



Home-School Agreement 2024-2025

Introduction

A constructive relationship between the school and families is key to ensuring that the students' well-being is at the core of an effective educational experience. It is beneficial for both parties, the school and the families, if these constructive relationships are based on agreed terms and conditions set out clearly in a contract form.

In addition to this contract, the school should have sufficient procedures to address and mitigate parental concerns and complaints, while parents should also be recognised and used as a valuable resource in their children's educational experience.

Families must read this document carefully and ratify it only after the school has addressed all queries.

The terms and conditions stipulated in this contract are a reference for dispute resolution. SPEA will uphold the agreement stipulated in this contract when a party refers a matter to SPEA for deliberation and endorsement.

Definitions:

- **SPEA:** Sharjah Private Education Authority.
- **Child:** The child or children (at any age) admitted by the school to be educated and whose name appears in this document.
- **Contract:** This document.
- **Educational Services:** the services that the school provides in order to support the learning and development of the students.
- **Parent:** Both parents of the child when both have the legal standing of guardians or are the legal guardian by court order.
- **Policies:** The principles, guidelines and/or rules adopted by a school and shared with all stakeholders for the purpose of achieving specific objectives. These objectives could be related to any issue pertaining to the operation of the school, such as academics, health and safety or students' behaviour.
- **School:** Wesgreen International School.
- **School fees:** Any amount owing to the school for a student's enrolment, education and related activities at the school. These fees are clearly communicated and are stipulated in this contract.
- **Student(s):** All those who are admitted and registered at the school to be educated at any year level.
- **Third party:** The provider, other than the school, of a specific service for the students via the school.

1. Communication

1.1. The responsibilities of the school include:

- Communicating to parents all policies, possible changes and immediate announcements.
- All key messages will be communicated in English and Arabic.
- Using primary contact details provided by parents to communicate key messages.

- Updating the information about school policies, expectations, programmes, staff and any other information deemed necessary by the school.
- Informing parents of their child's progress through regular assessment reports (at least 2 per year) and meetings. The school will exercise fairness, objectivity, transparency, and credibility in the assessment reports shared with parents.
- Providing parents with the opportunity to see and review all their child's work and get feedback about learning. Parents can contact the school to organise a face-to-face or zoom meeting should they wish.

1.2. The responsibilities of the parents include:

- Supplying all required documentation at the time of admission to the school and prior to their child attending school.
- Supplying the school with valid and updated contact details, including home and mobile numbers, e-mail addresses and home locations.
- Reading all school emails
- Downloading the GEMS Connect App.
- Updating the school about any changes in the contact information.
- Referring regularly to established means of communications for any updates about the school.
- Being courteous in their approach to staff when enquiring about their child.
- Attending meetings, conferences and reviews related to their child's progress and performance. Failure to do so may jeopardize their child's progress and learning experience. Parents' level of participation, involvement and responsibility in their child's learning will affect his or her chances for re-enrolment the following year.

2. Acceptance of the student's enrolment in the school

2.1. The responsibilities of the school include:

As per the Ministerial Resolution No. 24, 2021, the age of the child at the cut-off date of 31st August 2023 will be used for calculating acceptance into the school as shown in the table below:

| Class | Minimum Age |
|--------|-------------|
| FS1 | 3 |
| FS2 | 4 |
| Year 1 | 5 |
| Year 2 | 6 |

- FS1, FS2 and Year 1 students are assessed by our experienced teaching staff, who evaluate the child's readiness for school life. Once an application is submitted, parents/guardians receive an email from the registrar's office for an assessment date.
- Year 2 - Year 6 applicants are required to do a reading and writing assessment.
- Year 7 upwards undertake a Cognitive Ability Test (CAT4) that can last up to 2 hours.
- As of September 2021, the first year of compulsory education is Year 1.

2.2. The responsibilities of the parents include:

Sharjah Private Education Authority SPEA requires that you submit the following on registration and prior to the child's first day of attendance.

- 2 Passport size photographs.
- 1 Copy of the child's Passport with a valid visa.
- 1 Copy of the child's Birth Certificate.
- 1 Copy of the father's Passport with a valid visa.
- 1 Copy of the mother's Passport with a valid visa.
- 1 Copy of Family Book (Khulasa) for UAE Nationals only.

- 1 copy Emirates ID. You will be asked to submit the original Emirates ID for Ministry Registration.
- Continuation certificate from the previous school.
- Good Conduct certificate from the previous school.
- Original attested report of the last examination – Required to be Submitted by July 2023.
- Original attested Transfer Certificate from the previous school – Required to be submitted by July 2023.
- For the students who are coming from outside UAE, a transfer certificate and final report should be attested from the Ministry of Education, Foreign Affairs and the U A E Embassy in your country.

2.3 Students with Special Education Needs

Along with the documentation required for admission, applicants are required to share full details of any special educational needs, individual education plans (IEPs) and any Educational Psychologist, Paediatric, or other specialist reports (e.g., Speech and Language or Occupational Therapy) if completed. Failure to declare any known additional needs, even if undiagnosed, may result in the withdrawal of the offer of a school place at GEMS Wesgreen, Sharjah.

- Sharing educational history with Wesgreen International School prior to a place being offered is essential so that staff can ensure an appropriate assessment of educational need, educational plan, and resourcing is in place.
- Wesgreen International School reserves the right to request additional resources to support the student which can include but are not limited to a psychoeducational assessment, therapy reports, and the provision of a Learning Support Assistant (Shadow Teacher), in the event that a special educational need should arise during the admission process and during the students' academic career within the school.
- Admission into the school will be evaluated based on a case by case basis of students' additional needs, as well as the capacity to provide effective support within the Student Support Department. In the event that the department has reached its supportive capacity, the student will be placed on a waiting list and their admission will be reviewed once a seat becomes available.
- We follow the local regulatory guidance and procedures for scenarios where, very rarely, it may not be in the best interests of the child to be placed in WGP.
- If information regarding the additional needs of a student is withheld upon admission or re-enrolment, the school reserves the right to review the admission to ensure the best interests of the child are considered.
- Students should demonstrate the potential of an age-appropriate level of English Language proficiency (CAT4 Verbal and Non-Verbal SAS score between 89 or above) to be accepted at Wesgreen in Year 5 and above due to the technical level of language required. There is more flexibility in lower primary and EYFS, however, this will be reviewed on a case-by-case basis.

3. Curricula and Educational Programmes

Students follow the National Curriculum for England and Wales, and this is broken down into the following age and stages.

| Age of students | | Before September 2020 | September 2020-21 | September 2021 onwards |
|-----------------|----------------------------------|-----------------------------------|--|--|
| 3-4 | Early Year Foundation Stage—EYFS | Pre-K: Does not exist at Wesgreen | Foundation Stage 1/Pre-K: Opened in January 2021 | New Foundation Stage 1: FS1 Department |
| 4-5 | | KG1 | FS2/KG1 | FS2 |
| 5-6 | Primary Key Stage 1—KS1 | KG2 | Year 1/KG2 | Year 1 |
| 6-7 | | Grade 1 | Year 2/Grade 1 | Year 2 |
| 7-8 | | Grade 2 | Year 3/Grade 2 | Year 3 |

| | | | | |
|-------|------------------------------|----------|------------------|---------|
| 8-9 | Primary Key Stage 2—KS2 | Grade 3 | Year 4/Grade 3 | Year 4 |
| 9-10 | | Grade 4 | Year 5/Grade 4 | Year 5 |
| 10-11 | | Grade 5 | Year 6/Grade 5 | Year 6 |
| 11-12 | Secondary Key Stage 3—KS3 | Grade 6 | Year 7/Grade 6 | Year 7 |
| 12-13 | | Grade 7 | Year 8/Grade 7 | Year 8 |
| 13-14 | | Grade 8 | Year 9/Grade 8 | Year 9 |
| 14-15 | Secondary Key Stage 4—KS4 | Grade 9 | Year 10/Grade 9 | Year 10 |
| 15-16 | | Grade 10 | Year 11/Grade 10 | Year 11 |
| 16-17 | Secondary Key Stage 5—KS5 | Grade 11 | Year 12/Grade 11 | Year 12 |
| 17-18 | | Grade 12 | Year 13/Grade 12 | Year 13 |
| 18-19 | | Grade 13 | Grade 13 | |

Please refer to the table below for detailed information regarding the school's curriculum and programmes. The table also indicates boards and organisations which have accredited or authorised the school. Websites are included if parents wish to seek further information.

| Phase / Cycle | Curriculum / Programme | Accreditation / Authorisation |
|-----------------------------|--------------------------------------|--|
| Foundation Stage: FS1 and 2 | UK – Early Years Foundation Stage | https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2#history |
| Years 1 and 2 | UK – National Curriculum for England | https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum |
| From Year 2 | Instruction Arabic | https://www.moe.gov.ae/CurriculumAndAssessment |
| Years 3 to 6 | UK – National Curriculum for England | https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum https://www.moe.gov.ae/CurriculumAndAssessment |
| Years 7 to 10 | UK – National Curriculum for England | https://www.gov.uk/government/publications/national-curriculum-in-england-secondary-curriculum https://www.moe.gov.ae/CurriculumAndAssessment |

3.1. Compulsory Study Materials

- All Muslim students to study the MOE Islamic Education curriculum from Year 2 to Year 13 inclusive.
- All Arab students (registered at the school with an Arab passport) to study Arabic as a first language from Year 2 to Year 13 inclusive. Please note there will be no formal Arabic or Islamic lessons in FS or Year 1 as this is not a Ministry of Education requirement. However, children will have play-based Arabic language support in the Early Years and be provided with an understanding of Islamic values and Emirati culture.
- All students registered at the school with a non-Arab passport to study Arabic as an additional language from Year 2 to Year 10 inclusive.
- All Muslim students will be required to study Islamic from Year 2 to Year 13 inclusive.

| | |
|-------------|--|
| FS1 and FS2 | Communication and Language, Physical Development, Personal, Social and Emotional Development, Literacy, Mathematics, Understanding the World, Expressive Arts and Design. Arabic language, Islamic (not Mandatory). |
| Year 1 | English, Mathematics, Science, Digital Learning, humanities. |

| | |
|--------------|---|
| | Arts (Music/Drama/Art), Physical Education Arabic language, Islamic (not Mandatory). |
| Year 2 | English, Mathematics, Science, Digital Learning, Arabic language, Social Studies (UAE), Islamic, Moral Education Arts (Music/Drama/Art), Physical Education. |
| Year 3 to 6 | English, Mathematics, Science, Digital Learning, Arabic language, Social Studies (UAE), Islamic, French (not all years), Moral Education Arts (Music/Drama/Art), Physical Education. |
| Years 7 to 9 | English, Mathematics, Science, ICT, Arabic Language, Social Studies (UAE), Islamic, Humanities (Geography and History), French, Moral Education, Art, Physical Education. |

3.2. Elective Study Materials

| | |
|-------------|---|
| Years 10-11 | Compulsory: English Language, Mathematics, ONE Science, Arabic language, Social Studies (UAE), Islamic, Moral Education, Physical Education IGCSE Options: Art, Accounting, Computer Science, ICT, French, Business Studies, Geography, History, Economics, Single Science, Biology, Chemistry, Physics, Sociology, Environmental Management, Literature in English. |
| Years 12-13 | AS/A Level: Maths, English Language, English Literature, Business, Economics, Computer Science, ICT, Physics, Chemistry, Biology, Geography, History, Sociology, Psychology, Accounting, Environmental Management. *Options may change depending on student uptake. Not all subjects are guaranteed to run. |

4. Evaluation Policy

We baseline assess all of our students when they arrive at school from which targets for the end of each year and key stage can be set. Data capture reports are shared with parents at various points throughout the academic year to keep them updated as outlined by the school's assessment schedule.

Where students have Special Educational Needs/English Language Needs, access arrangements are put in place. Online assessments programmes such as CAT4 and GL Progress Tests are used as an international benchmark comparison providing diagnostic feedback as well as being used as a progress measure over time. The timely intervention takes place for students in need of it. SLT and line managers review the data of subject areas / key stages each term through learning conversations using self-evaluation reports.

4.1. Summary of Assessment Tools for each Phase/Key Stage

Formative Assessment: The daily and weekly work students do in each lesson; how they answer questions; observing their learning behaviours in lessons; the amount of progress and outcomes of key pieces of work within the lessons.

Summative Assessment: End of unit assessment tests and examinations.

| | |
|---------------------------|---|
| Foundation Stage | On-going formative assessment through teacher observations for the 7 areas of learning. |
| Key Stage 1 | Continuous ongoing formative assessments and tracking of progress through teacher observations. UK Phonics Screening test – End of Year 1 GL Education (Year 2) – Group Reading Tests, Progress Tests, (English, Mathematics and Science), CAT4, PASS |
| Key Stage 2 | Formative assessments ongoing throughout the year plus summative unit assessments GL Education – Group Reading Tests, Progress Tests, (English, Mathematics and Science), CAT4, PASS |
| Key Stage 3: Years 7 to 9 | Formative assessments on-going throughout the year plus summative unit assessments. End-of-term and end of year assessments in each subject. GL Education – Group Reading Tests (NGRT), Progress Tests, (English, Mathematics and Science), CAT4, PASS |
| Key Stage 4: IGCSE | Formative assessments on-going throughout the year plus summative unit assessments End-of-term and end of year assessments in each subject. End of Year 10 assessments for first year of IGCSE courses and MoE subjects Year 11 IGCSE Mock examinations Main IGCSEs as per examination board schedule End of Year MoE assessments GL Education – Group Reading Tests (NGRT), Progress Tests, (English, Mathematics and Science), CAT4, PASS as required. |
| Key Stage 5: Years 12-13 | Formative assessments on-going throughout the year plus summative unit assessments. End of Year MoE Assessments EmSats for Local Students AS/A2 Mock exams in November. External CIE and Pearson AS/A2 exams in Jan and/ or yJune |

5. Graduation Requirements and Equivalencies

All outstanding fees need to be paid in order to collect any final external examination Certificates.

Please refer to the Ministry of Education website for High School Certificate Equivalency requirements and for information regarding the application process. [Equivalency of a General Education certificate within the UAE \(Grade 12\) Request \(moe.gov.ae\)](https://moe.gov.ae/en/Equivalency-of-a-General-Education-certificate-within-the-UAE-(Grade-12)-Request)

6. Promotion and Retention

As per the National Curriculum for England and Wales, GEMS Wesgreen International School does not place children in an age group above their chronological age. On rare occasions, there could be a promotion based on a child's academic performance and contributing factors such as maturity and social ability. This is done with the full agreement of the school, the parents and SPEA.

Should the school determine, through evidence collected, that a student is unable to cope with the academic expectations of the upcoming year, a consultation process is initiated to ensure the student is appropriately placed.

If a student fails more than three secondary school subjects, their automatic promotion to the next year is reviewed with academic staff, parents, and students. In most cases, parents and students sign an undertaking that indicates their commitment to further work, and the school looks at ways to offer intervention and support.

On rare occasions, the student will be asked to repeat a year, especially if the professional opinion is that the student is at risk of not achieving UAE High Equivalency of 5 IGCSEs, Grade C or above.

6.1 Re-enrolment

The school will write to parents in March 2024 to ascertain their intentions regarding re-enrolment. A payment of AED 1000 is required to reserve a child's seat for the next academic year (non-refundable). The re-enrolment period ends in July. Late re-enrolment will open during August and will be subject to availability. Students who re-enrol late will only be able to start school from the second week of term to allow the school to enter the child's name and details to class lists with available places.

The school reserves the right to allocate students to sections and/ or subject block based on certain educational and non-educational criteria. The school is unable to accommodate parents' requests regarding specific teachers or class.

The school may change a child's class section during the academic year in the case of opening a new class or closing one.

6.2 Blocking of Students from re-enrolment

Students with high levels of absence or lates may not be able to re-enrol for the next year. Three warning letters will be given before any decisions are made. The school retains the right to review on a case by case basis as absence may have a justified reason.

NOTE: In accordance with UAE law, a pupil may be permanently excluded if he/she is absent from school for 10 consecutive days, or 15 non-consecutive days, within an academic year. In such cases, the school does reserve the right to exclude a child, ask them to repeat a year or withdraw the offer of a place for the following academic year.

Students whose behaviour does not meet the expectation of Wesgreen may also be blocked from re-enrolment. This will be communicated in advance of

Parents must treat all Wesgreen staff with respect and tolerance at all times. The school retains the right to withdraw the offer of a place for the next year for any student whose parents breach this basic UAE value. If any parents break the Laws of the UAE on school premises, the school retains the right to withdraw the offer of a place. And/ or withdrawing any access to the school site.

6.3 Withdrawing of Students from the School

The parent must apply for a transfer certificate (TC) through the GEMS Connect portal if he/she wishes to withdraw their child's admission from the school, specifying the intended leaving date. GEMS Connect is the only official channel to apply for a TC, failure to apply for the TC through GEMS Connect will result in the child remaining in the school role and the subsequent tuition fees will apply.

7. Fees

7.1. Annual School Fee

Fees will be updated and approved by SPEA.

- Parents/ authorised party are responsible for payment of fees by the 1st day of each term as stated in the Federal Bilo. An invoice will be issued 30 days before the start of each Term.
- The school vouches that no additional mandatory fees will be required from parents during the academic year apart from Cambridge and Pearson International Assessment Board Examination fees. Schools may charge the targeted learners fees resulting from their participation in mandatory tests only, in accordance with the regulatory framework for international standardized tests. The following are mandatory fees required for the academic year are on the school website.

7.2. Extra Fee Recipient

Optional payments for events and excursions may be required on an as-and-when-needed basis.

7.3. Fee Payment Mechanism

Returning Students

For returning students, parents will be asked to pay 1000AED, and this amount is deductible from the first term of the academic year.

New Students

Parents of new students are required to make a non-refundable payment of AED 1000 to secure their child's seat. This amount is deductible from the first term's fees of the academic year. Students are not able to join the school until term 1 fees have been paid.

Payment can be made at our cash offices 7:00am – 4:00pm Monday to Thursday and some Saturdays. Online payment through the GEMS Parent Portal or GEMS Connect App is also available.

7.4. Fee Refund Mechanism

Refunds

For students who are withdrawn from the school during the academic year, fee deduction will be applied as per the Federal Bilo Schools Fees Framework quoted below:

- The student should pay school fees for one full month if he/she attends the school for two weeks or less.

- The student should pay school fees for two full months if he/she attends the school for more than two weeks and less than one month.
- The student should pay school fees for three months if he attends the school for more than one month.
- Refunds with regards to transportation fees will be treated in the same manner as applied to the school's tuition fees.
- The value of the one-month fee will be calculated by assuming the value of the total annual school fees to be for ten months.

7.5. School Fee Reduction Policy

It is the policy of the school that siblings shall receive discounted fees. The deductions apply to school fees only and do not include other fees stipulated in this contract.

Deductions are to be calculated as follows:

| Sibling | Deduction Rating |
|----------------|-------------------------|
| Sibling 4 | 25% |
| Sibling 5+ | 50% |

In case of a change or cancellation of the above policy, parents will be given a notice period of one academic year.

7.6. Scholarship Policy

The Scholarship Policy is reviewed on an annual basis. Information regarding any available scholarships will be published on the school website.

7.7. Certificate Blocking Mechanism

If there are any debts on a termly basis, then the end of term report will be held back. At the end of the academic year, we retain the right to withhold the End of Year Report from the Ministry. If a student intends to leave, the Transfer Certificate (TC) will also be blocked until all debts are paid. In addition, student's name will be retained on SPEA system (Daleel) and will not be allowed to exit the system until the dues are settled.

8. Financial Sanctions Mechanism

The school reserves the right not to re-enrol students for the following academic year when the payment of fees is repeatedly late. The school will document this through the issuance of dated warning letters. Students with outstanding debts at the end of the year will not be re-enrolled for the following year.

The school also reserves the right not to issue the concerned student his or her progress report / Examination Certificates

If Term 1 or 2 fees in Y11 and Y13 are not paid, the school reserves the right not to enter students for their public iGCSE, AS and A2 exams.

9. Commitment to the School Calendar

9.1. The responsibilities of the school include:

- All calendar dates will be shared in advance on the school website.
- A weekly whole school virtual newsletter will be shared with parents.
- If events have to change, we will give at least seven days' notice, unless the cancellation is directed by SPEA.

9.2. The responsibilities of the parents include:

- Parents need to look at the calendar and read school newsletters to ensure they are aware of upcoming dates and events for their children.
- If appointments are made as part of an event, such as a Parent-Teacher meeting, parents will be ready for the face to face or zoom meeting at the agreed time.

10. Behaviour

10.1. Behaviour for Learning Policy

Schools strive to offer all their students a hazard-free and emotionally safe environment in which they can achieve their full academic and personal potential. The full Behaviour for Learning policy is available on the school's website. Wesgreen follows the school's behaviour policies inline with SPEA policy.

The responsibilities of students include:

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

The school has a zero-tolerance policy for bullying in all its forms. Bullying is the intentional and deliberate intimidation of another person through emotional, physical, psychological and/or cyber means. Instances of proven and intentional bullying may result in immediate suspension of the aggressor from the school. The matter will be referred to SPEA for ratification.

Aligned with the above, the school will not tolerate any form of defamation or intentional harm practised through social media forums. The school has a clear policy for parents and students about the use of and participation in social media outlets and/or forums.

- Parents and students in all grade levels using any social media forum must, at all times, demonstrate respect for the members of the school community (including all students and staff).
- Parents and students must not breach confidentiality, defame or make threats to any person in the school community.

Instances of proven and intentional breach of the above will result in sanctions that may include suspension and/ or expulsion from the school.

10.2. The responsibilities of the school include:

- Having policies and procedures to ensure the safety and safeguarding of students. Working with students who are struggling with their behaviours in partnership with parents. Pastoral plans will be provided and evaluated.
- To communicate if there is a concern around behaviour.
Some behaviours are a result of Special Needs, and we will work with parents and outside professionals to identify these. There are times when the level of need requires an additional adult to support a child.
If after support there is no improvement to behaviour in and around school and these behaviours represent a health and safety concern for that pupil, peers or staff, then the following options will be taken:

- 3 letters/emails around your child's behaviour will be given and any internal or external suspension represents a formal warning, with the final one coming from the School Principal.
- If there are no significant changes in behaviour, we will not be offering a place for the next academic year.
- A behaviour Committee exists in school and decisions around suspension or re-enrolment blocks are examined on a case by case basis



10.3. The responsibilities of the parents include:


- All adults are required to be excellent role models in our face-to-face dealings, on the phone, on social media and through email. Our children look to us as adults, listen and watch how we deal with difficult situations and then copy the model we have set.
- Parents must understand that regular or significant breaches of these expectations will impact their child's re-enrolment the following year.
- Supporting the school, teachers and Student Support Services when working in partnership to improve your child's behaviour. Agree to engage and employ an external or LSA support if the school recommends that.
- Managing emotions and remaining calm, even for emotionally difficult subjects. Physical or verbal aggression towards a staff member, a student or another parent is never acceptable. The school retains the right not to re-enrol a student if a parents' behaviour is called into question.
- Allowing the school a minimum of 7 working days to prepare any requested documents.

11. Classroom Learning

The Three Wesgreen Be Rules

These rules are discussed at an age-appropriate level and provide a clear set of expectations for students to follow. These were chosen through whole school staff and student leadership feedback.

| | In Class/Online | In Communal Areas and the Bus |
|--|--|--|
| Be Responsible  | <ul style="list-style-type: none"> ▪ Aim for excellence and have pride in your work ▪ Work and study hard individually ▪ To do the right thing even when an adult is not there ▪ Tell the truth & admit your mistakes ▪ Respect the property of others ▪ To be ready to change your behaviour ▪ Have courage to stand up for others in an appropriate way | <ul style="list-style-type: none"> ▪ Respect the views and feelings of others in your free time ▪ Use correct doors, corridors and restrooms ▪ Put your litter in the bin ▪ Be a good team player and have courage to do the right thing even if this is hard ▪ Be socially responsible in the school community |
| Be Ready  | <ul style="list-style-type: none"> ▪ Be on time ▪ Have equipment ▪ Focus and listen to the teacher and peers ▪ 96% attendance + ▪ Correct Uniform ▪ Be future ready and understand Edu-Tech | <ul style="list-style-type: none"> ▪ To be in class on time ▪ Always in the right areas so ready for work ▪ If an errand needs doing or positive actions taken, e.g., litter pick, then be ready to step in |
| Be Kind | <ul style="list-style-type: none"> ▪ Speak to others in a positive and respectful manner | <ul style="list-style-type: none"> ▪ Keep your hands, feet and insults to yourself |

| | | |
|---|---|---|
|  | <ul style="list-style-type: none"> ▪ Support the wellbeing of other students if needed | <ul style="list-style-type: none"> ▪ Go out of your way to help others and be a guiding light. ▪ Be polite to all students and adults in school |
|---|---|---|

- Visible consistency and visible kindness between teacher and student.
- Positive strategies for encouraging good behaviour.
- Consistent, calm, adult behaviour.
- Clear WGP BE Rules, rewards and consequences ladders in rooms.
- Relentless Routines for students.
- Restorative follow up.
- Keystone 5 Classroom Routines.
 - Getting the class quiet and ready for instruction.
 - Setting the class to work (Resources, outcomes, group expectations, stop signals).
 - Work appropriate to age and academic ability.
 - Basic routines, e.g. entering/exiting the classroom; moving around the class, water/toilet breaks.
 - Assessment for learning reflection points to ensure pupils understand tasks.

For minor & medium offences, verbal warnings will be made to students. Upon repetition, parents will be informed.

For serious & very serious offences, the school's management will meet to decide upon the sanctions to be administered. Committing offences detailed above could lead to sanctions; ranging from the removal the student's right to log-in, to extreme cases - where it may lead to suspension or exclusion.

12. Health, Security and Safety

It is the school's and the parents' responsibility to secure a safe and healthy environment for the students. In this regard, the school shall issue and implement various health and safety guidelines that parents are expected to abide by and ensure that their children do so as well.

12.1. The responsibilities of the school include:

- Providing students with appropriate medical care as per the regulations set.
- Providing students who have diagnosed medical conditions the care and attention they deserve while treating cases with confidentiality.
- Promoting and reinforcing awareness about healthy lifestyle habits, including choice of food and practice of exercise.
- Ensuring all COVID-19 safety measures are in place.

12.2. The responsibilities of the parents include:

- Sharing with the school all information related to their child's medical condition and history.
- Ensuring that meals and snacks provided to students adhere to the school's policies and guidelines in this regard.
- Upholding the school's decision to confiscate food and drink items that do not fit the expectations set by the school.

13. People of Determination and those with Additional Educational Needs

To ensure a productive learning experience for all students at the school, including those with special needs, it is essential that the school and the families work in partnership. This is defined by certain expectations from both parties to set the condition for a successful identification and support mechanism for the students.

13.1. The responsibilities of the school include:

- All schools have a certain capacity to support students with moderate and severe special needs. This capacity is defined by the skills and training of the teachers, the size and strength of the Student Support Team and the present numbers of students receiving additional support.
- All students receiving support from the Student Support Team, in any capacity, will be placed on the school's inclusion register to ensure continuation of effective support among all staff involved in the student's educational journey. This will also support the school in gaining analytical insights on supportive interventions and may be shared with the Ministry of Education or SPEA when requested. This information will be retained as long as your child is studying in this school unless they no longer require any additional support.
- If the school has the capacity to meet these needs, then support plans will be drawn up. If the school does not presently have the capacity to meet these high-level needs, we reserve the right to withdraw the offer of a place until we have the capacity and an offer extended at this point.
- A request may be made for the parents to employ a Learning Support Assistant (LSA) as a requirement to continue with a place at Wesgreen. If the parents do not agree to the professional option given, the school has the right to withdraw an offer.

13.2. The responsibilities of the parents include:

- Provide the school with copies of all medical, psychological or educational assessments or reports before entering the school. Such materials are a prerequisite in enabling us to provide the best education for your child. Failure to disclose any such information, including the deliberate withholding of information, may result in your child not making the expected progress in school.
- Notify the Registrar (registrar_wgp@gemsedu.com) in writing if they are aware or suspect that their child has a learning difficulty. The parents must provide the school with copies of all written reports other relevant information. Parents will be asked to withdraw their child if in the professional judgment of the Principal and the child's teachers, and after consultation with the parents and with the student (where appropriate), the school suspects that such vital information about special needs has been deliberately withheld.
- The school's policy on "special educational needs" is available on request.

14. Transportation

14.1. The responsibilities of the school include:

- School buses are outsourced to Bright Bus Transportation (BBT), who are responsible for ensuring the safety of the students on the buses. The school provides bus guardians to support BBT with this.
- A set of bus rules is in place.
- Ensure the full implementation of the guidelines outlined by RTA.

14.2. The responsibilities of the parents include:

- To pay BBT at the required time for the service it provides. Non-payment at the end of the Term will mean that the children will not be able to use the bus the following Term.
- To support the school and bus company with any behavioural incidents
- Verbal and written bus warnings may be given in order for you to work with your child to change their behaviour on the bus.

- We reserve the right to give short term bus bans (several days to 1 week) for re-occurring breaches of rules. Please note that there are no refunds if students are not allowed to use school transportation due to a short-term ban as a result of poor behaviour. More serious or continuous breaches will result in termly or permanent bans. Bus fees will be returned or carried forward pro-rata if a long term ban of over one week is given.
- Parents are not permitted to be in the bus area, and/ or board any school buses for any reason. Breaches of respectful and appropriate conduct in school car parks may result in a warning letter. Repeated incidents will affect the students' registration for the following year.

Failure to comply with all transportation rules set by the school will result in disciplinary action and will affect the students' bus registration chances for the following academic year.

14.3 Private vehicles:

- To ensure the safety of all students, parents driving to school will receive a route map detailing entry and exit points to the school.
- Parents must abide by the designated entry and exit routes set by the school.
- School personnel and staff helping in the organisation of students' arrival and dispersal times represent the school, and their instructions must be obeyed at all times. Parents who do not follow health and safety guidance will be reported to the school management.

15. Timings of the Day

| | Registration | End of Day |
|---------------------------|--------------|------------|
| Foundation Stage 1 & 2 | 7:45 am | 12.30 pm |
| Year 1 | 7:30 am | 2.50 pm |
| Year 2 – Year 13 | 7:30 am | 3.10 pm |

All students are expected to be in their respective classes latest by 7.30 am from Year 1 upwards, and 7:45 am for FS at the latest to avoid being marked late. As per regulations, students attend school 4 days a week, Monday to Thursday inclusive.

School gates will open at 6.45 to allow parents with cars to enter the carparks. The school building will open at 7.00 a.m. Foundation Stage and Primary student should not be left un supervised before 7.00 a.m.

Any student arriving late to school must log in at the front reception, where they will receive a late slip that must be submitted to the form tutor or class teacher.

Each time a student arrives late, the parent and/or child is spoken to and reminded to be on time for school. For repeat offenders, parents should expect a phone call.

If regular lateness impacts learning, then a meeting must will be arranged.

All lates are recorded centrally, and the record of communication will be shared with the parent during the meeting. A record of the meeting will be made.

If punctuality continues to be a cause for concern further action may be taken.

Parents are expected to collect their children on time at the end of each day or after any extra-curricular activities. If a child is collected late more than twice, the parent will be asked to speak to a member of the senior leadership team.

15.1. Attendance and Punctuality

Students' absenteeism and tardiness affect the school's ability to provide effective educational services, the achievements of consistently absent or late students and disrupt the learning experiences of other students in the school.

Parents, the students, and the school must work together to improve and maintain high attendance rates.

15.2. The responsibilities of the school include:

- Sharing and implementing a school policy on attendance and punctuality which stresses that attendance for all students is mandatory on all the days the school is declared open.
- Clarifying to parents and students the definition of a school day, the start of the registration process in the morning, the school's expectations in relations to punctuality all through the school day, the definition of absenteeism and a list of what is considered excused and unexcused absenteeism.

| UAE Definitions | % Attendance | Days absent |
|-----------------|---------------|--------------------------|
| Outstanding | 98% | No more than three days |
| Very Good | 96% | No more than seven days |
| Good | 94% | No more than eleven days |
| Acceptable | 92% | No more than fifteen |
| Weak | Less than 92% | Fifteen or more days |

15.3. The responsibilities of the parents include:

- Reading, ratifying and implementing the school's policy on attendance and punctuality.
- Contacting the class/form teacher on the first day and subsequent days of absence to ensure this is authorised.
- Promoting their child's attendance and punctuality and abiding by the timings set by the school for the start and the end of the school day.
- Understanding and upholding the school's policy which states that continued tardiness and absenteeism will result in disciplinary measures and will affect the students' chances of enrolment for the upcoming academic year.

In case of repeated tardiness and absenteeism the following applies:

| Offense | Frequency | Implications |
|---|---|---|
| Lateness: This refers to being late in coming to school at the start of the school day and to instances of being late to lessons within the school day. | The first five (5) incidents of lateness in a short period of time such as a month or an academic term. | Written warning to student and notify parents. Tardiness will be noted in the students' progress report. |
| | Up to an additional three (3) instances of tardiness in a short period of time, such as a month. | Parents and student to be called to a meeting with a designated person by the Head of School. |

| | | |
|--|--|---|
| | | Parents and student to sign a written pledge not to repeat the offence. |
| | Any additional incidents to the above. | Tardiness to be noted in students' progress report. A written notice announcing refusal on the part of the school to re-enrol the student for the following academic year. 3 warning letters will be sent prior to this. |

| Offense | Frequency | Implications |
|---|--|---|
| Absenteeism refers to frequent or habitual absence from school or lessons without a valid medical or family-related excuse. | The four (4) incidents of unauthorised absenteeism in a short period of time, such as a month or an academic term. | Written warning to student and notify parents. Absent days will be noted in the students' progress report. |
| | Up to an additional three (3) instances of absenteeism in a short period of time. | Parents and student to be called to a meeting with a designated person by the Head of School. |
| | | Parents and student to sign a written pledge not to repeat the offence. |
| | Any additional incidents to the above. | Absent days to be noted in students' progress report. |
| | | At the discretion of the school, the decision might include: <ul style="list-style-type: none"> ▪ Community hours at the school. ▪ Detention during school hours. ▪ A written notice announcing refusal to re-enrol the student in the school for the following academic year. 3 warning letters will be sent prior to this. |

16. Complaints Process

Every school must set up an appeals process to ensure parents and students the right to fair and impartial decisions affecting their educational experience at the school. It is best to solve issues informally through meetings and discussions; however, there are concerns and complaints that need further deliberations at times.

It is expected that parents refer to this process for any conflict resolution within the school:

1. If a student/parent wants to question a decision made by the school at any level, then the parent should request a meeting with the person directly involved in the decision, such as a the teacher, Head of Year or Head of Department.
2. If the parent is still not satisfied, then he/she should request a meeting with the head of the Head of Primary or Secondary School as applicable.
3. If the issue is still not resolved, then the parent can request a meeting with Principal or Vice Principal.

For whole-school issues, the parent should speak to the Parent Relations Executive in the first instance.

If there was a serious breach of Health and Safety or Safeguarding, parents can go to the directly to the Manager of School Operations, the Vice Principal or the Principal.

If the issue is still not resolved after this stage, the parent should write an official letter to GEMS Education in its role as board of governors. The board of governors will be required to set up a committee to review the issue. None of the members of the committee shall have any connection to the original concern or complaint. The committee shall study the matter and within 10 working days issue a written report to both the Principal of the school and to the parent.

Each process from (1 to 3) should not exceed more than (5) working days. If the parent is still not satisfied, then the parent has the right thereafter to refer the matter to SPEA by contacting **the Compliance and Resolution Commission** on CRC@SPEA.gov.ae

SPEA has the right to uphold or repeal any and all decisions. Its final decisions are binding to both the school and parents.

This contract is the sole reference for the Sharjah Private Education Authority to resolve any dispute between the school and the parents. It supersedes all prior or subsequent agreements and understandings between both parties, including school policies that may conflict with its clauses.

17. Declaration

I/We parent/ guardian of _____ hereby certify that I/we have read the terms and conditions and all relevant school policies, and agree to abide by them. I/we agree to support the school in all aspects of our child's education and any sanctions that may be deemed appropriate concerning my child.

Please note that signing and returning this contract implies full acceptance of all the above terms and conditions.

Important Information:

- This contract is valid as long as your child is studying in this school. Any future amendment of the contract will be shared with you for review, and concerns will have to be raised within four weeks of the announcement of changes. Beyond this period, the changes will be considered accepted by the parent.
- Should the student resume classes for the new academic year at the same school, the contract will automatically renew for the entire duration of that new academic year.
- Submission of the 'Read form' electronic statement is required as proof that this has been read and you have agreed with all statements.

Student Full Name: _____

Year Group & Section: _____

Parent's Name: _____

Parent's Signature: _____

Date: _____