



**GARDEN CITY
BRITISH SCHOOL**

**Garden City British School
Parent and Student Handbook**

Academic Year 2017 - 2018

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ABOUT Garden City British School

Garden city British School is a part of the Creative Educational Services (CES) Education network, which provides quality private education to the highest international standards.

While all Creative Education Services schools share the same ethos as learning communities in the pursuit of excellence, each has its own distinctive character. At Garden City British School, Al Ain, our learning environments, teaching and learning, monitoring and assessment and student services are all quality-driven. We seek to maintain optimal teacher/student ratios and class sizes. We recruit teaching and academic support staff, both internationally and locally, who are well-qualified, rich in experience, with strong track records of achievement and who are prepared to go that 'extra mile' to meet students' needs.

Teachers and support staff undertake continuous professional development training in order to stay abreast of current international best practice in teaching and learning.

Apart from a state-of-the-art Dance and Drama Department, there are a number of sports facilities which include a Multi-purpose Sports Hall, a Swimming Pool, an Outdoor Football Field and several recreational areas.

VISION

At Garden City British School we aspire to educate, inspire and nurture compassionate learners who will make a difference in the community as effective global citizens equipped with 21st Century skills.

MISSION

It is our mission to imbue international practices and inspire in our learners self-confidence, self-esteem, independence of thought and love for lifelong learning within a stimulating environment that strives for excellence.

Our Goals

- To provide inspirational learning opportunities for all
- To identify the students' potential and maximize it
- To ensure effective links with parents and home learning
- To use innovative technology effectively
- To embrace UAE identity and values
- To provide a world class yet affordable British education to families in the local and international communities of Al Ain

Our Core Values

Achievement | Collaboration | Integrity | Respect | Responsibility

Early Years Principles

- Independence - develops independent action through opportunity.
- Freedom of Choice in movement and in activity
- Role in the Community (Personal Care and Care of the environment)
- Concentration and concept of work cycle (i.e. completion of work)

The GCBS Cambridge Learner Profile

- **Confident** in working with information and ideas – their own and those of others
- **Responsible** for themselves, responsible to and respectful of others
- **Reflective** as learners, developing their ability to learn
- **Innovative** and equipped for new and future challenges
- **Engaged** intellectually and socially, ready to make a difference

The GCBS Motto: 'Everyone has potential. Everyone can be the best they can be'.

The GCBS Mascot: The Falcon

SECTION 1: OUR CURRICULUM

Garden City British School is committed to the successful learning of all our students. We work to maintain optimal teacher/student ratios, which in turn allow our teachers to give each student personalised attention.

A good start in education is essential to the building of a strong and enduring basis for a bright and successful future. At GCBS School, we believe that parents play a fundamental role in the education of children. To be successful, we believe it is necessary to establish a strong partnership between the school and the family, where honest and open dialogue can be exchanged. At GCBS, the concern and care for each child takes precedence, at all times. Our programmes offer a framework that aims to meet each child's academic, social, physical, emotional and cultural needs.

At each stage in a child's development, we aim to build self-confidence and a sense of independence, responsibility and ownership in what they do and how they do it.

1.1 Early Years –FS1/ KG1 Curriculum

Early Years KG1 follows the Early Years KG1/ENC Programme KG2 will work toward the Cambridge Primary Stage1 benchmarks, within the philosophy of the KG1/KG2 environment. Please see specifics below.

KG1- The Early Years FS1/KG1 Approach

The Early Years KG1 curriculum is an integrated thematic approach that ties the separate disciplines together into studies of the physical universe, the world of nature, and the human experience. Thus, one lesson leads to many others.

Early Years KG1 materials focus on a concept or skill, and are designed in such a way that children are naturally drawn to want to work and learn, with little or no intervention from adults. Material is also designed so that a child can normally check his or her own work; we help children work and learn at their own pace; we help KG1 students to see abstract ideas presented in a very concrete, three-dimensional way, and to help them grasp and understand what they are working on.

Early Years KG1 students learn not to be afraid of making mistakes and quickly find that few things in life come easily, and they can try again without fear of embarrassment.

1.2 Primary School – KG2 – Grade 5 (Years 1-6)

The Cambridge Primary (CP) framework is used for English, Mathematics, Science and

ICT, Arabic Islamic, Moral and UAE Studies are taught through the curriculum stipulated by the Ministry of Education. The children are the centre of the learning process and the best pedagogical practices worldwide are focused upon. In KG2 - G5, CP is merged with the ENC using the best practices of both curriculums. Please refer to www.cie.org.uk (Cambridge International Examinations) for further curriculum details.

Cambridge Primary

The Cambridge Primary combines a world-class curriculum, high-quality support for teachers and integrated assessment. The programme has been developed by University of Cambridge International Examinations, the world's largest provider of international education programmes, and is used in primary schools around the world. The Cambridge Primary helps schools develop learners who are confident, responsible, innovative and engaged. The programmes and qualifications are taken in over 160 countries in 9,000 schools and recognized by universities, education providers and employers across the world.

English

The English language curriculum in school will help students become independent, lifelong learners, creative thinkers and problem-solvers who can communicate effectively in English. To achieve this, there will be many curricular and co-curricular activities for students to use English in a variety of situations and contexts. Students will read widely, learn to analyse and evaluate language and the media, and respond creatively to problems and new technology.

They will be encouraged to:

- Listen, read and view with understanding, accuracy and critical appreciation, a wide range of fiction and non-fiction texts from print, non-print and electronic sources
- Speak, write and make presentations
- Express themselves using language which is grammatical, fluent and appropriate for purpose, audience, context and culture

Mathematics

Mathematics education aims to enable students to:

- Acquire and apply skills and knowledge relating to number, measure and space in mathematical situations that they will meet in life
- Acquire mathematical concepts and skills necessary for further study in Mathematics and other disciplines
- Develop the ability to make logical deduction and induction, as well as to develop and express their mathematical thinking and reasoning skills through solving of mathematical problems
- Use mathematical language to communicate mathematical ideas and arguments precisely, concisely and logically
- Develop positive attitudes towards Mathematics, including confidence, enjoyment and perseverance
- Appreciate the power and structure of Mathematics, including patterns and relationships, and enhance their intellectual curiosity

Science

Science at GCBS aims to:

- Provide students with experiences which build on their interest in and stimulate their curiosity about their environment
- Provide students with scientific concepts to help them understand themselves and the world around them
- Provide students with opportunities to develop the skills, habits of mind and attitudes necessary for scientific inquiry
- Prepare students towards using scientific knowledge and methods in making personal decision
- Help students appreciate how Science and Technology influence people and the environment

Arabic

Early Years KG1 to Grade 4 Arabic (FS1-Year 6) students will be encouraged to:

- Recognise and respond to words, phrases and simple sentences in spoken Arabic
- Identify and respond to features of written Arabic
- Use known words in Arabic to interact in everyday activities
- Demonstrate developing writing skills by recognising and copying Arabic
- Recognise the diversity of language systems
- Explore ways in which meaning is conveyed in Arabic
- Demonstrate awareness of cultural diversity
- Identify cultural practices in Arabic-speaking communities

Grade 5 Arabic (Y6) students at GCBS will be encouraged to:

- Recognise and respond to spoken texts in Arabic in familiar contexts
- Identify and respond to key words, phrases and simple sentences in context in written Arabic
- Use familiar language to share information
- Use models to write text to convey personal information and ideas
- Explore relationships between languages
- Identify ways in which meaning is conveyed by the sounds and symbols of Arabic
- Recognise the links between culture and a sense of identity
- Identify connections between culture and language use in Arabic speaking communities

Music

At GCBS music aims to:

- Develop an understanding of and an open mind to music of local and global cultures with an awareness and appreciation of the links between music and daily living
- Develop creativity and critical thinking skills
- Develop a desire for personal and group expression through music and a life-long love of music

Art and Design

At GCBS Art and Design aims to:

- Develop students' ability to see, make and appreciate art
- Set a good foundation for the learning of art in a future secondary school
- Instill in students a lifelong interest in art

Physical Education

At GCBS Physical Education aims to enable students to:

- Understand the importance and benefits of physical activity
- Enjoy and actively participate in a variety of physical activities
- Demonstrate positive personal/social character traits such as fair play, teamwork and sportsmanship in a variety of physical activities

- Develop and maintain health-related fitness: cardio-respiratory endurance, muscular strength, muscular endurance, flexibility and body composition; and performance-related fitness: agility, coordination and balance
- Play safely with respect to self and others

French

French will be offered from Grade 2 - 5. Where it cannot be accommodated, MFL French will continue to be supported in the Enrichment Programme.

Our School

GCBS School	Curriculum
Early Years FS1/ KG1	Early Grades KG1/ ENC
Primary School – KG2 - Grade 5	Cambridge Primary programme (CP) English National Curriculum(ENC)

Throughout this learning journey, our academic team will assist students establish a sound foundation of knowledge and experience a holistic approach to education through a wide range of integrated disciplines drawn from the creative and performing arts, experimental sciences, humanities, sports and after - school enrichment activities.

SECTION 2: GCBS TIMINGS

2.1 First Day of School

There will be an orientation for all children new to GCBS prior to the commencement of the school year. Dates are published in the school calendar. Staff and parents are notified of any changes.

2.2 School Timings

School starts promptly at 7:30 a.m. The school gates will open at 7:20 a.m. and registration will take place at 7:40 – 7:50 a.m. The school gates close at 8:00 a.m. We do not want students around the school unsupervised in the mornings. If children are unavoidably late, please report to the main reception to be marked in as late, pick-up a late slip from the reception before going to the classroom. When late, children are asked to enter the classroom as quietly as possible.

Below are the timings for our school:

Level	School Hours
Early Years KG1	7:30 a.m. – 1.10 p.m.
Primary School – KG2 -5	7:30 a.m. – 2:30 p.m.

Ramadan Timings During the holy month of Ramadan, timings may change and parents/students will be advised closer to the time.

2.3 Morning Arrivals

GCBS is a school that takes pride in the continuous social development of its children. The steps below are designed to communicate to parents the morning arrival guide, to help us safely integrate the child in the school and the surrounding environment.

- Parking is available at the front of the school.
- Students in KG1 must be taken to class. Students in KG2 / Grade 1 and above are permitted to make their own way to class.
- For parents with children in KG1/2, and Grade 5 Girls, entry is at the side entrance of the school which is clearly marked KG / Girls Entrance
- For parents with students in Grades 1, 2, 3, 4 and Grade 5 Boys entry is at the side entrance of the school which is clearly marked "Grade 1 - 5 and Boys Entrance
- Bus bays are strictly for buses only. Pick-up and drop off of children are **STRICTLY PROHIBITED** at the back of the school.
- The classrooms **will not be accessible** from the reception area.
- The safety of children and other pedestrians is our highest priority and careless or reckless driving will be reported.
- All parents are required to wear their ID badges when entering school premises.

Students at the Early Years KG1 level

The school opens its gate at 7:30 a.m. and supervision is provided from then on. Parents are expected to accompany the child for registration and to the classroom where the teacher will receive the students.

Parents are discouraged to make extended conversation during drop-off and pick-up times. .

Parents are encouraged to make appointments with the teachers to discuss their child's development at a convenient time for both. Parents are also encouraged to drop their children on time in order for the class to start promptly.

Students in the Primary School KG2-Grade 5

The school opens its gate at 7:30 a.m. The parents are expected to encourage the independence of their children at this level and assist the school to lead the child to start registering himself/herself before the start of the class. It is not expected of parents to accompany their children to classrooms after KG2.

Parents are encouraged to avoid discussions with teachers at this time but to make appointments with the teachers to discuss their child's development at a convenient time for both. We request parents to be considerate of all the students and the needs of the teacher in meeting each child.

Parents may drop their child at the gate and the students can make their way take classrooms independently. This allows the traffic to follow smoothly and minimizes traffic congestion.

The UAE National Anthem is played at 7:55 a.m. All students are expected to be in their Home room by this time.

2.4 Afternoon Collections

Early Years KG: Students will be picked up from classrooms at 1:10 p.m.

Primary School: KG 2 – Grade 5 will end at 2:30 p.m.

Up to Grade 5, children may only leave school at the end of the day with their parent(s), authorized persons (e.g. nanny or driver) or on the school bus. Should parents wish to make any alternative arrangements they **must** inform their child's class teacher or the school secretary before 12:00 p.m. on any given school day. Children are not permitted to use the school telephone for private use, unless there is an emergency. In the case of an emergency the teacher has to be informed before the phone is used.

Sibling collection

Older brothers and sisters will not be allowed to collect younger brothers and sisters as this will compromise our safeguarding procedures.

At the end of the school day when there are no after School Enrichment Activities, please ensure that children are collected no later than 2:30 p.m. Those not on a school bus will be exiting from the front gates, the back area is not a student exit/entry point.

When arriving or leaving the school premises, please drive slowly and carefully. Students are not permitted to use the playgrounds after school hours.

2.5 Late Pick Up

Please be aware that persistent and/or excessive lateness beyond the 15 minute grace period can create additional work for teachers and administrators. The school should always be informed if a parent knows that's/he is going to arrive late for pick up. The Social Worker will contact parents for persistent lateness.

2.6 Exit points

Those not riding the bus will be exiting from the designated exit points. Please use these.

When arriving or leaving the school premises, please drive slowly and carefully and adhere to the directions of School Security to avoid endangering pedestrians.

2.7 Early Dismissal

On those occasions when your child needs to leave early, the student should bring a written, dated and signed note to the school and hand it to the homeroom teacher. Forward-planning is preferable. The homeroom teacher will be responsible for forwarding the letter to the Head of Key Stage. Please ensure all contact details (parents' mobiles, house numbers) are up-to- date. The early leaving forms are available at the school reception.

Please note that there is no early collection after 2:00 p.m. for G1 – 5. This is so we can track students effectively and ensure high levels of safe guarding and child protection. We therefore respectfully request parents who arrive to pick up students after 2:00 p.m. to wait until the normal pick up time.

2.8 Enrichment - School Activities

Well-rounded students are usually more prepared for challenges in life. GCBS is committed to ensure that our students excel in the academic curriculum, and also in the enrichment programmes. KG1 to Grade 5 Enrichment takes place 1,10p.m. - 3:30 p.m. on Thursday.

Students may choose from a wide range of activities. A selection of activities may include:

Sports & Games	Curriculum Support Classes	Others
<ul style="list-style-type: none"> ● Basketball ● Chess ● Football ● Gymnastics ● Karate ● Netball ● Swimming ● Dance ● Tag Rugby 	<ul style="list-style-type: none"> ● Academic clinics e.g. Maths and Science ● Arabic/ UAE Studies ● EAL Support ● French ● Guided homework ● Islamic Club ● Math Games ● Sport – Development Teams 	<ul style="list-style-type: none"> ● Fashion ● Drama/Film-making ● Eco-Teams (PS) ● Fun with Art ● Lego ● Mad Science ● Music Club ● Young Engineers ● Robotics ● Choir

A list of activities will be provided on the school's website. Please look for those that would interest your child or the one you think your child needs to be involved in. Each activity has an assigned academic member that you can contact should you wish to enroll your child.

Admission to a particular activity is on a first-come, first-served basis through email only. Students who miss out are usually placed on a waiting list for the next session.

Please collect your child promptly at the end of their activities. Parents are requested to collect or authorize another adult to pick the child at the enrichment dismissal time.

2.9 GCBS Sports Teams

At the beginning of each academic year students will be invited to participate in trials for our sports teams, such as swimming, football, basketball and netball. If the student is selected, GCBS expects commitment from each team member, promoting a sense of honour and teamwork.

Friendly matches and league games will be arranged by GCBS for which, parents will be asked for consent prior to each match.

Weekends

Some inter-school sports fixtures or cultural events may take place on Saturdays. Notice will be given in such cases.

2.10 Student Attendance

Successful development and proper academic progress can only take place with adequate attendance. The school is also governed by ADEK which has regulations regarding the number of days for student absence. Student absenteeism may affect the student's academic records and his/her academic progression to the next level.

Should you expect your child to be absent for medical reasons:

- Please inform the child's teacher by email as early as possible
- A medical certificate may be required after the second day of medical absence
- For any extended period, (greater than 1 week) you are requested to notify the teacher and the Social Worker as soon as possible of the length of absence is known. This will enable teachers to provide academic support
- For prolonged absence, a child may be placed at the bottom of the waiting list and must pay the new student enrollment fee upon re-enrollment
- An extended or unexplained absence may result in enrollment being cancelled
- Extended absences are handled on an individual, case by case, basis but there is an expectation that there will be close communication between home and school to better support the student

2.11 Parental Supervision

The school is one part of the child's development; we work closely with parents for matters relating to our students' development. Parents are expected to know about the timings of school, and drop-off and collection timings. Should parents anticipate being away from home for extended periods, the school must be informed in writing, in the interest of students' safety and security. The name of the adult assuming responsibility for the child's welfare must be given to the school along with all the contact details.

2.12 Supervision of Students After School

There are occasions when parents may wait in the designated garden shaded areas with children whilst waiting for a sibling to finish an Enrichment Activity.

During these times parents must take responsibility for the supervision of their children who should not be permitted to wander around the school unattended. Under these circumstances, the school will not be liable for any injuries resulting from lack of supervision by parents.

Extra classes, activities and other meetings do take place after the end of the normal school day. Parents are reminded to ensure that neither they nor their children cause any disruption to these.

SECTION 3: SCHOOL REGULATIONS

3.1 Dress code

Parents and students are respectfully reminded that dress on school premises should **always be sensitive to the cultural expectations of the UAE.**

Parents are requested to familiarize themselves with the Dress Code notices and be mindful of the expectations of the UAE with regard to both dress and behaviour.

a. School uniform and attire

We recommend at least two complete sets of uniforms per child. Parents are expected to purchase the school uniforms prior to the student attending school. The school reserves the right to refuse attendance of a student who does not observe the uniform code requirement.

In the best interests of the child and the students attending the school, no other items of clothing may be worn to school, that would include all types of jewelry, except a watch. However, girls with pierced ears may wear simple studs. The school does not take any responsibility for damage to or loss of such items.

The students are not allowed to bring in personal effects such as toys, magazines and books (unless the teacher has requested particular items). Electronic equipment such as an i-pad or an i-touch, which can be used for learning support, can only be brought and used if there is a written agreement between the school and the student's parent(s). The school does not take any responsibility for damage to or loss of such items.

A 'Bring Your Own Device' (BYOD) policy has developed and piloted by the school with a view to expanding the use of new communications and networking technologies inside and outside the classroom, although there are likely to be restrictions for the protection of students against abuse.

The school cannot take any responsibility for damage to or loss of such items which should be insured by the home and identifying numbers recorded and kept safely.

All items of clothing, as well as bags, lunch boxes, water bottles, shoes, etc. should be clearly labeled with your child's name. This will minimize any potential loss.

Students at GCBS are required to wear the prescribed uniform consisting of:

Boys	Girls
GCBS polo T-shirt GCBS Maroon shorts Footwear: Black leather school shoes and sand socks	GCBS polo T-shirt GCBS Maroon culottes Footwear: Black leather school shoes and sand socks
PE GCBS white T-shirt house colours GCBS black shorts Footwear: Sand shoes & black socks GCBS swim cap and swimwear is compulsory	PE GCBS T-shirt house colours GCBS black shorts Footwear: Sand shoes & black socks GCBS swim cap and swimwear is compulsory
Sweater Maroon fleece jacket	Sweater Maroon fleece jacket

Art lessons attire

Each child will require some form of protection for their uniform during Art lessons. A large, old T-shirt with the sleeves cut off, will suffice. Please ensure that these are marked very clearly with the child's full name and class; they will be kept in the classroom.

3.2 Student Development and Processes

Homework

Learning is an ongoing process that takes place both inside and outside of the classroom. Homework provides opportunities for reinforcement of the work covered in class and allows for further development, research, consolidation and practice of the concepts introduced. It also allows for the development of sound study habits and personal time management. The timetable for each key subject area will be as indicated in the student diary.

Homework routine:

Grade	Time per night (Approximate Total)
KG1	Reading for Fun
KG2	10 - 20 minutes
Grades 1 - 3	15 - 30 minutes
Grades 4 - 5	30 - 45 minutes

Grade	Time per night (Approximate Total)
KG1	Reading for Fun
KG2	10 - 20 minutes
Grades 1 - 3	15 - 30 minutes
Grades 4 - 5	30 - 45 minutes

Homework Diaries/Planners

All students will be issued with or use a homework diary or planner to record homework set, submission dates and other information about school events. This is an important tool to help develop self-discipline and productive work habits.

Diaries/planners are a valuable tool for communicating between teachers and parents. Misplaced or damaged diaries should be replaced at the child's expense.

School Books

Text books are not compulsory but they may be used on some occasions to support the Cambridge curriculum and are a part of the extensive resources to support the teaching and learning in the classroom.

Text books are not included in the school fees. However, the school has engaged with a well-established local book provider should parents wish to buy them. Text Books are only available upon parental request.

The Library

The library is a multi-media resource centre with an age / grade-appropriate lending policy. We encourage the children to take their books home to share with their parents.

Parents are encouraged to reinforce the care of loaned books that could include:

- Taking care of loaned books, to be returned in the same condition it they are lent.
- Food and drink should be kept away from books.
- Pages should be turned carefully and not bent.
- Books should be kept out of the reach of pets, babies, etc.

In the case of lost or damaged books returned, a charge relative to the cost of the book will be issued.

Stationery

Stationery and copy books **are not** included in school fees. Your GCBS customized stationery list outlines a student resource pack that can be bought at school at the start of term. Students' will need a copy book for each subject.

The school accepts no responsibility for electronic equipment brought to school. For security purposes, it is recommended that the parents make a record of the child's phone model, serial number and other details.

Student ID

Upon admission all students are issued with a GCBS Student ID card. These must be worn at all times. Students on busses will have a tracker ID card, so lost or damaged ID cards are to be replaced at the student's expense.

SECTION 4: NUTRITION

4.1 Snacks

All children are asked to bring a healthy and nutritious snack or drink to school each day for the break period. All classes are fizzy drink and nut-free environments. This includes food items with traces of nuts or nut oils.

Please do not send your child to school with any items that require refrigeration or heating.

All classes are chocolate, fizzy drink and nut free environments. This includes food items with traces of nuts or nut oils.

Candy, chewing gum, chocolate or chocolate covered cookies of any kind are not permitted. Glass bottles should not be sent into school. Due to storage constraints, we ask that children only bring snack bags and not bulky backpacks to school.

Parents are requested not to include pork products in their child's snack or lunch box. Children sometimes share food and this can compromise the religious customs and obligations of Islamic students.

4.2 Lunch

Lunch should be provided by the parent and it should be packed in a lunch box, separate from the book bag and clearly labeled with the child's name. We are a healthy school and therefore encourage you to provide: A healthy beverage of milk (plain, not flavoured); juice or water should accompany the lunch. No candy (including cough drops), gum, chocolate or fizzy drinks will be allowed.

Parents are welcome to share their healthy nutrition tips as part of our drive to encourage healthy living choices that would add value to our school.

4.3 Water Bottles

All GCBS students are required to bring their own water bottle from home. Water dispensers are located throughout the school. As an eco-school we are seeking to reduce the use of plastic cups.

We are a litter free campus and students are expected to use the bins provided. Children will be asked to pick up their rubbish if they are seen dropping it or leaving it in their eating area.

SECTION 5: SCHOOL MANAGEMENT STYLE

5.1 GCBS Houses

There are four Houses to which all students in and staff, belong. These Houses are established to ensure the students have a sense of belonging to groups while in the school and to establish a healthy manner of development and competition within the school. Siblings are placed in the same house.

All students participate in the Annual Inter-house Trophy competition. Points are given for sporting events, good work and positive aspects of social/personal behaviour.

The Houses and colours are:

House Name	Colour Representation
Al Jahili	Red
Al Mezyad	Blue
Al Murabba	Orange
Al Hili	Green

5.2 Students and Classroom Management

Our method of classroom management is based on respect. Respect for self, respect for others and respect for our environment. Our classrooms have three common goals for all students:

- o **Self-Direction**

We want children to learn for the joy of it - not to please adults. Our mission is to spark the natural curiosity within each individual child, creating enthusiastic learners.

- **Feeling of Community**

Our students are encouraged to express themselves politely and confidently and to display excellent interpersonal skills. We assist and teach them to solve problems and conflicts, so that eventually they work with minimum assistance from adults.

- **Independence**

Children want and need to experience the world on their own. We give them the necessary tools, guidance and opportunities to develop independence and self-reliance in a supportive, caring environment.

These complement the school's core values and also are in line with the Cambridge learner profile which applies throughout the school and across programmes.

- **Achievement**

- Collaboration
- Integrity
- Respect
- Responsibility

5.3 Educational Material Management

We kindly ask for all toys to remain at home. At school, toys may detract from the well-prepared special learning environments, especially KG1. Many young children have not yet fully developed the social skill of sharing personal belongings.

Materials are carefully selected and prepared by the teachers to suit many purposes. When your child is in the classroom, he/she is surrounded by a wide array of materials, experiences, sights and sounds; objects to manipulate in a variety of ways, exercises which will challenge, soothe, inspire, and inform.

5.4 Celebrating Birthdays

The school aims at developing students and could be looked at as an avenue to celebrate events related to the child. We do encourage the sense of sharing among our students. However, we acknowledge that children may prefer to exclude other students which can be potentially upsetting.

The school acknowledges the importance of key personal events such as a student's birthday. **However, rather than see students excluded from celebrations we request that birthday parties or similar events, as well as distribution of invitations and gifts, be organised outside the school.**

Parents are also requested not to bring Birthday cake to school to avoid potential allergic reactions in some students.

5.5 School Special Event Management

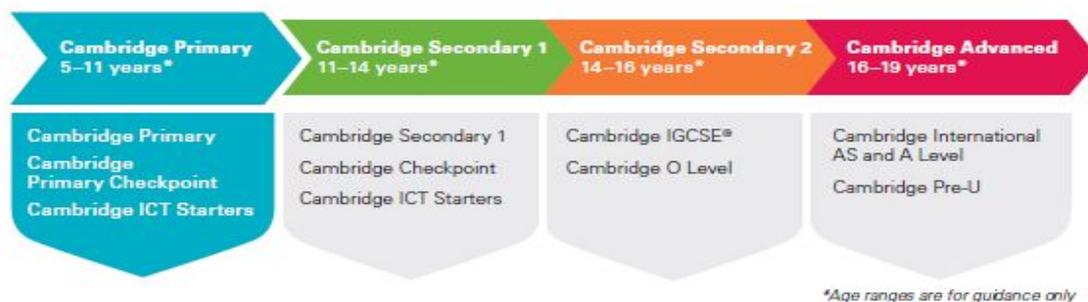
The school holds special events during the course of the school year such as sports day, field trips, fun days, parent-student conferences, national and international days and assemblies. The calendar, newsletters and emails, as well as parent notice boards will provide parents with details in advance. All field trips which are off the school premises require a completed parent's consent form.

While we endeavour to provide as much notice as possible for educational trips, the school tries to take advantage of opportunities made available at short notice. The school will give at least one week's notice for any trip unless circumstances beyond our control prevent this. The cooperation and understanding of parents is appreciated.

5.6 Cambridge Primary Programme

What it is, and what it leads to?

Cambridge Primary is an education programme for learners aged 5 to 11 years. The next step is Cambridge Secondary 1 starting in Grade 6, and these stages and the ones that follow are depicted below:



The Cambridge International Examinations website is: www.cie.org.uk

5.7 Assessments and Reports

A student's academic, social/emotional, cognitive/intellectual, aesthetic and physical progress is observed, recorded and assessed throughout the year. This information is conveyed to parents during parent/student meetings or conferences (PSCs). In addition, written reports, reflecting their child's progress will be issued mid and end of the year.

Primary School Reporting Terminology

Students at GCBS receive three written reports per year. Students are continually assessed throughout the school year using a wide range of assessment strategies. Effort is commented upon through the attributes of the ENC and Cambridge Learners Profile. Student progress will be referenced in terms of 'Working Towards Expectations', 'Meeting Expectations' and 'Exceeding Expectations'.

The Principal reserves the right to review/amend reporting terminology throughout the year.

SECTION 6: DISCIPLINE POLICY

Our philosophy of discipline is based on ADEK behaviour guidelines (outline available on the ADEK website) with the understanding that this should be a positive, internally motivating force. When allowed and encouraged to develop within a child, self-discipline is one of the single most important means that a student has towards making appropriate and correct decisions in his or her life. Our disciplinary procedures are therefore designed to encourage and assist children in developing self-discipline.

Staff members are responsible for providing children with information about the choices that are available to them, both in general and in specific situations. Staff members are also responsible for creating an environment and a relationship with students which exemplifies consistency and firmness and also sets clear boundaries. Consistency and the clearly-stated boundaries provide the parameters that students need to make appropriate choices.

Teachers and other staff are encouraged to recognize and reward positive behaviour using a class Dojo and a Golden time system. Praise is shown to be more effective in promoting desirable behaviours than punitive sanctions are in deterring negative behaviours. Whole school Golden time every Thursday will allow students to celebrate their rewards during the week by giving them time to choose how best to spend the reward time gained through positive behaviour during the week.

Homeroom Teacher will focus on consolidating best practice in behaviour management and encouraging personal responsibility and awareness and care for others within our community.

6.1 Bullying

GCBS has a zero tolerance policy with regard to bullying of members of the school community at any time. This includes **on or off school premises**, threats, intimidation and abuse whether physically, verbally or in writing or through the internet ('cyber bullying').

All students involved in bullying will be disciplined and will receive appropriate counseling and support from the school. Repeated offences may result in suspension or eventual expulsion.

GCBS also has a zero tolerance for abusive language and actions or communications in any medium which promotes intolerance, prejudice and disrespect for a person's gender, ethnic origin, faith community and human rights.

6.2 Suspension of Students

The school reserves the right to suspend students if tuition fees are not paid in accordance with the ADEK rules and regulations.

Suspension may also be a consequence of repeated or serious offences.

6.3 Withdrawal of Students

For students leaving the School, prior notice in writing must be received by the school. The withdrawal form must be completed and returned. This is available at reception. The school will only issue the Transfer Certificate (TC) upon payment of the required tuition fee and all other clearances.

All requests for withdrawal are to be submitted to reception.

6.4 Expulsion of Students

- a. If the student is absent from school for no reason or for unacceptable reason for twenty (20) consecutive days or twenty-five (25) non-consecutive days.
- b. If a student exceeds the maximum age as per school guidelines.

The judgment in the previous cases shall be made by the Principal, and shall be notified to the parents and ADEK.

6.5 Student Behaviour Management Policy

For more detailed information please refer to the GCBS/ADEK **Student Behaviour Management Policy appropriate to the Primary School. This can be found along with all policies on our website.**

SECTION 7: COMMUNICATION

The main form of communication from the School to parents will be through the following:

- Newsletters
- Website
- SMS
- Email
- BRIC Portal
- Class Dojo

7.1 Newsletter

Parents Newsletters will be emailed.

Emails will be used by staff to respond to personal enquiries from individual parents. It is the responsibility of the parent/ to ensure that the School has up-to-date email addresses and contact details.

The Parents Association (PAGGCBS) may request an agreed email address from parents to share information with parents. While the school supports dissemination of information, it will not supply private email addresses without permission.

7.2 Circulars

GCBS will be sending circulars to parents when a major change or announcement takes place. All circulars will be placed on the website. Please take time to read this information as it is both advisory and instructive.

7.3 Newsletters

A newsletter (GCBS) is produced on a monthly basis and is available on our website. The newsletter contains reports on activities and events in which the school and students participated during the semester and also contains information about future events. A monthly curriculum newsletter is produced which outlines what is upcoming in the curriculum. This is not prescriptive but is a guideline of what will be taught and should be read as such.

7.4 Contacting Teachers

Messages for teachers may be sent through the teachers' school email addresses or left at the Reception, which is open from 7:30 a.m. to 3:30 p.m.

7.5 School Yearbook

GCBS is proud of its students. At the end of each academic year, a school year book is

produced to capture images of the students in each class and record memories of major functions and events that took place during the year.

7.6 Short Messaging System (SMS), Telephone and Email Notifications

Should an urgent message need to reach parents, you will be notified via SMS, Telephone and/or email to get your updates on the website.

7.7 Curriculum sessions

Curriculum evenings are organised regularly to update parents on curriculum matters, teaching and assessment methods and workshops, and Home-School initiatives for the respective grades throughout the school. The details of these curriculum evenings are sent to parents in advance and may also feature on the calendar. Parents are encouraged to attend and participate in these meetings.

7.8 Parent/Student Conferences

Our Parent/Student Conferences are held on three occasions per academic year, to give parents the opportunity to visit the school and meet teachers formally to discuss their children's progress.

Parent/Student Conferences are meant only for parents so that they can be held without interruption and children should not accompany you for the conferences.

Besides these, you are welcome to contact us whenever you have a query regarding your child. We are open to your suggestions and look forward to your keen participation and interest in our activities.

7.9 Queries

We are more than happy to share your child's progress at school with you.

If you would like to see your child's class teacher, please request an appointment either via the homework diary/communication book, by email, drop-in-days or through the School Secretary. If there is an urgent issue or concern, please email the teacher or inform the secretary.

7.10 Communication Protocol

In order to ensure effective communication throughout the school, we request that parents use the following channels of communication so that all those concerned with a child's learning and well-being are kept informed and can have their valued input to seeking clear and appropriate solutions to any problems or concerns.

At GCBS For student development within the class/lesson:

- 1. Speak to teacher concerned**
- 2. Make an appointment to see the Grade Leader**
- 3. Make an appointment to see AVP**
- 4. Make an appointment to see the Principal**

For concerns regarding Enrichment:

- 1. Speak to the specific Enrichment Activity leader**

7.11 GCBS Expectations of Parent Conduct

Garden City British School recognizes that a key to the successful home/school partnership is when parents assume responsibility for modeling the school's Core Values (i.e. Achievement, Collaboration, Integrity, Respect, Responsibility) in their interactions and communications with school personnel.

In the event of a significant disregard for the Core Values resulting in a parent directly bullying, intimidating or displaying any other blatantly disrespectful behavior towards a member of the GCBS faculty or staff, the administration will seek to resolve the issue at the level that is closest to where the problem occurred.

If the issue is not resolved, the Principal will become involved in the process.

In the absence of resolution to the issue, the Principal may determine that the appropriate course of action, in consultation with the CEO/Board of Governors, is to recommend exclusion of the family from GCBS.

Core Values and Communication within the School Community

Communications transmitted by parents, faculty or staff within the GCBS community shall comply with the school's Core Values. To the extent communications are transmitted within the school community which cast aspersions on the character or integrity of another member of the school community, or otherwise contravene the Core Values, such conduct may be brought to the attention of the Principal. In the event any such communications are made in writing on an anonymous basis, the Principal shall use reasonable efforts to identify the author of the communication, and take reasonable measures to limit further transmission of such communication within the school community. The Principal may thereafter pursue action with respect to a parent, or under normal disciplinary channels with respect to faculty or staff, as applicable.

7.12 Contact Information

We like to continually improve and streamline our communications both internally and with parents and other agencies outside the school. Should you wish to contact any of the management staff within GCBS, please view the lists below:

Section/School	Contact Information
GCBS School Office	Tel: 037805775
Mailing Address	P.O. Box 14570
Web	http://gardencityschool.ae

SECTION 8: GCBS FACILITIES AND SERVICES

8.1 Library and Media

The purpose and intent of a library and media centre is to allow students to feel comfortable in gaining access to information in many forms. Whether it is through the use

of books, magazines, newspapers, or the Internet, students can use these tools to accomplish many tasks. It is the goal of the GCBS Library/Media Centre that all students are able to access, find, and utilize the information they need.

There are also dedicated areas in the Library for group study.

8.2 Internet Access and Use

GCBS is fully equipped with school-wide internet access. This is available for use by students as an integral part of the school's curriculum. Students may be required to access the internet in a focused and directed manner to undertake research related to specific assigned projects. Inappropriate internet access by a student could result in suspension or expulsion. There is an Internet use policy document available.

Any form of Internet 'Cyber' bullying is not tolerated.

Parents' Association of Garden city British School (PAGCBS)

PAGCBS members contribute regularly and very significantly to the life of the school community. They are extremely actively involved in the organization of Coffee mornings, International Day, Mothers' Day, Teacher Appreciation Week, and Classroom Assistants' Day, Movie Nights, Bake Sales and more. We encourage you to celebrate events with us, and to join PAGCBS.

Other opportunities for parents to contribute:

The School Governing Body

All parents are eligible to be elected on to the Governing Body of the school. The role of a Governor is an important one. Governors hold the senior leadership team accountable for standards and progress, suspension and expulsion rates, standards of behaviour, punctuality attendance, recruitment and retention of staff. Governor's elections will be held at the beginning of the school year. Governors meet monthly outside of school hours. More details on the role and how to become a governor are posted on the website and available at reception from the school secretary.

8.3 School Nurse and Medication

The school has a School Nurse to attend to students who may feel unwell during the school hours. Students will be seen by the School Nurse, and when appropriate and possible, parents/ guardians will be informed by phone and email. A hard copy note will also be sent home to inform parents.

The Nurse has a record of each student's medical form which is completed at the stage of admission. This form specifies any illness/allergies a child may have and also the parent/ guardians consent form. GCBS will maintain a written record of the administration of any medication given to each child. The completed form will be placed in the child's file. This information will be filed, for future reference by the School Medical Department.

Any updates on the medical condition or treatment of a student must be informed to the school in a timely manner.

Parents are required to collect their children within one hour of being notified of an illness. If children are unwell, they will be provided with a quiet place to rest in the medical facility. A staff member will remain with the child until the parent(s) arrive. If for any reason your child's medical details change at any time throughout the year please communicate this to the School Nurse.

Students with allergies or asthma should have their epi pen or spare inhalers in a box which clearly named and labeled and given to the nurse to keep in the clinic .

8.4 24-Hour school Security Guards

We have security guards on school 24 hours a day. Both front and back entrances will have someone around the clock to ensure the facility is taken care of. All visitors to the school are asked to sign in and may be asked to provide a valid ID in exchange for a visitor's pass.

8.5 Security, safety and 24-Hour CCTV

CCTV is used for surveillance to ensure the safety of our students and staff. In order to ensure a secure learning environment the school also provides:

- Supervision of play areas at break and lunchtimes
- Regular practice of emergency procedures
- High expectations of student behavior and self-discipline
- External CCTV monitors
- Staff to supervise arrival and departure times

Some cameras have recording facilities so that 'footage' can be played back to determine what happened during any incidents recorded. The recording may be used as evidence. The recordings are the property of the school and can only be viewed on application to the School Principal and at her discretion.

Please note this is a working document and as such may be amended by the Principal or in her absence, by the Head of Primary.