



ATTENDANCE 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 having 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, unless:

- There is an approved exemption from school attendance or attendance and enrolment for the students, or
- The student is registered for home schooling and has only a partial enrolment in a school for particular activities.

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.

IMPLEMENTATION:

- The school will maintain an attendance register of students and record in it each students' attendance at least once a day as well as reason (given or apparent) for a students' absence.
- Absence notes- either written by the parents or as reported by a parent/guardian and written by a member of staff will be collected and kept by the school.
- Where possible parents should inform the school in advance of upcoming absence or phone the school on the day of the absence.
- PSS employs an attendance officer to follow up on unexplained absences.
- If a parent does not contact the school to provide an explanation on the day of the student absence, the school attendance officer will attempt to contact the parent/guardian within three days of the absence. If an explanation is received, the accurate cause of absence will be recorded.
- If contact cannot be made with the parent/guardian, emergency contacts may be called to determine a child's whereabouts.
- Should no contact be made, the school will mail the student's absence report seeking explanation. Parents will be informed that they may be issued with a school attendance notice with fine as per school rules.

STRATEGIES

PSS will promote high level of student attendance and participation through the use of the following strategies.

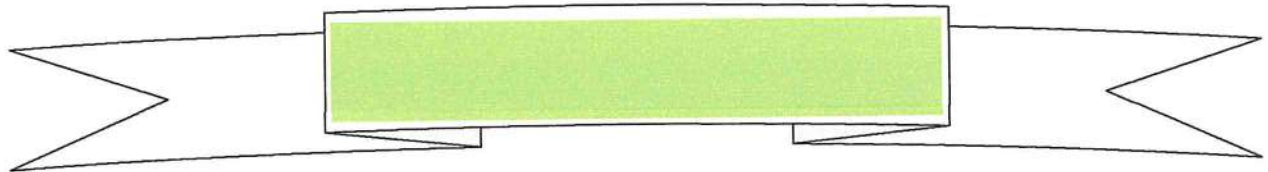
- Articulating high expectations of attendance to all members of the school community.
- Creating safe, supportive learning environments where all students experience success through active participation and engagement in purposeful learning.
- Adoption of consistent, rigorous procedures to monitor and record student absences.
- Implement data driven attendance strategies.
- Provision of early identification and supportive intervention for students at risk of poor attendance.
- Link with local community groups and support agencies to maximise program and individual support.
- Access specialist support for individual students with identified behavioural, health or social issues.
- Provide a tagged response to non-attendance.
- Support students to return to school after absences.

PLANS:

- School attendance data will be regularly monitored and analysed to identify student absence patterns on a school, year level and individual basis.
- Any student/family identified as being at risk of poor attendance will be provided with timely, targeted support to improve attendance and address underlying issues.
- In the first instance a meeting will be convened with the student's parents/guardians to develop attendance improvement strategies to support the student and family.
- If it becomes apparent that a student may require ongoing intensive support and attendance student support group will be convened to develop an attendance improvement plan or a return to school plan and if deemed necessary an individual education plan. In addition referrals may be made to school or community based wellbeing professionals.
- Student absence learning plans will be implemented to support the education of students who will be absent from school for an extended period. Plans will be developed collaboratively with teachers, students and their parents for students:
 - ✓ Who are planning extended absence from school e.g., family holiday.
 - ✓ Suspended for more than three days.
 - ✓ Subject to an expulsion appeal process.

EVALUATION:

- Regular monitoring of attendance data at individual, class or school level.
- Attendance officer report.



Nabila
NABILA KAUKAB
PRINCIPAL

M.A. Shahid
M.A. SHAHID
PRESIDENT



PAK SHAMAA SCHOOL & COLLEGE DOHA-QATAR

STUDENT BEHAVIOUR

POLICY

STUDENT EXPECTATIONS

The school administration and staff are committed to the principle of fair and equal treatment of all students within the school as well as uniform and equal execution of school policies. Through cooperative relationships between students, school staff and parents, the school experience for all students can be purposeful, stimulating and engender perennial benefits.

Parents and guardians can best support the school experience by preparing their students emotionally and gregariously and by edifying them to be friendly to learning and discipline.

Students are expected to adhere to the following guidelines:

- students should attend school on a regular basis and be prompt in arriving at school and to assigned classes
- students should understand and adhere to all school policies and be willing to accept the responsibilities that go along with their rights and privileges
- students should respect the worth and dignity of each individual and respect the rights of fellow students
- students should respect the rights and responsibilities of all staff members as they perform their duties
- students should observe a code of conduct for all citizens through the use of proper language, etiquette and appearance
- students should exercise proper use of and care of school facilities and equipment

STUDENT CODE OF CONDUCT VIOLATIONS AND CONSEQUENCES

As members of the school community, students need to understand and adhere to all school policies and be willing to accept the responsibilities that go along with their rights and privileges.

Negative behaviors that will prompt disciplinary action are divided into three major categories as follows:

CATEGORY I -BREACH:

GENERAL MISCONDUCT

Examples of general misconduct behaviors include the following:

- refusal to follow the prescribed rules and regulations
- profanity or obscenity in English or in Arabic
- being in an unauthorized area
- copying and cheating
- bringing prohibited electronic devices to school
- inappropriate dress or out of school uniform

In addition to discussing violations with students at the time of the infraction and making contact with parents when appropriate, teachers and staff will utilize one or more of the following disciplinary consequences:

- verbal warning
- teacher/student conference
- parent contact and/or conference
- extra work assignments
- detention
- withdrawal of privileges
- Standing for 10 minutes
- If not improving another 10 minutes standing
- punishment of sit & stand for 10 to 20 times

CATEGORY II -BREACHE:

SERIOUS MISCONDUCT

Examples of serious misconduct behaviors include the following:

- intimidation
- inciting others to break school rules
- disrespect towards a teacher or staff member
- intentional damage or destruction of property
- repeated disruptive behavior
- inappropriate physical contact

Consequences for serious misconduct include suspension and probation.

CATEGORY III- BREACHE:

ILLEGAL MISCONDUCT

Examples of illegal misconduct behaviors include the following:

- theft or possession of stolen property
- ignition
- the possession or use of illegal substances
- being in possession of sharp tools or equipment that can be used as weapons
- extortion
- harming or threatening harm to fellow students or staff

Consequences for illegal misconduct include suspension, expulsion and alternative school placement on the first offence.

The following guideline should be posted in each student's homework diary and posted on the class fusion page:

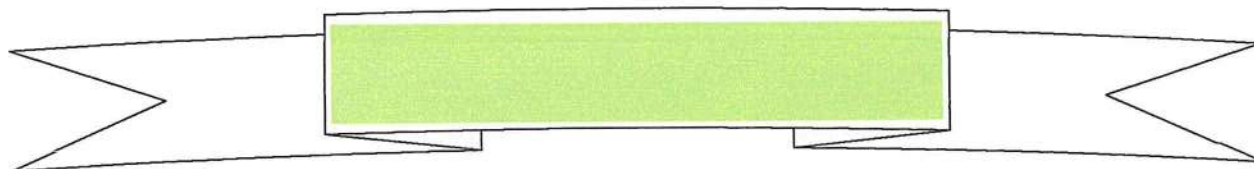
PAK SHAMAA SCHOOL'S STUDENTS ARE EXPECTED TO...

- Study hard.
- Respect others.
- Make good choices.
- Do quality work.


- Be on time for school and be prepared for class.
- Follow instructions.
- Respect other's rights.
- Be courteous to others.
- Keep hands off others.
- Never leave the schoolyard without permission.
- Play safely in assigned areas. You may not play in the following areas – the halls – the parking lot – bathrooms, planted areas – in front of the building.
- Use the playground equipment safely (never throw rocks, bark, etc.).
- No rough play (no shoving, tackling, tumbling, etc.).
- No teasing. Treat others with respect and courtesy.
- When the bell rings, stop all play immediately and walk quietly to line. While in line, always keep hands off others.
- Arrange for your lunch before school.
- Wait quietly in line with your hands off others.
- Clean up the space around your seat and put your trash in the garbage.

EVALUATION:

The policy will be reviewed as part of the school's two-year review cycle.




NABILA KAUKAB
PRINCIPAL


M.A. SHAHID
PRESIDENT



ANTI-BULLYING

POLICY

Definition:

A person is bullied when one or more other people expose them regularly and over time to negative or harmful actions. Bullies are people who deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly. Bullying is a clear form of harassment.

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 counter measures.
- 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 student and staff to report incidents of bullying.
- Parents encouraged contacting 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 time 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 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 formal disciplinary action.
- If parent bullying persists the principal will follow MOE advice and procedures.

D. POST VIOLATION:

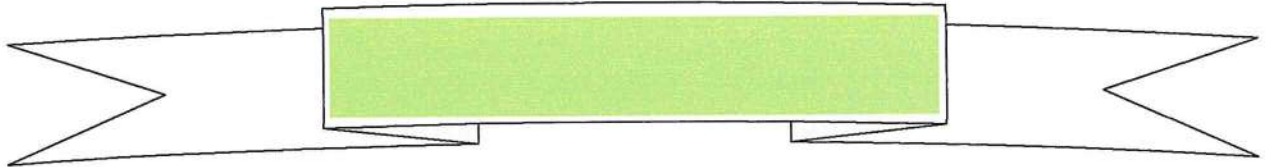
- Consequences for students will be individually based and may involve:
 - ✓ Exclusion from class.
 - ✓ Exclusion from yard.
 - ✓ Ongoing counseling from appropriate agency for both victim and bully.
 - ✓ 1st Warning
 - ✓ 2nd warning
 - ✓ School suspension.
 - ✓ Termination from school
- Ongoing monitoring 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.

EVALUATION:

The policy will be reviewed with whole staff, student, parent and community input as part of the school's three-year review cycle



Nabila
NABILA KAUKAB
PRINCIPAL

M.A. Shahid
M.A. SHAHID
PRESIDENT



STUDENTS ASSESSMENT POLICY

ASSESSMENT PHILOSOPHY:

Pak Shamaa School (PSS) is an international school, offering the Primary and Middle Years Program, matriculation and intermediate Programs by 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 of 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 formatively 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 centre
- 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 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 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

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 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 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 with their child's teachers to discuss academic progress and social-emotional development of the student. There is also 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 learnt 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 pasted in every class.

INTERNAL ASSESSMENT IN 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.

Through assessment students will be informed about their development in learning and will be able to identify what needs to be done to improve further. Strengths and weaknesses are identified through assessment, although it never seeks to catch students out. Assessment results enable teachers to adjust and design lessons that support all students and provide challenging experiences in the subject taught. Assessment also provides feedback on the students' approaches to learning and informs planning for approaches to teaching. Assessment in the SCC and HSCC level supports curricular goals and encourages appropriate student learning. The emphasis is on criterion related as opposed to norm-referenced assessment. This method of assessment judges student work in relation to identified levels of attainment, rather than in relation to the work of other students.

REPORTING PROCEDURE IN 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 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 ARE AS FOLLOW:

1st Term Examination (Term Duration April – June)

First Term Examination will be conducted in June.

2nd Term Examination (Term Duration Sep – Nov)

Second Term Examination will be conducted in Nov.

3rd Term Examination (Term Duration Dec – Mar)

Final term Examination will be conducted in March.

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 principal in the presence of heads of different wings. Individually all classes and students are discussed in result meeting. School declares 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.

Formative assessment enables teachers to address the needs of individual students when planning units of work and designing learning activities. The emphasis here is on making the student a better judge of his or her own performance and then helping him or her develop strategies to improve. Formative assessment focuses on assessment as an essential learning process (learning how to learn).

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.

The main goal of summative assessment is to support and encourage appropriate student learning. Formal Examination Sessions in IX – X Grades, Internal Exams are held in November and for XI - XII Grades internal Exams are held in December. 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. Reporting systems during the course of one school year PSS aims to formally report to all parents.

CAREER COUNSELING:

Before students' enrollment in SSC and HSSC, School arranges career counseling for the awareness of students. Senior teachers discuss about 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 formative assessment. Sendups 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. Result of crash tests are discussed with principal and 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.

Class tests and crash tests, Mock Exam and pre-board Examination reports for SCC and HSCC level contain the following information:

- An examination grade
- An Internal assessment grade
- Approaches to learning expectations

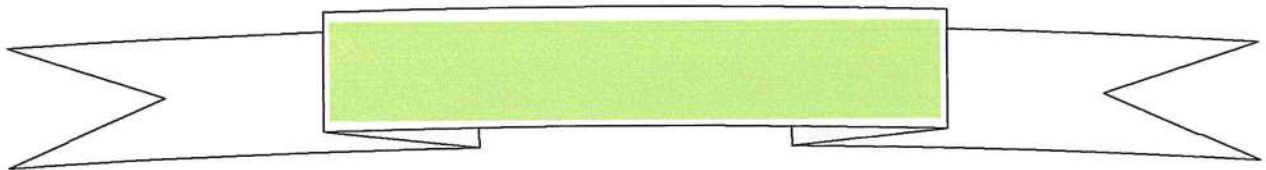
- A comment from the teacher addressing the student that gives forward strategies based on performance to date that includes student targets for improvement with a clear indication of how they may be achieved.

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.

EVALUATION:

The policy will be reviewed with whole staff, student, parent and community input as part of the school's three-year review cycle




NABILA KAUKAB
PRINCIPAL


M.A. SHAHID
PRESIDENT



PAK SHAMAA SCHOOL & COLLEGE DOHA-QATAR

MEDICAL CONDITIONS & ILL STUDENTS POLICY

Rationale:

All children have the right to feel safe and well, and known 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 college student Health (First Aid) policy which outlines the college'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.

IMPLEMENTATION:

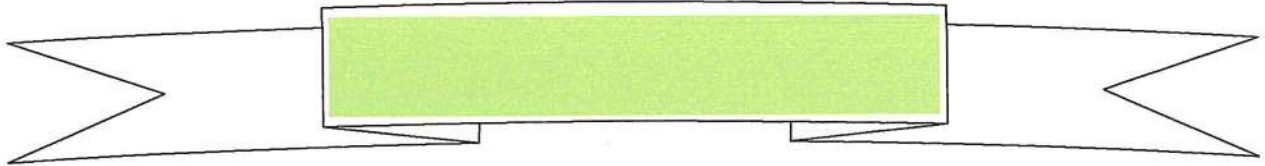
- A sufficient number of staff (including at least 1 administration staff member) to be trained to a level 2 first aid certificate, and with up-to-date CPR qualifications.
- A first aid room will be available for use at all times. A comprehensive supply of basic first aid materials will be stored in a locked cupboard in the first aid room.
- First aid kits will also be available in each wing of the school, as well as the staff room and administration offices.
- A supply of medication for teachers will be available in a locked drawer in the staff room.
- Supervision of the first aid room will part of the daily yard duty roster. Any children in the first aid room will be supervised by a staff member at all times.

- All injuries or illnesses that occur during class time will be referred to the administration staff who will manage the incident, all injuries or illnesses that occur during recess or lunch breaks, will be referred to the teacher on duty in the first aid room.
- A confidential up-to-date register (kept under lock and key) located in the first aid room will be kept of all injuries or illnesses experienced by children that require first aid.
- All staff will be provided with basic first aid management skills, including blood spills, and a supply of protective disposable gloves will be available for use by staff.
- Minor injuries only will be treated by staff members on duty, while more serious injuries including those requiring parents to be notified or suspected treatment by a doctor-require a level 2 first aid trained staff member to provide first aid.
- Any children with injuries involving blood must have the wound covered at all times.
- **No medication including headache tablet will be administered to children without the express written permission of parents/guardian.**
- Parents of all children who receive first aid will receive a completed form indicating the nature of the injury, any treatment given, and the name of the teacher providing the first aid. For more serious injuries/illnesses, the parents/guardians must be contacted by the administration staff so that professional treatment may be organized. Any injuries to a child's head, neck or back must be reported to parents/guardian.
- Any student who is collected from school by parents/guardians as a result of an injury, or who is administered treatment by a doctor/hospital or ambulance officer as a result of an injury, or has an injury to the head, face, neck or back, or where a teacher considers the injury to be greater than "minor" will be reported to hospital.
- Parents of ill children will be contacted to take the children home.
- Parents who collect children from school of any reason (other than emergency) must sign child out of the school in a register maintained in the school office.
- All teachers have the authority to call an ambulance immediately in an emergency. If the situation and time permit, a teacher may confer with others before deciding on an appropriate course of action
- All school camps will have at least 1 level 2 first aid trained staff member at all times.
- A comprehensive first aid kit will accompany all camps, along with a mobile phone.
- All children attending camps or excursion will have provided a signed medical form providing medical detail and giving teacher permission to contact a doctor or ambulance should instances arise where their child requires treatment. Copies of the signed medical forms to be taken on camps and excursions, as well as kept at school.
- All children, especially those with a documented asthma management plan, will have access to ventolin and a spacer at all times.
- A member of staff is to be responsible for the purchase and maintenance of first aid supplies, first aid kits, ice packs and the general upkeep of the first aid room.
- At the commencement of each year, requests for updated first aid information will be sent home including requests for any asthma, diabetes and anaphylaxis management plans, high priority medical forms, and reminders to parents of the policies and practices used by the school to manage first aid, illnesses and medications throughout the year.

- General organizational matters relating to first aid will be communicated to staff at the beginning of each year. Revisions of recommended procedures for administering asthma, diabetes and anaphylaxis medication will also be given at that time.
- It is recommended that all students have personal accident insurance and ambulance cover.

EVALUATION:

The policy will be reviewed as part of the school's three-year review cycle



Nabila
NABILA KAUKAB

PRINCIPAL

M.A. Shahid
M.A. SHAHID

PRESIDENT



SUPERVISION & SAFETY POLICY

POLICY OBJECTIVE:

To ensure that PSS staff have 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.
- Supervision of the arrival and departure of school contract buses.
- Yard supervision.
- Classroom supervision.

At PSS supervision at the beginning of the school day will commence at 6:30am. This supervision will include a teacher on active duty on the asphalt area of the school and all classroom teachers in classrooms.

Supervision at the end of the school day will be provided until 2:15pm. This supervision will include a teacher on yard duty on the asphalt area of the school and a teacher supervising student and parent in parking area.

If a parent, guardian drops off or otherwise arranges for a student to be on the school premises before supervision commence at the beginning of the day, the Principal will, as soon as practicable, follow up with the parent, guardian to

- Advise of the supervision arrangements before school, and
- Request that the parent, guardian or carer make alternate arrangement.

If a parent, guardian has failed to collect the student after school, the next step may include some or all of the following:

- Attempting to contact the parents, guardian.
- Attempting to contact the emergency contacts.
- Placing the student in the out of school hours care program(if appropriate)

Classroom

The classroom teacher has ultimate responsibility for the supervision of all students in their care.

This duty cannot be delegated to external education providers' parents or trainee teachers.

In addition, no student should be left unsupervised outside the classroom as withdrawal consequences for misbehavior. Withdrawal from the classroom is only to occur in accordance with the school's policy.

If a teacher needs to leave the classroom unattended at any time during a lesson, he or she should contact their buddy teacher or the PTI for assistance. The teacher should then wait until alternate supervision is being provided prior to leaving the classroom.

Recess and Lunch times

The Principal is responsible for ensuring that students are adequately supervised during recess and lunch. This involves designating areas in the yard, and developing a roster for staff to supervise students in the designated area for the time indicated in the roster.

At PSS the Vice Principal is responsible for preparing and communicating the yard duty roster. The designated yard duty areas for lunch breaks are as follows.

- A- Which include supervision of the senior playground and ensuring students do not go into out of bounds areas behind the school.
- B- Including the canteen area and students toilet at the end of each Wing.
- C-Playing area inside the premises for junior classes.

Teachers who are rostered for duty must remain in the designated area until the end of the break period, or until replaced a relieving teacher, whichever is applicable. During yard duty, supervising teachers should be guided by the following:

- In all yard duty area teachers are expected to methodically move around the area rather than remain static in the one position. This increases the ability to appropriately monitor student activity.
- Be alert and vigilant.
- Intervene if potentially dangerous behavior is observed in the yard.
- Enforce behavior standards and implement logical consequences for breaches of safety rules.
- Ensure that students who require first aid assistance receive it as soon as possible.

Late Arrival & Early Departure

The Principal will ensure that the school has a procedure in place for the safe collection and drop off of students at school during school hours (e.g., late arrival or an early departure). This will include a record of the date and time, the reason for the late arrival or early departure, and the person who has authorized the late arrival or early departure.

Late arrival at PSS

- Children who arrive between 7:10am and 7:30am collect a Late Pass from the office and go to class.
- Children who arrive after 7:30am collect a Late Pass from the office and have their names and time of arrival recorded in the late book.
- The Principal, Class team or attendance officer will contact families of children who are consistently or frequently late.

In relation to early departure from school, the procedure will also include:

- Persons collecting students prior to the end of the school day must attend the office and complete an early leave form which must be presented to the classroom teacher prior to the child leaving.
- Students will only be permitted to leave the school premises under the supervision of a parent or another person authorized by parents to collect the student.
- If the person collecting the student is unknown to school staff and not listed as a contact on the child's enrolment form, school staff will request photo identification to verify the person's identity and check he/she is authorized on the child's enrolment form to collect the child.

Visitors

The Principal will ensure that there is a procedure to monitor all visitors in the school. As a minimum this procedure must require all visitors arriving and departing the school premises during school hours to use a visitor's book to record their name, their signature, the date and time, and the purpose of the visit.

At PSS the procedure is as follows:

- All visitors report to the office.
- All visitors must sign in and wear a visitor's tag.
- All visitors must sign out when leaving the school.

ROLES & RESPONSIBILITIES:

The Principal will

- Regularly communicate the duty of care and supervision obligations and responsibilities to all staff
- Regularly communicate the supervision arrangements to parents.
- Determine the level of student supervision to be provided to students in all of the circumstances.
- Allocate specific responsibilities to staff members to provide the supervision that is required.
- Communicate the specific supervision responsibilities allocated to staff members.
- Regularly review the level of student supervision provided to students and make adjustments as and when deemed appropriate.
- Regularly review the duty of care and supervision policy to ensure that it is consistent with the school policy and advisory guide, and continues to meet the duty of care obligations and responsibilities for all students.

Teachers and other staff will:

- Comply with the lawful and reasonable directions of the Principal.
- Comply with all department and school policies.
- Perform supervisory duties as required.

Parents, guardians and carers will

- Make appropriate arrangements for the transport, care and supervise students travelling to and from school.
- Make appropriate arrangements for the care and supervision of students outside the times of supervision before and after school.
- Comply with late arrival and early departure policies and other school based policies.

PROCEDURE FOR IMPLEMENTATION:

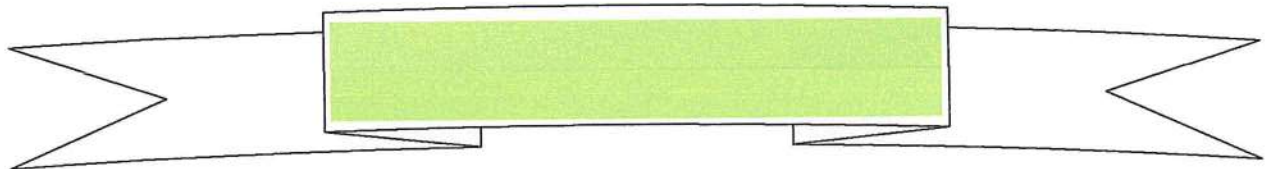
The principal will communicate this policy to all staff using the following mechanism:

- A copy of this policy will be provided to each member of staff in the staff handbook at the first staff meeting at the commencement of the school year.
- New staff will be informed of this policy as part of the school's induction program.
- School staff will be directed to familiarize themselves with all relevant sections of the school policy and advisory guide.

This policy will be included in the school policy handbook.

EVALUATION:

The policy will be reviewed annually or more often if necessary due to changes in legislation, policy or local circumstances.




NABILA KAUKAB
PRINCIPAL


M.A. SHAHID
PRESIDENT



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 expense 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.

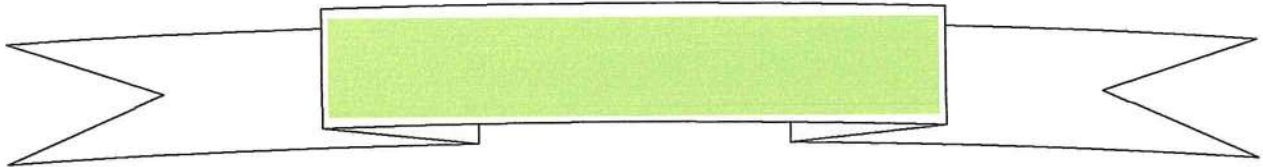
IMPLEMENTATION:

- 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 many varied school activities, and caters for the financial constraints of families.
- The dress code applies during school hours, while travelling to and from school, and when students are on school excursions.
- The uniform is required to be worn.
- Stud earrings, plus watches and small religious pendant- tucked into clothing are the only acceptable jewellery.
- 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 are 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 exemption to the dress code due to religious beliefs, ethic or cultural background, student disability, health condition or economic hardship must apply in writing to the school council for consideration.

EVALUATION:

The policy will be reviewed as part of the school's three-year review cycle




NABILA KAUKAB
PRINCIPAL


M.A. SHAHID
PRESIDENT



PAK SHAMAA SCHOOL, DOHA-QATAR

ETHICAL RESPONSIBILITIES OF PARENTS

TOWARDS SCHOOL

- Spread awareness amongst their children on the importance of education and respect those in charge of the educational process.
- Show positive manner and behavior and deal respectfully with other school staff.
- Wear a decent and appropriate outfit while visiting the school.
- Never abuse your position or your social status to influence school's decisions.


NABILA KAUKAB
PRINCIPAL




PAK SHAMAA SCHOOL, DOHA-QATAR

ETHICAL RESPONSIBILITY OF STUDENTS

TOWARDS SCHOOL

- Adhere to positive behaviors and deal with everyone in a kind and respectful manner.
 - Comply with school's rules and regulations
 - Interact positively with other classmates during school time.
 - Preserve school property and facilities
- Code of ethics for parents:


NABILA KAUKAB
PRINCIPAL