term or semester Examination. All assessment dates for term exam are published by exam coordinators. School offers three semesters or terms in an academic year.

## **SCHEDULE OF THE TERM EXAMS:**

**1<sup>st</sup> Term Examination (April – June)** - First Term Examination will be conducted in June.

**2<sup>nd</sup> Term Examination (Sep – Nov)** - Second Term Examination will be conducted in Nov.

**3<sup>rd</sup> Term Examination (Dec-Mar)** - Final term Examination will be conducted in March.

The final result is prepared on the basis of performance of the students in Term Exams and Final Exam.

## **RESULT MEETING:**

After compilation of result in every term, exam coordinators have result meeting with the principal in the presence of heads of respective wings. Individually all classes and students are discussed in result meeting. School declares the result of every term. Different strategies are designed for improvement of Examination system and Students weaknesses.

## **HOW DO STUDENTS RECEIVE RESULT CARD?**

Teachers give feedback to students within two weeks after the assessment date. The feedback focuses on the Term exam and Exam meeting with principal and heads of wings.

## **WHAT IF THE ACHIEVEMENT LEVEL IS VERY LOW?**

If the achievement level is very low or if the Examination Team or teachers feel that the student has performed considerably less than expected:

1. Teachers will make a strategy to improve student's learning.
2. Teachers will also be contacting parents to intervene.
3. In addition, the student is required to complete the task and they will be encouraged to put more effort towards studies.
4. In some cases, Examination team will issue a warning to students in accordance with their poor performance.
5. The student might be required to complete the task during class lesson time or at home.

## **PARENT TEACHER MEETING (PTM)**

After the result of first and second terms, School arranges PTM. Parents are invited to meet their child's teachers to discuss academic progress and social-emotional development of the student, apart from this. There is also an opportunity to meet with Subject teachers. Teachers share evidence of progress and strategies forward, as well as address ways in which parents can support their child at home.



## **WHAT IS THE HOMEWORK POLICY?**

All students are expected to continue their learning outside of their classroom. This could be revising what is learned in class or working on tasks that are assigned to be completed outside of class. Teachers assign homework of maximum two subjects in one day. Homework schedule is posted in every class.

## **INTERNAL ASSESSMENT OF SCC (9 & 10 GRADES) & HSCC (11 & 12 GRADES):**

Assessment is a continuous process of evaluating teaching and learning. It is an essential tool that is used to improve and assist learning.

At this level assessment is directly contributing to semester grades, predicted grades and internal assessment grades. It is conducted primarily in the form of pre-board exams and also in the form of in-class unit tests, projects, and internal assessment tasks. The internal assessment final grade also contributes towards a proportion of the final external assessment.

## **CAREER COUNSELING:**

Before students' enrollment in SSC and HSSC, School arranges career counseling for the awareness of students. Senior teachers discuss the importance of different fields like pre-medical, pre-engineering and Arts Subjects in order to guide students according to their aptitude.

## **STRATEGIES FOR INTERNAL ASSESSMENT:**

The following list illustrates some practices that school uses for internal assessment:

- Student self-evaluation supported by the teacher
- Systematic use of detailed assessment criteria like performance-based weekly assessment to measure the students' progress.
- Assessment tools which are primarily used for summative assessment adapted to use as a formative assessment. Send-ups for 9 & 10 Grades are conducted in November and for 11 & 12 Grades are conducted in December.
- After Mock Exam, School issues a schedule of crash tests for further progress. Teachers are required to continuously record the progress of students. These records are available to individual students and parents. Records need to be simple, clear and precise. The result of crash tests are discussed with the principal and a weekly report is sent to parents.
- Before board Examination, students appear in pre-board exam to check their performance to make them ready for external assessment.

## **PARENT TEACHER MEETING**

Parents are invited to meet with their son's/daughter's subject teachers to discuss academic progress after internal assessment. A snapshot-report indicating the cumulative achievement grades will be made available shortly before the conferences.

# STUDENTS' REPORT CARDS

## **Rationale:**

Report cards provide parents with clear, comprehensive and consistent information about child's progress, as well as suggestions on how they can best support their child with their learning.

## **AIMS:**

- To communicate an assessment of student learning to children, parents/guardians & staff.
- To develop a cumulative record of student progress.
- To clearly communicate achievement of students.
- To provide a recommendation that assists student's future learning.
- To develop communication between parents/guardians, school personnel, teachers and students concerning students' progress.

## **Student reports will provide the following key information:**

- Clear information on what the student has achieved- this section of the report focuses on each student's progress on the basis of assessment evidence gathered by the teacher over a semester.
- Suggestions for areas of improvement; the student should work on a next-this section of the report focuses on future learning to be addressed in the following reporting period.
- Information on how the school will help the student to improve: this section of the report makes recommendations for actions to be taken by the school to help the student's future learning.
- Suggestion on how parents can help the student to an improvement: this section of the report suggests specific ways in which parents can support the student, taking account of the areas for improvement or future learning.

Teachers will make informed, on-balance judgments against the achievement standards and student reports will reflect student achievement at this point in time. Reporting will take place regularly throughout the year. Methods will include:

- Parent-teacher and/or student-led conferences at least thrice a year in term 1, term 2 and term 3.
- Written reports – at the end of each term.
- Information sessions at the beginning of each school year.
- Reviews as determined by the child's progress and the classroom teacher and parents.
- Student support group meetings for students at the end of each term.



# STUDENTS' INCENTIVE POLICY

## Rationale:

At PSS, we believe that all children have the right to an education, which offers them the best opportunities to work hard, be happy and make good progress. Teachers are here to create the right environment and opportunities for this to happen. Teachers and others contribute towards this process. Our Positive Incentive Policy was produced by all the staff working together and is based on the principles and values that we seek to promote in our school.

## AIMS

The purpose of this policy is to ensure that all students:

- Treat each other with consideration and respect.
- Make better choices that are positive.
- Are polite, co-operative and friendly.
- Have an understanding of the school rules and that they demonstrate the safe behaviour.
- Appreciate the school environment and respect the property of others.
- Value other people, their work, and their opinions.
- Respect the culture and beliefs of others.
- Have the opportunity to experience success and reward in their daily school life.
- Are given the opportunity to make a new beginning.

PAK SHAMAA SCHOOL has a partnership with parents in helping children achieve behavioural targets. It is very important that rewards and sanctions experienced by our students are at all times consistent.

## GUIDELINES

At PSS, the Positive Incentive Policy will be implemented and aligned with our Religious Education, Pastoral Care, Student Behaviour policies.

- This policy takes into consideration class and whole school structures for giving positive affirmation to the students.
- All teachers use the same criteria for all whole school-based awards.
- Parents are informed of whole school awards through the newsletter.
- All students will have the opportunity to receive an award throughout the year.
- Students are presented with awards on merit only.
- Students have the opportunity to redeem themselves throughout the year and remain eligible for whole school awards.
- The whole school community will be informed of the Positive Incentive structure through the newsletter, Parent Information Book, and corporate website.
- New staff members will be informed of the Positive Incentive structure by their designated mentor, fellow Year Level teacher or a member of the Leadership Team.
- Alterations to the guideline indicators will be at the discretion of the Principal, in consultation with the Leadership team and teaching staff.

## GUIDELINE INDICATORS

### CLASSROOM STRUCTURES

- Stickers
- Merit awards
- Bonus Box
- Student choice activities
- Whole class rewards
- Sharing work with others

### WHOLE SCHOOL STRUCTURE

**Student of the Week:** One student is chosen from each class to receive this award. This involves a student who has shown exemplary behaviour, a solid work ethic and/or academic achievement.

**Merit Award:** One student is chosen from each class to receive this award. The Merit Award is linked to a specific learning achievement in the classroom. This student is chosen because they have attained a learning goal.

**Star of the Month-** Each classroom teacher chooses one student each month to be awarded Star of the Month. This person is chosen for setting a positive example to their peers by displaying Islamic attitudes and/or exemplary work ethic. A photo is taken of each student and this is displayed in a prominent position before being sent home.

**Win Bins-** Teachers award students with a raffle ticket, containing their name and class. Win Bin tickets can be awarded by teachers for good behaviour, productive work or being helpful. Tickets are collected by the teacher and deposited into the Win Bin. At each Sunday assembly, five or six tickets from the Win Bin. Students, whose names are drawn out, choose a small prize from the Win Bin box.

**Assembly Awards-** one student from each wing will be given awards for conducting assembly properly throughout the year. All classes are present for the awards and parents are invited to attend. The award will be publicized in the newsletter. Assembly Award recipients are published in the newsletter.

**End of Year Awards-** Awards are presented based on effort, behaviour, academic achievement, Islamic values, and cultural achievement. Class teachers and the whole staff meet to discuss potential recipients of annual awards. All children in Kindergarten receive a participation award.

# SUPERVISION & SAFETY POLICY

## **POLICY OBJECTIVE:**

To ensure that PSS staff has an adequate awareness and understanding of their duty of care obligations and responsibilities to provide adequate supervision to students.

To ensure that PSS staff conducts themselves at all times consistently with these legal obligations and responsibilities.

## **POLICY STATEMENT:**

Principal and teachers have a special duty of care in relation to their students to take steps that are reasonable in the circumstances to protect students from risks of injury that should reasonably have been foreseen. This duty includes the duty to provide an adequate system of supervision.

The duty is not to prevent injury in all circumstances, it is a duty to take reasonable steps to prevent injury which is known or foreseeable. The question of what are reasonable steps will depend on the individual circumstances of the case, and consideration of the following factors:

- The probability that the harm would occur if care was not taken
- The likely seriousness of the harm
- The burden of taking precautions to avoid the risk of harm.
- The social utility of the activity that creates the risk of harm.

The duty may, in some circumstances, extend outside school hours and outside the school premises. This will depend on whether the relationship between staff and student extends to the individual circumstances, whether the risk was known or foreseeable, and whether there were any reasonable steps that could be taken to prevent the injury from occurring.

The duty is no-delegable, meaning that it could not be assigned to another party.

## **SUPERVISION POLICY:**

The Vice Principal is responsible for ensuring that there is an adequate system of supervision in place during school hours, before and after school, and on school excursions and camps.

Teachers and other school staff are responsible for following reasonable and lawful instructions from the Principal, including instructions to provide supervision to students at specific dates, times and places.

### **Before school & After School**

Students must be supervised for a minimum of 20 minutes before and after school. This supervision may include some or all of the following:

- Monitoring of entry or exit points and/or designated pick up and drop off areas.

# FIRST AID POLICY

## Rationale:

All children have the right to feel safe and well and know that they will be attended to with due care when in need of first aid. The care arrangements are to be read in conjunction with the school student Health (First Aid) policy which outlines the school's responsibility and procedures in respect of our "responsibility to provide equitable access to educate and respond to diverse student needs, including health care needs."

## OUR SCHOOL WILL:

- Administer first aid to children, when in need, in a competent and timely manner.
- Communicate children's health problems to parents when considered necessary.
- Provide supplies and facilities to cater for the administering of first aid.
- Maintain a sufficient number of staff members trained with a level 2 first aid certificate.



# EXTRACURRICULAR POLICY

## Rationale:

Extra-curricular activities are an integral part of the ethos of the school. They provide students with an opportunity to enhance their personal development and self-image. Extra-curricular activities should be planned as an opportunity to extend the students' learning experience in the classroom and the wider community. Activities and clubs will be available to all students subject to guidance from staff.

## AIMS:

- Develop and encourage experience and expertise in areas not provided for within the formal curriculum.
- Enhance students' self-image and social development.
- Provide an opportunity for students to represent at school, and national level.
- Enhance the ethos and image of the school in the community.
- Encourage students' active participation in a variety of extra-curricular areas.
- Encourage in both sporting and other competitive pursuits and positive use of leisure time.
- Offer valuable opportunities for residential experience in a variety of extra-curricular areas.
- Provide opportunities for students to develop their performance skills through dramatic and choral presentations.

## BROAD GUIDELINES:

- All students will be encouraged to participate in some form of extra-curricular activity
- A variety of Extra Curricular activities will be available to all students.
- Activities should take place with due regard to Health and Safety requirements.
- Students' endeavors and experiences should be acknowledged and recorded through certification and public presentations.
- Clubs and activities are planned and published on a termly basis in the school newsletter to parents, school website and displayed at every opportunity in school.
- When planning activities, which involve activities outside.

## PARENTAL INVOLVEMENT AND CONSENT:

As holistic education is dependent on a cooperative approach between parents and the school, it is vital that parents are fully aware of and committed to the success of the school's ECA and ECA policy. In relation to individual ECA, it is important that any policy mandate the delivery of a letter or form to the parents of students that might include the following:

- A description of the activity, including date, place, time, duration, and means of transport.
- The purpose of the activity and how it relates to the overall curriculum.
- The total cost per student and cost to parents after the school's contribution is subtracted.
- A permission and release form that allows the student to participate in the activity and must be returned to the school in order for a student to participate.

# ANTI-BULLYING POLICY

## Rationale:

The school will provide a positive culture where bullying is not accepted, and in so doing, all will have the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in their school environment.

## AIMS:

- To reinforce within the school community what bullying is, and the fact that it is unacceptable.
- Everyone within the school community to be alert to signs and evidence of bullying and to have a responsibility to report it to staff whether as observer or victim.
- To ensure that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrators.
- To seek parental and peer-group support and co-operation at all times.

## IMPLEMENTATION:

- Parents, teachers, students and the community will be aware of the school's position on bullying.
- The school will adopt a four-phase approach to bullying.

### A.PRIMARY PREVENTION:

- Professional development for staff relating to bullying, harassment, and proven countermeasures.
- Visibility-signs placed around the school: zero tolerance for bullying and no put-down zone.
- Community awareness and input relating to bullying, its characteristics and the school's programs and response.
- School-wide positive behavior implemented across the school
- Matrices in relation to our school expectations of
  - ✓ Together we are safe
  - ✓ Together we are respectful
  - ✓ Together we achieve
- The curriculum to include anti-bullying messages and strategies that promote resilience, life and social skills, assertiveness, conflict resolution and problem-solving.
- A bullying survey and yard survey will be administered and acted upon twice annually.
- Each classroom teacher to clarify at the start of each year the school policy on bullying.
- Structured activities available to students at recess and lunch breaks.

## **B. EARLY INTERVENTION:**

- Promote children and staff reporting bullying incidents involving themselves or others.
- Classroom teachers and principal on a regular basis reminding students and staff to report incidents of bullying.
- Parents encouraged contacting the school if they become aware of a problem.
- Well-being room – a designated safe and quiet place for children to access at recess and lunch by invitation.
- Public recognition and reward for positive behavior and resolution of problems.

## **C. INTERVENTION:**

- Once identified each bully, victim and witnesses will be spoken with, and all incidents or allegations of bullying will be fully investigated and documented.
- Students, staff, and parents identified by others as bullies will be informed of all allegations.
- Both bullies and victims will be offered counseling and support.
- If student bullying persists parents will be contacted and consequences implemented.
- If staff bullying persists the principal will commence a formal disciplinary action.
- If parent bullying persists the principal will follow MOE advice and procedures.

## **D. POST VIOLATION:**

- Consequences for students will be individually based and may involve:
  - ✓ Exclusion from class.
  - ✓ Exclusion from the yard.
  - ✓ Ongoing counseling from the appropriate agency for both victim and bully.
  - ✓ 1<sup>st</sup> Warning
  - ✓ 2<sup>nd</sup> warning
  - ✓ School suspension.
  - ✓ Termination from school
- Ongoing monitoring of identified bullies.
- Rewards for positive behavior.
  
- Consequences for staff will be individually based and may involve:
  - ✓ Counseling
  - ✓ A period of monitoring.
  - ✓ A formal support group.
  - ✓ Disciplinary actions.

# PARENTS COMPLAINTS & CONCERNS POLICY

## Rationale:

PSS's values are Respect, Responsibility, Courtesy, and Cooperation. These provide the framework within which high standards of conduct are maintained between staff, parent and student at all times. Within this framework, it is the school's responsibility to manage and resolve parent complaints fairly, efficiently and properly and in accordance with the relative legislation.

Our values are demonstrated by the school in relation to addressing parents concerns and complaints by:

- Providing a safe and supportive school culture and learning environment.
- Building positive relationship between students, parents, and staff.
- Providing a safe working environment for staff.
- Promoting a partnership between home and school.

## AIMS:

To provide a safe and supportive environment, where all are free to express concerns, knowing they will be dealt with in a fair, consistent and respectful manner.

## IMPLEMENTATION:

While addressing parent/guardian concerns or complaints, the department and its school must:

- Abide by relevant regulatory and legislative framework.
- Maintain confidentiality.
- Balance the rights and responsibilities of all parties.
- Ensure all parties are aware of their right to advocacy.
- Act in a manner that seeks to achieve an outcome acceptable to all parties.

How a concern or complaint will be handled:

- Complaints will be handled promptly, confidentially and in accordance with procedural fairness.
- A person who is the subject of a complaint, who made a complaint or provided information in the course of an investigation into a complaint shall not be subject to prejudice, intimidation, and harassment of being subject to any detriment because of their involvement.

## MONITORING:

- The school will establish and maintain a system to record and monitor complaints and their resolutions.
- However, in the first instance, when the complaint is easily resolved in a telephone call or brief meeting, a brief note in the school's / principal's / teacher's diary recording the issue and the resolution is enough.



# EVACUATION & EMERGENCY PLAN

## INTRODUCTION

In case of emergency or crises situation, the school is expected to either be prepared or deal with the situation by placing into the hands of the safety and security alarm and guards who are experts in this area to ensure the comprehensive protection of students and faculties.

In order to be fully prepared and cause the students and faculties to be experienced, the school should design a comprehensive plan for disasters and emergency situation in which it contains a method of evacuation of the school along with all the necessary measures to ensure the students and faculties' safety, all the tranquility, stability and security for them.

## PURPOSE

The objective of this plan is

- Protection of the souls and the possessions.
- The mental readiness for the confrontation of the dangers.
- The knowledge of the closet rescue exit in the school building, the evacuation of the building after hearing the fire warning bell and move to the Assembly points which are prepared in the school's building.

## HOW TO ACT IN THE EVENT OF A FIRE BREAK OUT:

- Break the glass of the fire alarm to operate it.
- Call civil defense immediately.
- Start fire-fighting using the nearest fire extinguisher appropriate for the type of the fire, as the following
  - ✓ Pull the safety pin of the fire extinguisher.
  - ✓ Point crater extinguisher to the scene of the fire for floating.
  - ✓ Press on the handle of the extinguisher.
  - ✓ Make sure that the place which you stand on doesn't consist of danger to you and you can escape if the fire spread.

## DUTIES OF TEACHERS, STUDENTS, AND STAFF IN EMERGENCY SITUATIONS:

- Stay calm and out of confusion.
- Stop working immediately.
- Cut the power of the place they are in.
- Do not use elevators.
- Head to the assembly points through the escape routes and emergency exits.
- Alert the students not to run or exceed their colleagues to avoid injuries.
- Close the hall/class (not lock it) and put a paper on the door indicate that it has been evacuated.
- Move to the nearest gathering point through the closest stairs and emergency exits.
- Teacher in charge must count the number of students who are with him/her after the evacuation in the assembly points and inform the official at the school on any missing student.
- The need for cooperation with the Department of Civil Defense in the case of arrival to the building and facilitate their work.

- Avoid returning to the building for any reasons only if it is authorized to do so from officials.
- Make sure of closing the doors and windows except the evacuation exists.
- Supervision of the operations of evacuations.
- Ensure that the operations of contacting with Civil Defense.
- Ensure the arrival of a specialized team of Civil Defense.
- Heading to the gathering point to make sure of the presence of all workers and the absence of any of them inside the building.
- You can escape if the fire spread.
- Do not risk one's life no matter what the reason is only after the permission of the officials to do so.



# PAK SHAMAA SCHOOL & COLLEGE DOHA-QATAR

## STUDENTS' RESPONSIBILITIES

*"All the students should follow the following rules and regulations".*

1. All the students should reach the school 10 minutes before the school timings.
2. All the students should come to school in proper uniform.
3. All the students should come in p-uniform when they have the game period.
4. All the students should bring the necessary books and stationery items with them.
5. Students should observe the discipline in their classrooms.
6. Students should actively participate in class/school activities
7. Students are not allowed to meet someone during the school hours without coordinator's permission.
8. Students are not allowed to leave the school without permission.
9. No student is allowed to leave the classroom without permission.
10. Latecomers will be warned. Habitual latecomers can be suspended or terminated.
11. Any student present in the school but he/she doesn't attend his/her classes will be suspended/terminated.
12. Any student who damages the school property will be fined and suspended. The administration can consider his / her termination.
13. Good manners are part of our Islamic values. Students must observe good manners. Use of abusive language is strictly forbidden.
14. Misbehaving in any form is strictly forbidden. Those who are found guilty of misbehaving with any of his/her fellow student or teacher will be suspended/terminated.



# PAK SHAMAA SCHOOL & COLLEGE DOHA-QATAR

## PARENTS' RESPONSIBILITIES

Parents are expected to follow the rules and regulations for a healthy atmosphere of the school.

1. Parents are expected that their child/children must reach the school earlier than 10 minutes before the school timing.
2. They are requested to send their child/children in proper uniform and in time to the school.
3. They should send their child/children coming to school with necessary books and stationery items. They should observe the school discipline and participate actively in school activities.
4. The school will be sending notice/reports and messages whenever it is necessary. Parents are requested to give attention to them, sign them and return to the school if necessary.
5. Parents are not allowed to meet their child/children during the school hours without permission.
6. Parents are not allowed to enter the School Premises without permission.
7. Parents are requested not to send their child/children to school if they are medically unfit.
8. Parents are advised to make use of suggestion boxes for suggestions.



## UNIFORM AND DRESS CODE

INTERNATIONAL STREAM		
CLASS	GIRLS	BOYS
	UNIFORM	UNIFORM
KG - I	Gray skirt + White shirt + White legging+ White/Black socks +Black shoes	Smoky Gray Trouser + white Shirt + Gray tie with Maroon Lining +black shoes & Socks
KG - II	Gray skirt + White shirt + White legging+ White/Black socks +Black shoes	Smoky Gray Trouser + white Shirt + Gray tie with Maroon Lining +black shoes & Socks
GRADE - 1	Gray skirt + White shirt + White legging+ White/Black socks +Black shoes	Smoky Gray Trouser + white Shirt + Gray tie with Maroon Lining +black shoes & Socks
GRADE - 2	Gray skirt + White shirt + White legging+ White/Black socks +Black shoes	Smoky Gray Trouser + white Shirt + Gray tie with Maroon Lining +black shoes & Socks
GRADE - 3	Gray skirt + White shirt + White legging+ White/Black socks +Black shoes	Smoky Gray Trouser + white Shirt + Gray tie with Maroon Lining +black shoes & Socks
GRADE - 4	Gray Apron + White shirt + White Shalwar	Smoky Gray Trouser + white Shirt + Gray tie with Maroon Lining +black shoes & Socks
GRADE - 5	Gray Apron + White shirt + White Shalwar+ White v	Smoky Gray Trouser + white Shirt + Gray tie with Maroon Lining +black shoes & Socks
GRADE - 6	Gray Apron + White shirt + White Shalwar+ White half dupatta	Smoky Gray Trouser + white Shirt + Gray tie with Maroon Lining +black shoes & Socks
GRADE - 7	Gray Apron + White shirt + White Shalwar+ White half dupatta	Smoky Gray Trouser + white Shirt + Gray tie with Maroon Lining +black shoes & Socks
GRADE - 8	Gray Apron + White shirt + White Shalwar+ White half dupatta	Smoky Gray Trouser + white Shirt + Gray tie with Maroon Lining +black shoes & Socks
GRADE - 9	Gray Apron + White shirt + White Shalwar+ White full dupatta	Smoky Gray Trouser + white Shirt + Gray tie with Maroon Lining +black shoes & Socks
GRADE - 10	Gray Apron + White shirt + White Shalwar+ White full dupatta	Smoky Gray Trouser + white Shirt + Gray tie with Maroon Lining +black shoes & Socks
GRADE - 11	White Shalwar kameez + Navy Dupatta + black socks & Shoes	Gray trouser + Purple Shirt + Black tie +black shoes & Socks
GRADE - 12	White Shalwar kameez + Light Purple Dupatta + black socks & Shoes	Gray trouser + Purple Shirt + Black tie +black shoes & Socks

## WINTER

- Gray Sweater
- Maroon Blazer
- Black Blazer or Sweater (Grade 11 & 12)



## UNIFORM AND DRESS CODE

ENGLISH MEDIUM		
CLASS	GIRLS UNIFORM	BOYS UNIFORM
KG – I	Maroon Upper+ White shirt & Sharlwar + white Scarf + white Socks+ Black Shoes	N/A
KG – II	Maroon Upper+ White shirt & Sharlwar + white Scarf + white Socks+ Black Shoes	N/A
GRADE - 1	Maroon Upper+ White shirt & Sharlwar + white Scarf + white Socks+ Black Shoes	N/A
GRADE - 2	Maroon Upper+ White shirt & Sharlwar + white Scarf + white Socks+ Black Shoes	N/A
GRADE - 3	Maroon Upper+ White shirt & Sharlwar + white Scarf + white Socks+ Black Shoes	Maroon Trouser + White Shirt + Maroon Tie + Black Socks + Black Shoes
GRADE - 4	Maroon Upper+ White shirt & Sharlwar + white Scarf + white Socks+ Black Shoes	Maroon Trouser + White Shirt + Maroon Tie + Black Socks + Black Shoes
GRADE - 5	Maroon Upper+ White shirt & Sharlwar + white Scarf + white Socks+ Black Shoes	Maroon Trouser + White Shirt + Maroon Tie + Black Socks + Black Shoes
GRADE - 6	Maroon Upper+ White shirt & Sharlwar + white Scarf + white Socks+ Black Shoes	Maroon Trouser + White Shirt + Maroon Tie + Black Socks + Black Shoes
GRADE - 7	Maroon Upper+ White shirt & Sharlwar + white Scarf + white Socks+ Black Shoes	Maroon Trouser + White Shirt + Maroon Tie + Black Socks + Black Shoes
GRADE - 8	Maroon Upper+ White shirt & Sharlwar + white Scarf + white Socks+ Black Shoes	Maroon Trouser + White Shirt + Maroon Tie + Black Socks + Black Shoes
GRADE - 9	Maroon Upper+ White shirt & Sharlwar + white Scarf + white Socks+ Black Shoes	Maroon Trouser + White Shirt + Maroon Tie + Black Socks + Black Shoes
GRADE -10	Maroon Upper+ White shirt & Sharlwar + white Scarf + white Socks+ Black Shoes	Maroon Trouser + White Shirt + Maroon Tie + Black Socks + Black Shoes

## WINTER

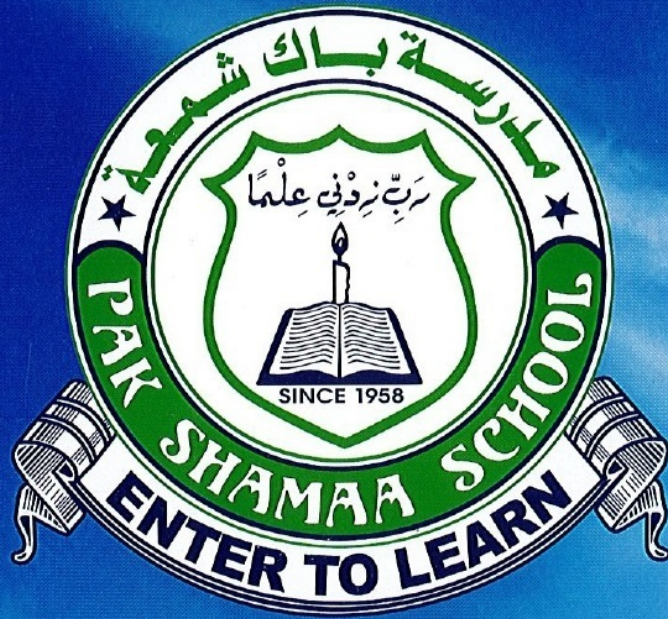
- Maroon Sweater
- Maroon Blazer

If a student doesn't wear school uniform regularly, the following steps will be taken.

- A note will be made in their homework diary to parents.
- Initially, the student will be asked verbally why they are not dressed in full uniform.
- If it happens again the same week; parents will be contacted and requested to collect the student from school.

If consistent, a letter will be sent to parents and a detention will be given.





**PAK SHAMAA SCHOOL & COLLEGE (Main)**

Post Box # ٢٢٥٧٩ Doha, Qatar

Tel: (٤٤١٦٣٧١٢, ٤٤١٦٣٧١٣, ٤٤١٦٣٧١٨ (٩٧٤+

Fax: (٤٤١٦٣٧١٦ (٩٧٤+

Location Near : Messaimer

**PAKSHAMA KINDERGARTEN**

Post Box # ٢٢٥٧٩ Doha, Qatar

Ph: ٤٤٧١٨٥٤, Fax: (٤٤١٦٣٧١٦ (٩٧٤+

Location Near : Near Wakra Family Beach

Email: pakshamaakindergarten@gmail.com

pakshamaaschool@gmail.com

**PAKSHAMA AL MASHAF CAMBRIDGE (Br.)**

Post Box # ٢٢٥٧٩ Doha, Qatar

Ph: ٤٤٣٦٦٥٧ / ٤٤٣٦٦٥٤

Fax: (٤٤١٦٣٧١٦ (٩٧٤+

Location Near : Near Ezdan ^ Wakra