



## Qabas Oman School Student and Parent Handbook

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## **Welcome to Qabas Oman School**

Dear Students and Parents,

Welcome to Qabas Oman School! It is our sincere hope that your child’s school career will be one full of fond and happy memories at Qabas Oman School. The educational path that we take as young learners often has a great influence on our future opportunities in life, including further education and work opportunities. At Qabas Oman School, we fully recognize the profound responsibility that is placed upon us as we guide your child in the right direction, educationally, developmentally, and socially. We look forward to teaching your children and to working together, with you, in contributing to your child’s successful development.

This *Student and Parent Handbook* has been written for you to provide you with some important information about the school, its operations, and the rules and regulations that we follow at the school. We hope that you will find it useful! If you have any questions or queries about the information contained herein, then please let us know. We welcome constructive feedback and input from our parents. The school is here to serve you and your children’s needs to the best of our ability.

Regards,

Dr Robert Ryan  
Academic Advisor  
Qabas Oman School

## **About Qabas Oman School**

Qabas Oman School was established in 2016 as the first private bi-lingual primary school in Sur, Oman. The aim of the school is to provide the children of Sur the opportunity to pursue a school career which follows the Cambridge Primary school curriculum. This curriculum is delivered in English by qualified and experienced primary school teachers who are native speakers of English. In addition to this, Qabas Oman School offers its Muslim students

classes in recitation and memorization of the Quran in Arabic, along with Arabic, Islamic Studies, and Social Studies.

### **School mission**

The mission of Qabas Oman School is to achieve the following for our young learners in Sur:

- To create a caring environment where our young learners feel safe and protected, thereby giving them the **confidence** to express their natural curiosity and willingness to learn.
- To deliver well-structured and properly-paced lessons, by qualified and experienced teachers, which our young learners will respond to with **thoughtful consideration** and with **enthusiasm**.
- To create a social context where our young learners can feel that they are **valued** and **cared for**, but also a social context where our young learners can take on roles of increasing **responsibility** for themselves and for others.
- To instil in each learner a sense of **national pride** and **cultural identity** as befits an Omani citizen.
- To create a physical environment where the energy and curiosity of our young learners can take **expression** in a safe and healthy way, thereby contributing to their **physical** and **motor-coordination development**.
- To create dynamic and interesting communicative scenarios where our learners can develop their **communicative skills** in a constructive and supportive manner.
- To present situations which challenge the learner to **use logical reasoning** in the **solving of problems** and other tasks.
- To instil in each child the **sense of responsibility** and **duty** that is expected by society of properly socialized young people, thereby pointing each child in an honourable and virtuous direction in their life-journey.
- To create an environment where each child is provided with multiple opportunities to **express their creativity** and unique skills and talents, without judgement, but with sincere encouragement and support.
- To lead them into a world where they are proficient in **using both English and Arabic** to make sense of the world and to effectively communicate with others.

### **School strategy**

Qabas Oman School will strive to achieve its mission, in cooperation with our young learners, their parents, the teachers, and the relevant government ministries:

- (i) by **valuing the contributions** that are made by **all stakeholders**
- (ii) by **using the resources** at hand in a **responsible and prudent manner**, and
- (iii) by **providing educational experiences** that are informed by **best teaching practices**.

## **Our beliefs about our learners**

*The early years of schooling are the most important part of our life, the starting point that provides the foundations for lifelong learning and the development of skills, values, and attitudes. We are committed to providing the best possible start for your children at Qabas Oman School.*

*As teachers and educators, we believe that our young learners deserve to have opportunities that will help them develop their skills, and that will help them grow into mature and responsible individuals. Every child has the potential and ability to learn. We will provide opportunities for our young learners to excel. We have high expectations of our young learners. We will help them excel, and we will celebrate their achievements. We will make sure that no child is left behind.*

*Our young learners are eager to learn. They have natural curiosity, and we will nurture their curiosity. We will instil a love of lifelong learning in our young learners, and we will also develop sound work habits and respect for each other. (Miss Vaska)*

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*Qabas Oman School encourages all students to embrace their individuality and respect one another for who they are. We believe that by adopting this attitude, students will easily take their rightful place in the world, as independent, confident young people with a sense of determined purpose.*

*At Qabas Oman School students are expected to:*

- 1. think with an open mind.*
- 2. participate in all school activities with enthusiasm and interest.*
- 3. cooperate with the educator as well as his/her fellow students.*
- 4. display well-disciplined behaviour and respect the school rules as well as each other.*

*With the proper guidance and teaching from the qualified staff at hand, students at Qabas Oman School are sure to flourish and become the best that they can be. (Miss Faheema)*

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*At Qabas Oman School, we believe that all children have the ability to learn and grow. We set realistic goals that are achievable and attainable when children work continuously and consistently. Although the standards are high at Qabas Oman School, we ensure that we prepare them adequately for their academic challenges and testing.*

*We expect our students to be kind, hardworking and honourable members of their class and treat their teachers and peers with respect and dignity. Our greatest expectation of the children and staff, however, is to always try their best. (Miss Nazley Thomas)*

### **The school day**

The school working day begins at 07:00 with the arrival of the teachers, administrators, and facilities staff. The school accepts early drop-off children from 07:00 onwards. School assembly commences at 07:45. Children who arrive at school before assembly will gather in the school playground and will be supervised by at least two members of staff. Children are not allowed to enter the school buildings before assembly.

After a short assembly, the students will enter the school buildings for their first class at 08:00. The school day proceeds according to each class's timetable until the end of the last class of the day at 13:30. At this time the children are allowed to leave the school with their parents or guardian. All of the children should leave the school premises by 13:40. If a late pick-up of a child is anticipated the parents are requested to inform the school of this and make suitable arrangements for the late pick-up.

### **School calendar**

See the school calendar on the school website: [www.qabasomanschool.com](http://www.qabasomanschool.com)

### **Child security**

At Qabas Oman School, the safety of your child is paramount. The school campus is enclosed by a high brick wall with two gates. The large sliding gate at the end of the playground is kept locked. The main steel door to the school, leading to the main door of the school building, is where children are received and enter the school. Parents are requested to escort their children to this door and ensure that they have entered the school property safely. A teacher will be present to receive the children and will tell them where to go from there. At the end of school, parents will pick up their children from the same school gate. Only designated guardians or designated drivers will be allowed to take children from the school. If someone else besides the officially designated guardian is to pick up a child from the school, then the school administration must be informed in writing that this is the case. The administration must be informed of who exactly will be picking up the child.

### **Food at school**

Only KG students are allowed to eat inside their classroom, under supervision of their teacher. From Grade 1 onwards, students will eat their food, during break, outside in the designated areas. Students are not allowed to eat food or drink on the synthetic grass surface outside. Chewing gum is not allowed at the school.

### **Accidents**

Despite our best efforts to prevent them, accidents happen. In the case of an accident, the first step is to ascertain the severity of any injury that may have been sustained by the victim of

the accident. If a child has fallen and merely grazed his leg, comfort the child and administer the necessary first aid (clean the graze with an antiseptic solution, let it dry or apply an antiseptic cream and cover with a bandaid if needed). If the accident is more serious and a serious injury has been suffered by the child, call another teacher to comfort the child and contact the emergency services and/or the child's parents.

## **Emergencies**

In the case of an emergency, any children in the vicinity of the emergency will be removed from the area to a safe place. The emergency services will be contacted immediately. The relevant telephone numbers are posted in the administration office:

Fire service:	999
Ambulance service:	999
Police:	999
Emergency:	9999
Electricity or water emergency:	440284 (or 154 and 153 respectively)
Royal Oman Police HQ Sur:	25540399
Sur Hospital:	25540244
Badar Al Sama Pharmacy:	25546119

The Principal will be made aware of any emergency and will act appropriately, including contacting the parents of any child that may have been injured in an emergency and inform them of the nature of the emergency and the steps that have been taken in response to the emergency.

## **Cambridge Primary curriculum**

(KG/Grade 1 to Grade 6)

The following sections provide an overview of the main components of the Cambridge Primary school curriculum. We have included this information in the Handbook so that parents can have some understanding of the learning activities that their children will be engaged in at Qabas Oman School.

Cambridge Primary is an education programme for young learners that combines a world-class curriculum, high-quality support for teachers, and integrated assessment. Cambridge Primary develops skills in English, mathematics, and science. The curriculum is flexible with clear learning objectives. At Qabas Oman School, there exists a Cambridge Primary curriculum framework document for each subject (English, mathematics, and science) which provides a clear teaching structure.

### **English**

The Cambridge Primary English curriculum enables learners to communicate confidently and effectively and to develop the critical skills that are needed to respond to a range of information, media, and texts with understanding and enjoyment. Learners who follow this curriculum framework **will develop a first language competency in English** based on a

curriculum designed to be successful in any culture and to promote cross-cultural understanding.

### **Mathematics**

The mathematics curriculum framework explores five content areas: number, geometry, measure, handling data, and problem solving. This curriculum focuses on principles, patterns, systems, functions, and relationships so that learners can apply their mathematical knowledge and develop a holistic understanding of the subject.

### **Science**

This curriculum framework covers four content areas: scientific enquiry, biology, chemistry, and physics. Scientific enquiry is about considering ideas, evaluating evidence, planning, investigating, recording and analyzing data. Environmental awareness and some history of science are also part of the curriculum.

In addition to the above subjects, instruction is also provided in **Islamic Studies, Arabic, and Social Sciences**, using Arabic as the medium of instruction. The other, non-core subjects are:

### **Information Technology**

Information and Communications Technology (ICT) is now part of the educational experience worldwide and regarded as a new 'literacy' alongside reading, writing and numeracy. Learners are introduced to the key ICT applications they need so as to achieve computer literacy and to understand the impact of technology on their daily lives. Learners develop key ICT skills in a range of applications including word processing, computer graphics, databases, spread-sheets, email, internet, presentations, video/animation, and web authoring. They also consider wider issues such as internet safety and adapting their work to an audience.

### **Life Skills**

Life skills are taught our children so that they become well-adapted and effective members of society. The aim of teaching Life Skills is so that our young learners will come:

1. To know about feelings: anger, jealousy, excitement, fear, sadness
2. To know what makes a good friend and how to be a good friend
3. To understand how people can work together to improve the environment
4. To understand responsibility
5. To understand that you have to work hard to achieve success
6. To recognise their individuality and the individuality and uniqueness of others
7. To develop empathy, tolerance and respect for others appreciating their feelings and beliefs
8. To recognise they are part of a family and how families support each other
9. To have an awareness of hazards in the home and how to keep themselves safe
10. To understand life cycles and the different stages of life
11. To be aware of people's responsibility towards animals, as pets, in zoos, in supporting their well-being



12. To be aware of what may harm the environment, people and animals e.g. natural and man-made damage, pollution
13. To understand the concept of 'sustainability'
14. To feel positive about themselves and develop high self esteem
15. To know what jobs and careers are available and to begin to think about making choices when they are older
16. To be aware of their own fears and weaknesses as well as their interests and strengths
17. To recognise the needs of others
18. To be able to manage their own emotions e.g. anger, jealousy
19. To know how to keep themselves safe in a variety of situations
20. To be aware of the importance of a healthy diet and lifestyle
21. To recognise and value the feelings of others especially when working as part of a team
22. To develop a greater understanding of their role and the role of others within their family and their own personal history
23. To know where individuals and families can get help and support
24. To understand the concept of 'bullying', how to recognise it and address it
25. To understand the role of charities and voluntary groups in society and recognise how they contribute to our society and how the children can support their work
26. To understand the needs of different communities, local, national and international
27. To understand the importance of money for an individual and in society
28. To understand the importance of saving money and how a bank account works
29. To know what makes a healthy diet e.g. breakfast, snacks etc.
30. To know how the body works: digestive, circulatory and respiratory systems
31. To be aware of the effect of peer influence and be able to make decisions and be assertive
32. To have some basic first aid awareness and know how to deal with a medical emergency
33. To have an understanding of conservation and how we have a responsibility to all living things; to understand the need to manage the world's resources effectively and fairly across the world; to understand the importance of re-cycling
34. To know what pollution is and learn about the different types and the effect it is having on the planet
35. To understand that cleanliness and hygiene in the home and is important
36. To understand who takes responsibility for keeping our world peaceful and safe and the part we can play in this in our everyday lives
37. To understand the concepts of justice and injustice and the need for rules and laws
38. To have a knowledge of basic human rights
39. To understand how memories impact upon our present and future behaviour and be able to celebrate and share special memories
40. To understand how children's actions can have a positive impact on their aspirations and be aware of choice they can make as they get older
41. To recognise that children's actions can affect their friends feelings; to discuss feelings e.g. jealousy

42. To ensure children know how to find help
43. To appreciate the need for tact and diplomacy and security within the family situation

### **Physical Exercise (PE)**

#### **Purpose (Why is it taught?):**

1. to develop the student's physical competence and confidence
2. to develop the student's physical abilities to perform well in a range of physical activities
3. to promote the child's physical development and knowledge of the body in action
4. to allow the child to be creative and face physical challenges as an individual and as a member of a group
5. to promote a positive attitude towards a healthy body and lifestyle
6. to teach the importance of planning in the performance of action
7. to teach the importance of teamwork in the execution of a competitive activity involving teams
8. to teach the value of perseverance and stamina with respect to physical challenges that take place over an extended period of time
9. to teach the child to swim and be safe in an aquatic environment

#### **Content (What is taught?):**

1. acquiring and developing basic physical skills, remembering them and repeating them with increasing control
2. selecting skills, applying skills with tactics, and compositional ideas
3. evaluating and improving physical performance
4. knowledge and understanding of fitness and health
5. develop skills involved in dance, games activities, and gymnastic activities

#### **Teaching and Learning Experience (How is it taught?):**

1. In a fun and exciting atmosphere where due regard to health and safety is given, the student will:
  - a. remember and repeat skills
  - b. observe and copy physical actions
  - c. describe their own and other's physical actions
  - d. recognize and describe how their bodies feel during different activities
  - e. warm up and prepare appropriately for different activities
  - f. engage in simple dance activities, where rhythm, direction of movement, and creative expression is encouraged
  - g. participate in games activities, with a ball, working as a team against another team
  - h. practice gymnastic activities which link sequences of movement with a clear beginning, middle, and end, with contrasts in direction, level, and speed
  - i. engage in competitive activities that demand speed, stamina, or power

## **Art**

### **Purpose (Why is it taught?):**

1. to stimulate the child's creativity and imagination
2. to provide the child with a unique way of understanding and responding to the world
3. to teach the child to use colour, form, texture, and pattern to communicate
4. to make informed value judgements on aesthetic and practical decisions with respect to their own and others' art
5. to be able to use a variety of tools, techniques, and materials in the creation of art
6. to be able to compare and discuss art from different parts of the world

### **Content (What is taught?):**

1. exploring and developing artistic ideas
2. investigating and making art, craft, and design
3. evaluating and developing artistic work
4. knowledge and understanding of different materials, colour, patterns, texture, shape, form, and space
5. art from different parts of the world

### **Teaching and Learning Experience (How is it taught?):**

1. first-hand observation, experience, and imagination as sources of inspiration to create art
2. practical investigation of different materials and their artistic use
3. try out different tools and techniques in creating art
4. make comparisons and evaluations between different artefacts
5. use appropriate ICT resources to investigate and produce art
6. working as an individual and collaborating with others on 2- and 3-dimensional projects
7. class visits to museums, the natural environment, and the Internet to experience art in its different forms

## **Music**

Children are taught to:

1. use their voices expressively and creatively by singing simple songs, speaking chants and rhymes
2. play simple tuned and un-tuned instruments musically
3. listen with concentration to a range of recorded music and respond thoughtfully to such music
4. experiment with, create, select, and combine sounds
5. to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures, and reproducing sounds from aural memory.
6. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression

7. listen with attention to detail and recall sounds with increasing aural

## **Extra-curricular activity**

### **Memorization of parts of the Holy Quran** القرآن

Children of Muslim parents will receive instruction in proper recitation and memorization of the Holy Quran, in an environment of support and encouragement which is informed by respect for the text and the process of recitation and memorization, and by a spirit of brotherly and sisterly love and support.

## **Admission and registration**

Qabas Oman School offers bi-lingual primary school education, using the Cambridge Primary curriculum, to residents of Sur and its surroundings, which is informed by the school's mission and vision. The school seeks to ensure that all of the students who are admitted to Qabas Oman School will thrive in a caring environment which benefits the child's learning and development. With respect to the admission of students Qabas Oman School complies with all the applicable laws and regulations of the relevant Oman government ministries. Qabas Oman School does not discriminate between candidate students on the grounds of ethnicity, nationality, gender, religion, or academic level. Parents and students who join the school must agree to adhere to the relevant school rules and policies.

### **Purpose**

The purpose of the school admission policy is:

- to establish clear school admission procedures regarding how and when students should apply for admission,
- to establish the criteria students must fulfil to be awarded a place in the school,
- to state preferences that will apply to specific groups of students
- to specify how records will be kept
- to advise on the types of support programmes that will be offered to enrolled students
- to establish a school-parent partnership which promotes the interests of the student body

### **Definitions**

*Admission* is the process of acceptance of a prospective student into a school.

*Placement interview* takes place with the prospective parents and child for placement and instructional design purposes.

*Placement test* is a written test, which is taken by candidate students, consisting of a number of different subjects which is used for placement and instructional design purposes.

*Prospective/candidate* refers to parents and students who seek admission into school.

## **Procedure**

Request for admission can be made for any child who meets the age conditions and submits the required documents specified by the Oman Ministry of Education. The age conditions are available from the Oman Ministry of Education.

For Grades 2 and up, candidate students must provide documented evidence that they were schooled in the previous grade level the year before. This evidence may take the form of a transfer letter stamped by a local educational authority, or a transcript and a school letter stating that the student has successfully finished a certain grade level as approved by an educational authority.

Qabas Oman School will start accepting admission applications for the next school year on March 1<sup>st</sup>. However, the School Board may decide to alter this date.

Parents may contact the school either by phone, by email, or by visiting the school premises. The first conversation that is had with prospective parents consists of explaining the school's admission procedures and obtaining relevant information about the prospective student. Parents who wish to continue with the admission procedure must then submit a completed school enrolment application form, all the required documents, pay a registration fee, and make an appointment for an interview/placement test. The required documents are:

1. The child's Birth Certificate
2. Original Transfer Certificate from the child's previous school
3. Vaccination Certificate
4. Three passport-sized photos
5. Passport and visa copies (student and parents, and visa for non-Omani citizens)
6. Medical report (if the child suffers from a chronic health problem)

For year grades which are full:

- the student will be offered the next place on the waiting list
- the school will explain to the parents the plans regarding expansion, if any, and the likelihood of their child being admitted
- upon a place becoming available, students on the waiting list, in order of their listing, will be invited to continue the process of admission

Within two days after the admissions interview or test, the school will contact the parents with the options for the child's enrolment, e.g. class placement. On acceptance of the enrolment, the parents pay the first school fee instalment and sign the 'Parents-School Partnership' agreement.

The decision with respect to the particular class section that a child will be placed in is made by a nominated staff member. Factors that are considered for class section placement are:

- mixed ability class groups, i.e. maintaining the same grade point average (or some other average) across different sections of the same grade
- gender balance
- a balance of students of different nationality in each class

### **Annual Enrolment**

Parents will be requested to re-enrol their child/children at the school, for each subsequent academic year. Continuing students will automatically be re-enrolled. All the family information and student-specific information that was provided in the previous year is checked by the parents with the School Secretary, after which the re-enrolment is confirmed and the first payment for the new year is made.

### **Admissions preferences**

Students will be admitted in the following order of preference:

1. current students who are re-enrolling and their siblings
2. children of staff members
3. students living in the immediate vicinity of the school as defined by the School Board
4. new students other than the above

The registration period will be divided into four parts to cater for the above-mentioned admission preferences. The schedule for the registration will be communicated within the school and outside the school community.

### **First Day**

The student reports to the school at the time provided to the student during registration. The child will be shown to his or her classroom. A staff member will place new students at their desk and introduce them to their classmates. Books are distributed within the student's class. Arrangements for settling the child into the class are made with teachers and other students, e.g. allocating a buddy student.

### **Record keeping and transfers**

All admission records will be kept by the school. A hard copy file will be kept in individual student files, with a soft copy kept in the school management system. Forms and information will be transferred to other areas of the school as applicable. When a student transfers to another school, a complete report including all the student's relevant information will be sent to their new school. A copy of the register of enrolments will be stored off-site and updated every term. The register of enrolments will be retained for a period of 5 years before it is archived.

### **Laws**

All the laws, legislation, and regulations that are in force in Oman which are related to school enrolment will be complied with.

## **School ethos**

It is no easy matter to articulate the particular school ethos that we strive to establish and maintain at Qabas Oman School. A school's ethos is intangible, but it is real; it touches the heart and mind of everyone at the school, and is impressed upon those who visit our school. A positive school ethos is the life-blood of a school. But it is not possible to merely write up a set of rules and regulations and magically conjure up a school ethos; pulling a rabbit out of a top hat. As school administrators and staff members, we have to be more subtle than that. We have to carefully nurture our school ethos, breathing life into a delicate being, precious to the school, as it grows in stature. When our ethos has grown and is mature and strong, it will protect the school and stand us in good stead when we need it.

Where does a school ethos come from? Simply put, it emerges from the relationships that exist at the school. If we enter into sincere, professional, caring relationships with each other and our students, then a positive school ethos will emerge. We need to consider the quality of these relationships in terms of their genuineness and helpfulness. How do we plan to treat each other, and how do we appreciate the social community that resides within the school? A positive ethos exists in communities that can be characterized by the following features, which we will value and nurture at Qabas Oman School:

1. The community has a shared vision.
2. The community has a shared sense of purpose.
3. The community has shared values.
4. The community incorporates diversity successfully.
5. Free and easy means of communication exist within the community.
6. A spirit of free and easy participation is present in the community.
7. Members of the community sincerely care for each other, and feel safe within the community.
8. Members of the community can trust each other.
9. Teamwork is encouraged and valued in the community.
10. Respect and recognition of good work is shared within the community.

It is our hope that the above features will be found in all of the relationships that are entered into at Qabas Oman School; including the relationships between students, teachers, and between students and teachers. Of course, these features are not rules and regulations; but we hope that they will inspire everyone who is involved with the school to embrace the community and contribute to our school ethos.

## **Code of conduct**

The educational and social aims of Qabas Oman School demand that we establish and enforce a code of conduct that is to be followed by every student at the school. Without the explicit statement of a code of conduct, we cannot reasonably expect our students know how to behave whilst at school. Furthermore, an explicit statement of the code will ensure fair and equitable treatment of the students who are in our care. A law that is not universal is no law at

all. Finally, the maintenance of a positive school ethos is also predicated by everyone following a code of conduct that promotes harmonious relationships within the student body and with the staff at Qabas Oman School.

### **Manners, behaviour, and attitude**

At all times, pupils must:

1. behave in such a way as to bring honour to themselves, their families, and the school
2. show respect towards adults, by greeting and assisting them where needed
3. follow the instructions of teachers, and parents in charge
4. report disputes or injuries on the playground to staff or teachers on duty.
5. display a positive attitude towards all aspects of their school life.
6. show respect towards fellow pupils.
7. when approached by an adult, all pupils are to stand up and to greet them appropriately.

### **Work**

1. Pupils must show pride in their work and try their best at all times.
2. All incomplete class work and tasks become homework, unless otherwise specified.
3. Work must be revised on an on-going basis.
4. Homework diaries must be used effectively on a daily basis.
5. Pupils must adhere to deadlines if work is requested by a teacher, e.g. a home project.

### **School uniform and appearance**

1. Pupils are to be neatly and correctly dressed at all times.
2. School uniforms must, at all times, be maintained in good, clean condition e.g. all buttons on, shoes polished, etc.
3. All clothing must be clearly marked with the owner's name.

### **Buildings**

1. Pupils may not be in the school building during break or after school without permission. Before school, pupils may only enter the building to place their bags outside their classrooms – bags in – pupils out!
2. No running or ball games may be played inside the building.
3. The staffroom is out of bounds to pupils.
4. Eating inside the building is not allowed unless under supervision.
5. No running/shouting is permitted in the school building.
6. When moving between classes or to and from break inside the building, pupils must do so in silence, walking in single file and keeping to the left.
7. Buildings in general and especially classrooms are to be kept tidy.
8. Pupils will be responsible for repairing/replacing breakages resulting from their own negligence.
9. Pupils will be responsible for the tidying of their own classrooms at the end/beginning of the day (all litter, books and stationery to be picked up off the floor)



### **Playground**

1. Hard balls and rough games are not permitted.
2. Socks and shoes must be worn during break (running shoes are allowed).
3. Pupils may not play in the vicinity of cars, school gardens or other demarcated areas.
4. No running is permitted on any paved or tarred areas.

### **General behaviour**

1. All belongings must be clearly marked with the pupil's full name.
2. No littering is allowed.
3. The property of others must be treated with respect.
4. Pupils are to arrive at school on time.
5. Pupils may not leave the school grounds during school hours unless permission has been given by a staff member. Pupils may not leave the grounds after they have arrived or been dropped off at school, even if the morning bell has not yet gone.

The following items may not be brought to school:

- knives or other dangerous weapons or articles
- chewing gum
- expensive/valuable items, unless permission has been given

The following behaviours are not permitted:

- stealing,
- bullying, name-calling, spitting, negative remarks.
- obscene language
- defacing of school property or graffiti
- throwing any objects, or using hard balls, except as part of a supervised game
- throwing of sticks and stones

### **Toilets**

1. Toilets are to be left in a tidy state after use. (flushed and free of litter)
2. Playing in toilets or changing rooms, or more than one person in a cubicle is not permitted
3. Eating and drinking will be confined to break times unless special permission is given.

### **Mobile phones**

Pupils are encouraged to leave mobile phones at home. If, however, it is necessary to have one at school, then the following rules apply:

1. Pupils bring mobile phones to school at their own risk.
2. Mobile phones must be clearly marked with the pupil's name.

If a pupil is found using a mobile phone without permission during the school day, it will be confiscated and may only be collected, from the principal, by a parent, at the end of that day. Mobile phones in a pupil's possession before or after school may not be used to play music, games or ringtones on school premises. Mobile phones may not be used for any purpose which is threatening, abusive or obscene.

### **Anti-bullying policy**

Qabas Oman School does not tolerate any bullying behaviour, including:

1. physical violence
2. name-calling
3. taking of property
4. pushing-in in lines, etc.
5. any activity that may cause undue physical and or emotional distress, particularly where this continues over a period of time.
6. any activity of a nature that deliberately creates on-going emotional distress in a learner.

A group of learners acting against an individual in one of the above-mentioned ways also constitutes bullying.

### **Disciplinary procedures**

The following disciplinary procedures may be implemented at the discretion of teachers, and/or school management and/or the School Governing Body.

1. Temporary suspension from the classroom (time-out)
2. Short-term detention during break times
3. De-Merits
4. Detention
5. Disciplinary hearings
6. Suspension from all school activities
7. Suspension from school
8. Expulsion

First offenders will be treated more leniently than repeat offenders, unless the offence is serious or poses a danger to others. Regular repetition of an apparently minor offence may be treated as a serious offence.

### **Positive reinforcement**

Qabas Oman School employs a merit system to reward students for outstanding performance or behaviour. Merits are awarded to pupils on a "one-at-a time" basis. Merits are awarded for:

1. good academic work,
2. improvement in academic work,
3. exceptionally positive behaviour over a period of time, and
4. acts or behaviour that brings particular honour to the child and/or school.

## **Attendance**

The school day begins at 07:45. Students arriving after the 07:45 bell rings will be counted as tardy. Qabas Oman School's official attendance time is XXX a.m. on a regular school day. Students arriving after XXX will be counted absent for the day unless a doctor's note is provided. Early pickups will count as a tardy unless the student is sent home by the school or a doctor's note is provided to verify the student was at an appointment.

All notes regarding your child's absences from school are required to be handed in at the office within **2 days** of the last day he/she was absent. **It is the responsibility of the parent/guardian to ensure excuse notes are handed in at the office.** All notes must include the following information:

- the date of the note
- the child's name
- date of the absence or tardiness
- an explanation of the absence or tardiness

Excuse notes from parents/guardians will be accepted until 10 absences are reached. Once a student reaches 10 excused or unexcused absences, a doctor's note will be required to excuse any absences after that.

Qabas Oman School accepts the following as excused absences:

- personal illness, death in the family, weather or road conditions making travel dangerous
- days of suspension
- participation in court proceedings
- late enrolment/early withdrawal
- a note from a doctor must be on file with office in the case of recurring conditions that require a child to be out for regular medical or psychological appointments, therapy, etc. and will not be required to have a doctor's note for each visit.
- vacations ARE NOT an acceptable cause for an excused absence from school.

## **Make-up Work**

- Students who are absent two consecutive days or longer may call the office to request assignments. Parents may pick up the assignments from the office after 2:00 p.m.

Absence can have an effect on whether your child can be promoted to the next grade level

## **Confidentiality**

All and any documents that make reference to a student, a parent, or employee at Qabas Oman School should be considered private and confidential, and should only be shared with other members of the school community on a 'need to know' basis. This includes private telephone numbers of parents and staff, any medical records, financial information, and reports on student performance and behaviour, for example. Staff members should take measures to safeguard the documents that they are responsible for, hard and soft copies, so that unauthorised access to these documents is prevented.

Private information that is shared by a student with a teacher or other member of staff should be kept in confidence, so that the expected relationship of trust between student and teacher is respected and maintained. However, this mandate of confidentiality is to be lifted in cases where the information provided by the child raises concern about the child's safety or wellbeing. In such cases, the Principal should appraise the information that was provided by the child in consultation with the teacher (and parents, if appropriate) and seek ways of ensuring the safety and wellbeing of the child in accordance with the relevant Omani legislation (see, for example, Sultan Qaboos Decree No. 22 of 2014, promulgating the Child Law).

## **Homework and study**

Regular, effective homework is a part of school work for all pupils. The type and amount of homework that a teacher issues will vary from grade to grade. Homework should:

- (i) consolidate the work done at school, and
- (ii) provide a learning experience for the child.

Homework should never be set as a 'punishment', nor should it merely be 'busy work', set just for the sake of setting homework. Homework assignments are an extension of classroom learning time. Homework will:

1. improve the student's work habits
2. reinforce newly-learned skills
3. increase the student's sense of responsibility

Missed homework assignments will result in consequences for the student. Your child will receive homework guidelines and expectations from his/her homeroom teacher.

## **Homework tips for students and parents**

The following tips may be valuable to you as you arrange time for homework to be completed:

1. Set aside a certain time for doing homework each night. This way it is more difficult to forget that homework is to be done.
2. Provide a good place for studying on a regular basis, for example, a well-lit desk or table in a quiet spot. This makes it easier to stay focused.
3. Turn off the television at homework time.
4. Communicate with your child's teacher regarding any concerns about the amount of work set or your child's resistance to completing the homework.
5. Plan the work to be done and the time to be spent on each task.
6. Find out what your child is learning.
7. Sit with your child, let them read to you, ask questions, but don't do the work for them. Teachers need to know where your child needs help.
8. Figure out your child's learning style and help to find the way they learn best.
9. Make sure they understand the lessons and assignments.
10. Talk about what needs to be done and how they plan to do it.
11. If your child is having trouble, find out what the problem is and work on it together. Go to the teacher if it's something that you cannot fix. If the assignment seems overwhelming, break it up into sections for your child. Do the hardest part first.
12. Introduce the idea that homework can be fun. Let your child see that you have a positive attitude.
13. Encourage children. Praise them for their efforts, not just their results.
14. If your child is sleep-deprived and lacks relaxation time, re-evaluate their schedule.

### **Responsibilities and rights**

All of the students, teachers, and other staff members at Qabas Oman School enjoy certain rights and responsibilities. They are described as follows:

#### **Students have the right to:**

1. learn and play in a safe and clean environment
2. learn and play in a supportive environment
3. be respected
4. access adequate and appropriate facilities
5. express their opinion
6. privacy
7. learning experiences which cater to individual requirements

#### **Students have a responsibility to:**

1. express themselves in an appropriate manner
2. actively promote safe and clean practices whilst at school
3. participate in school activities to the best of their ability
4. respect the rights of others
5. care for school facilities in a respectful manner
6. tolerate opinions of others

7. express themselves in a socially acceptable way
8. allow others their privacy
9. respect the learning styles of peers
10. report perceived bullying

**Parents have a right to:**

1. be respected by staff, students, and the wider community
2. be welcomed at our school
3. have their child's full potential realized within the limitations of available resources
4. meet with staff and discuss issues relating to school policies and procedures, and their child's progress
5. have their opinions valued
6. to be involved in the formulation and support of school policies

**Parents have a responsibility to:**

1. show respect towards staff, students, and the wider community
2. model appropriate behaviour, including language
3. be available to discuss their child's progress
4. ensure their child is sent to school prepared for the school day
5. support programs that are developed by Qabas Oman School
6. express themselves in a socially acceptable way
7. allow others their privacy
8. report welfare concerns

**Parent organization**

Parents of our students at Qabas Oman School are invited to reinforce their connection with the school by forming a Qabas Oman School Parent Organization. Once organized, parents can better contribute to the school, in consultation with the school's Principal. Interested parents are invited to register their interest in forming such an organization at the Administration Office, along with their ideas on how such an organization might contribute to the children's experience at school, or in any other positive way.

**Field trips and permissions**

On occasion, Qabas Oman School will arrange for groups of children to experience a learning environment or learning opportunity outside the confines of the school campus. Such field trips will be arranged in good time so that two important processes can take place.

First, a risk assessment of the proposed field trip must be made by the teacher in charge of the trip, in consultation with the school Principal. Steps should be taken to ensure the safety of the children at all times during a field trip.

Second, the parents will be informed of the proposed field trip in good time so that they can either give permission for their child to participate on the field trip or they may decline such permission. If a parent has any particular safety concerns with a proposed field trip, then this would be the time for such concern to be voiced (i.e. before the field trip, not afterwards) so that the Principal can re-evaluate his or her decision regarding the trip.

Certain trips may incur an additional cost to the parents. This cost will be shown on the school field trip permission request form so that parents are fully informed of this additional cost before the trip.

### **School materials**

Qabas Oman School provides a range of school materials for use by the students. Students are requested to use these materials in a way that maximises their educational impact during the learning experience that they are used in. Consequently, students are requested not to waste school materials. For example, both sides of a piece of paper can be used to draw on or to take notes. Pens and pencils should be looked after properly and kept in a safe place when they are not in use, so that they will last longer. If parents wish to contribute any school materials that they might think would be useful to the school, then they are welcome to do so at any time. They will be put to good use!

### **Open days**

On occasion, Qabas Oman School will announce open days for parents and close family members to come and visit the school. On such days, for a few hours, students will be able to display their work to interested visitors and they will be able to share their school life and school experience with their family. Teachers will also be available to demonstrate some of the things that are being taught in their class, and answer any questions that parents may have about the learning activities that take place in class. Parents will also have the opportunity to meet each other at the school, and come to understand that they are part of the same school community.

### **Parent information sessions**

At parent information sessions, parents will be informed about how the school is doing, what its future plans are, and any new developments that are taking place in terms of teaching and learning, the curriculum, the school facilities, etc. Parents will also have opportunity to openly discuss any issues that they may have with the school and share their experiences and recommendations in an open forum.

### **SMS**

Qabas Oman School is in the process of adopting a School Management System. Once this system is in place and is functional, parents will be informed of its use at the school.

## **Yearbook**

At the end of each school year, Qabas Oman School will publish a school Yearbook. This publication will highlight all the important events that have taken place that year, and provide a forum where teachers and students can share some of the work that they have done during the year. We expect to see lots of photos and creative work in the Yearbook, which will serve as a precious record of each year that your child is a student at Qabas Oman School.

## **Photograph Policy**

We anticipate the use of photographs of students participating in school activities. Students' photos may be used in the yearbook, on the school website. If you prefer not to have your child's photo taken and/or released, please be sure to notify the office and have on file the appropriate paperwork.

## **Head Lice**

Although the presence of head lice is not an illness or a disease, Qabas Oman School recognizes that an active head lice infestation may create a difficult learning environment for the affected student. As a result of this fact, a head check will be made by a teacher whenever symptoms are observed. Parents are notified immediately if their child has evidence of live head lice and will be asked to pick their child up from school as soon as possible, so as to prevent the head lice from spreading to the other children and teachers.

Upon the child's return to school after treatment, the parent should accompany the child to school and report to the teacher before going to class. The student will not be cleared to return to class until their head has been rechecked by the teacher and found to be free of live lice. If any live lice are found in the child's hair, then the child will be sent home until no evidence of live lice exists. The most effective screening occurs at home.