



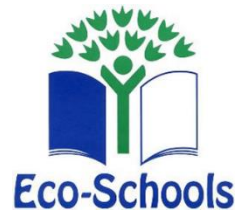
RAFFLES

WORLD ACADEMY

SECONDARY SCHOOL

PARENT & STUDENT HANDBOOK

Academic Year 2023-24



FOREWORD BY THE VICE PRINCIPAL

Dear Parents/Guardians and Students

Welcome to Raffles World Academy. We are delighted you have chosen to be a part of our rich learning community. If you are new to our school, then I hope that you will find our welcome especially warm. RWA has an enviable reputation for its friendly atmosphere and the approachability of its staff.

With more than 89 different nationalities in our student body and many different mother tongues spoken and cultures openly celebrated, you are part of a very diverse and internationally-minded global community. We are always conscious of the fact that parents and their children have a choice and value the trust you place in us through your enrolment. Our growth has been significant but we are now nearing capacity. This is in no short measure due to the strong relationships we continue to nurture with parents and students. PARWA, our parent association is a constant support. Their impact has been positively recognised by the KHDA as an exemplar model.

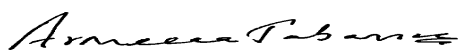
The academy is a community where diversity is enriching and where individuals, whatever their abilities, or the challenges they face, are all valued. We strive to provide students an inspiring education in which they may excel in activities that involve leadership and global understanding. We strongly promote a culture that fosters positive self-esteem and a sense of belonging by celebrating the achievement and success of each student and safeguarding their wellbeing. We look forward to a new and exciting school year, one which will offer each one of us plenty of opportunity to make new friends, foster enduring relationships, discover hidden talents and realise achievements large or small.

This parent-student handbook is intended to be a ready-reference for parents and students to get to know the nuts and bolts of the academy life. Each student, in the secondary school, has a responsibility to get to know and be 'hands-on' with the content of this handbook. So, please ensure your child/ren read the handbook with you. In turn, parents are also encouraged to use this handbook as a resource to assist their child, in following procedures and getting the best out of every learning opportunity, both in school and in the co-curricular activities (CCAs) on offer. In addition to the handbook, each parent will have access to the curriculum programme course booklet that their child is enrolled in which will give full information about the curriculum, subjects and our approach to teaching and learning specific to the programme. We also organise information sessions, open days, parent conferences, and of course, the key social events throughout the year, which will give you an opportunity to know the school well. Some of the information contained in this handbook is detailed and specific on many topics. However, it is not intended to be all encompassing or indeed exhaustive.

If you find that you have further questions about the contents of this handbook or about any of our procedures that are not covered, please direct your questions to our teachers, admissions staff or the senior leadership team. We will be happy to assist you.

I wish you all a great start to the academic year 2023-24 and look forward to meeting you in person.

Sincerely,



Dr Armeena Tabassum
Vice –Principal
Raffles World Academy

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ABOUT RAFFLES WORLD ACADEMY

Raffles World Academy is a CIS accredited IB continuum school authorized to offer the four IB programmes. PYP, MYP, IBDP and IBCP) from Pre-KG to Grade 12 (3-18 years old). The IB Primary Years Programme (PYP) is offered from Pre-KG to Grade 5, the MYP in secondary school from grades 6 to 10 and the IB Diploma Programme (DP) and Courses Programme is offered in grades 11 and 12. The school has an international population of approximately 1800 pupils from more than 89 nationalities and an equally diverse academic and administrative team. The school is part of the Innoventures Education group which provides quality private education to the highest international standards.

Our learning environment, teaching and learning, monitoring and assessment and student services are all – learner centered and quality driven. As part of our approach to provide high quality learning, we seek to maintain optimal teacher-student ratios and class sizes. We recruit and retain high-quality teaching and academic support staff, sourced both internationally and locally, with our staff being well-qualified, rich in experience, holding strong track records of achievement and are prepared to go that ‘extra mile’ to meet the needs of our students. Teachers and support staff undertake regular professional development training in order to stay abreast of current international best practice in teaching and learning.

We provide a personalized education, acknowledging that every student is different, as a person and as a learner. We have a dedicated Inclusion support team that can meet the needs of students with mild to moderate learning difficulties as well as additional English language needs and also those who face the challenges of being gifted and talented. We seek to challenge students whatever their abilities, to reach their full potential. Our aim is to develop young people who exemplify the attributes of the IB Learner Profile which is central to the ethos of our school and ready to make the world a better place.



OUR GUIDING STATEMENTS

Our Vision

Providing world-class education

Our Mission

To empower students with a rigorous, holistic and international education for success in an ever -changing world

Our Philosophy

- To be recognized by the success of our students in achieving their personal goals
- To make student development the centre of all school decisions
- To aspire to the highest internationally recognized performance standards
- To build and celebrate a culture based on internationalism
- To enable the staff to become life-long learners through the development of their professional practice

Our Core Values

Achievement | Collaboration | Innovation | Integrity | Respect | Responsibility

The RWA Motto

'Towards Excellence'

The RWA Mascot

Arabian Stallion

Our Acronym- R.W.A stands for:

Rise. Wonder. Achieve

The RWA definition of International Mindedness

International Mindedness begins when we are open to and curious about the world in which we live, respect our own culture and want to know about the culture of others¹.

We progress to acknowledge our common humanity and to recognise and value diversity existing within our communities, whether local, national or global. We exercise our individual and collective responsibilities as world citizens to safeguard the planet we share, promote peace, challenge injustice and engage in improving welfare for all, especially the disadvantaged. We seek to develop a deep understanding of the complexity, diversity and motives that underpin human actions and interactions². We strive to foster mutual respect, dialogue and cooperation through being open and willing to see the world through the lens of all those who share it with us.

As an IB World School, international mindedness is embodied in our implementation of the IB Learner Profile, which challenges students to be communicators in multiple languages, principled in their promotion of international justice, risk-takers in the spirit of exploring new cultures, knowledgeable about world issues, thinkers about complex problems, caring and committed to service, inquirers about the world, open-minded toward other perspectives, balanced in their approach to life, and reflective about their own personal development.

The IBO Mission Statement

The International Baccalaureate (IB) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

¹ With acknowledgement to The Diploma Programme: A basis for practice, 2009, p.4 ² Ibid.

The IB Learner Profile

As an IB school all children will be encouraged to develop the attributes of the Learner Profile, throughout their time with us. The Learner Profile is a set of crucial personal qualities that go beyond academic success. These involve the students striving to become:

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference to the lives of others and in the world around us.

Risk-takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognize our independence with other people and with the world in which we live.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

In addition to these concepts, content and skills that are embedded in the curriculum, students are taught and practice the attitudes outlined by the IB. These attitudes are descriptive of a person who is a responsible citizen of their local and worldwide community.

Section 1: ACADEMIC PROGRAMMES

The following table summarises the curriculum in each phase of the secondary school:

Phase /Grade	Curriculum
Phase 3 Grades 6 - 10	IB Middle Years Programme (11 – 16+)
Phase 4 Grades 11-12	IB Diploma, IB Careers Programme, IB courses, IB CP & BTEC (16+ - 18+)

The International Baccalaureate Middle Years Programme (MYP) at RWA

The Secondary School follows the International Baccalaureate® (IB) Middle Years Programme (MYP), which is a 5 years student-centered, concept-driven curriculum (grades 6-12) that encourages students to make practical connections between their studies and the real world. According to recent studies, the Middle Years Programme (MYP) is the best preparation for the Diploma Programme (DP). Students who have completed the MYP are better positioned to handle the rigor and academic challenges of the DP or Career-related Programme (CP). As can be seen in the graphic below, the MYP covers eight subject groups, providing both subject-specific and interdisciplinary understanding for students who are the central focus of the program. Clearly defined learning objectives are set for each subject area, which are measured internally by criterion-referenced assessment.

Approaches to learning (ATL) provide the foundation for independent learning and encourage the application of students' knowledge and skills in unfamiliar contexts. Developing and applying these skills help students learn how to learn. There are five ATL skill categories, including communication, social, self-management, research and thinking. In the final MYP year (grade 10) students are externally assessed via on-screen examinations and are awarded an MYP certificate, before moving on to the two-year IB Diploma Programme (DP).



For further information about the IB and its programmes, visit www.ibo.org
Also refer to the MYP course booklet on our website www.rwadubai.com

The International Baccalaureate Diploma Programme (IBDP) at RWA

The International Baccalaureate Diploma Programme is a rigorous, pre-university course of studies leading to examinations, which meet the needs of highly motivated secondary students between the ages of 15 and 18 years. It is designed as a comprehensive two-year curriculum that allows its graduates to fulfill requirements of various national education systems. The curriculum is displayed in the shape of a circle with six academic areas surrounding the core. Subjects are studied concurrently and students are exposed to the two great traditions of learning: the humanities and the sciences. At the end of grade 12 students sit external examinations and are awarded either a full Diploma or a Diploma Courses certificate.

The Diploma Programme ensures that students develop both breadth and depth. As the image below shows, students choose 3 x Higher Level (HL) and 3 x Standard Level courses from 6 subject groupings. The same subjects are also offered as separate IB courses. Diploma students are required to take three additional components: The Extended Essay (EE) (4000) words of personal research; 150 hours of Creativity, Action and Service (CAS) and take a course in the Theory of Knowledge (TOK), which links all subject groupings. Students are expected to produce a presentation and essay related to 'Areas of Knowledge' and the 'Ways of Knowing'. Students are encouraged to think critically and ask searching questions, rather than believe that there always certain answers.

Recently published studies show that DP students have better chances of enrolling in top ranking universities, achieving honor degrees and awards, continuing further studies, and becoming employed in better paid, prestigious jobs when compared to students who complete other pre-university programs.



For further information about the IB and its programmes, visit www.ibo.org
Also refer to the IBDP course booklet on our website www.rwadubai.com

The International Baccalaureate Career-related Programme (IBCP) at RWA

The International Baccalaureate® (IB) Career-related Programme (CP) is a framework of international education that incorporates the vision and educational principles of the IB into a unique programme specifically developed for students who wish to engage in career-related learning. The CP's flexible educational framework allows schools to meet the needs, backgrounds and contexts of students. CP students engage with a rigorous study programme that genuinely interests them while gaining transferable and lifelong skills.

The diagram below represents the IB Career-related Programme curriculum model. The IBCP framework allows students to specialise in, and focus on, a career-related pathway. The programme's three-part framework comprises the study of at least two Diploma Programme courses alongside career-related studies (BTEC) and the distinctive IBCP core which is designed to create a bridge that connects each student's chosen Diploma Programme courses and career-related studies.



For further information about the IB and its programmes, visit www.ibo.org
Also refer to the IBCP course booklet on our website www.rwadubai.com

The Pearson BTEC National Diploma in Business

RWA offers the widely-recognised The Pearson BTEC National Diplomas in Business to our students as an alternative to the IB Diploma programme so that students are able to choose the most appropriate post-16 pathway for their needs.

The BTEC (Business and Technology Education Council) Level 3 Extended Diploma in Business is a vocational qualification which is designed for those who have strong inclinations towards a career in Business or aspire to a degree in Business. The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education. In addition, employers and professional bodies have been involved and consulted in order to confirm that the content is also appropriate for and consistent with current practice.

Everyone will study four mandatory units, covering the following content areas:

- The Business Environment
- Business Resources
- Introduction to Marketing
- Business Communication

Optional units have been designed to support progression to the range of sector-related courses in Higher Education and to link with relevant occupational areas. They cover content areas such as human resources, accounting, management, retail and marketing. In addition, the qualification includes work experience unit which enables all students to benefit from practical experience of the sector.

The assessment approach of the BTEC qualifications in Business allows learners to receive feedback on their progress throughout the course as they provide evidence towards the assessment and grading criteria and is continually assessed rather than assessed in final examinations. Evidence for assessment may be generated through a range of diverse activities including assignment and project work, case studies, workplace assessment, role play and oral presentation. Delivery strategies will reflect the nature of work within the business sector by encouraging learners to research and carry out assessment in the workplace or in simulated working conditions wherever possible.

Co-Curricular Activities

Co-Curricular Activities (CCAs)

RWA is proud to offer a wide range of co-curricular activities (CCA). We encourage participation to aid the holistic development of our students by building their self-esteem and improving their performance in academics, sports and other extra-curricular fields. School teachers conduct many of these activities free of cost. Others are offered by community members and organisations as paid activities. Students are required to participate in at least one extra-curricular activity each semester and participation is noted on student reports.

Buses will be available after activities for those who generally utilise the bus service. Further information regarding the co-curricular activities, and other activities such as Duke of Edinburgh, Model United Nations, Eco club, Student Council etc. can all be found on the school website: www.rwadubai.com

On-Line Registration

Parents will be informed by email when registration is open, with a direct link to the activities and online enrollment form. Please ensure that you enroll your child within the time frame to avoid disappointment. The allocation of activities will be done on a first-come basis. Subject to the available capacity, we will try to assign the activities as per the preference indicated.

Ministry of Education (MOE) Requirements

Arabic is compulsory for all students up to G9 inclusive in accordance with KHDA (Dubai's governing education authority) requirements.

- **Arabic A** is compulsory for Grades 1 - 12 for all Arab nationals as registered with KHDA through Emirates ID. If students plan on going to a university in the UAE taking Arabic A is a necessary requirement to enter.
- **Arabic B** is compulsory for Grades 1-9 for all non-Arab nationals as registered with KHDA through Emirates ID

Students of Arabic heritage who can demonstrate levels of Arabic reading, writing, speaking and listening in line with or above MOE national documented standards for their year level may join Arabic A by mutual agreement between parents and the School.

- **Islamic A** is compulsory for Grades 1 - 12 for all Muslim Arab nationals as registered with KHDA through Emirates ID
- **Islamic B** is compulsory for Grade/Year 1-12 for all Muslim non-Arab nationals as registered with KHDA through Emirates ID

Islamic Education

For all Muslim students, Islamic Education is compulsory to attend until the end of Grade 12. No exemption is given to any Muslim student. Attendance of these classes is necessary as per KHDA (Knowledge and Human Development Authority) and MoE (Ministry of Education) rules, and failure to attend or achieve a satisfactory grade in Islamic Studies will jeopardise the student's promotion at the end of the academic year.

In addition, to gain entry to many universities within the UAE and other Arab countries, it will be necessary for the student to produce an "Equivalency Certificate" to show that both Arabic and Islamic Education (for Muslim students) have been studied until the end of Grade 12. An Islamic Education grade is essential for the equivalency process for Muslim students, but is also compulsory for Muslim students until the end of Grade 12 whether they require an "Equivalency Certificate" or not.

Muslim Arab students (those attending Arabic A and/or holding an Arab Emirates ID) will study Islamic Education A in Arabic. They are also expected to study Arabic A until Grade 12. Muslim non-Arab students (those attending Arabic B and/or holding a non-Arab Emirates ID) will study Islamic Education B in English. They are also expected to study Arabic B until Grade 9.

If an exemption is necessary for a Student of Determination, the school would need to seek prior approval from KHDA. Once the approval is given, then the student can be exempted from studying the subject.

Student Support (Inclusion)

Raffles World Academy's Learning Support Program consists of seven distinct components that work together to ensure each individual student has the necessary tools and support to succeed. These sections include:

- Mentoring of the Diploma and Middle Years Programmes At-Risk Students
- College Counselling and University Placement
- Special Educational Needs Counselling and Advisement
- Providing students with Emotional Support
- Academic Enrichment through the Gifted and Talented (G&T) Programme
- English as a Second Language
- Student Development through Teacher Training & Professional Development.

A team of dedicated specialists, counsellors, advisors and highly qualified faculty work in close conjunction to monitor student progress to ensure that all students are supported with individualised care and focus.

These plans focus on four key areas: inside the classroom, after school activities, clubs/teams/events, and external activities. Plans are developed with the input of the students, parents, teachers and counsellors, and are regularly reviewed and modified. In the classroom, differentiation strategies are targeted towards each student's needs. Learning outcomes are tiered based on ability and lessons are modified accordingly.

Section 2: School Timings

Our school hours are between 7:40 – 2:50 for Grades 6-12 from Monday to Thursday and from 7:40-12:00 on Friday.

School starts promptly with lesson 1 at 7.40 a.m. for grade 6-12 students. It is advisable for students to arrive between 7:20 a.m. and 7:30 a.m. to prepare for the day. Entrance to both Primary School (PS) and Secondary School (SS) is through the designated gateways and not through the main entrance. The School gates will open at 7:20a.m. If children are unavoidably late, please report to the secondary secretary's office located in the reception building to be marked in as late, before going to the classroom.

Lesson Timings Mon – Thurs RWA SS	
7:20 to 7:40	Arrival
7:40 to 7:50	Homeroom
7:50 to 8:50	Lesson 1
8:50 to 9:50	Lesson 2
9:50 to 10:50	Lesson 3
10:50 to 11:10	Snack
11:10 to 12:10	Lesson 4
12:10 to 1:10	Lesson 5
1:10 to 1:50	Lunch
1:50 to 2:50	Lesson 6
2:50 to 3:50	CCA

Lesson Timings -Friday RWA SS	
7:20-7:40	Arrival
7:40-8:00	Homeroom
8:00-8:55	Lesson 1
8:55-9:50	Lesson 2
9:50-10:45	Lesson 3
10:45-11:05	Break
11:00-12:00	Lesson 4
12:00	Dismissal

Ramadan Timings

During the Holy month of Ramadan, school timings may change as per guidance from KHDA. Parents will be informed of the amended timings with plenty of notice.

Morning Arrivals

Parking is available at the front, side and back of the school. We request all parents to drive and park safely, considerately keeping in mind both other parents and neighbours. Police do patrol these areas and issue fines for those that park illegally.

We would sincerely request that parents deal with the car-parking situation in a calm and appropriate manner. The school has taken considerable measures to ensure that movement of traffic around the school is safe and predictable. We would appreciate your cooperation with our school employees on this matter. Please adhere to the instructions of signage in the parking area and use the marked crossing areas when walking through car parks and across roads. Please adhere to the signals and instructions of our Security Staff and any teaching staff and senior students who direct traffic. Please obey the 'lollypop' signs indicating whether you should move or stop.

The safety of children and other pedestrians is our highest priority, and careless or reckless driving will be reported. There is CCTV coverage of the car park and surrounding area and in the event of an incident it will likely be used as evidence. Any abuse of our staff, students and parent volunteers will not be tolerated and may be reported to the police.

Feel free to come and talk to our school management or other school staff, about any suggestions you may have regarding improving the parking arrangements, or send your suggestions to rwafacilities@rwadubai.com

Early Dismissal for medical or family needs

On those occasions when your child needs to leave early, the student should bring a written, dated and signed note (email will also suffice) to the School and hand it to the form teacher. Secondary school students are required to complete an early leaving form, which their subject teachers need to sign as soon as possible. This is available with the form teachers and at the Reception.

Please be advised that if requests are received without sufficient planning and notification, there may be significant delays before leave can be authorised. The school cannot accept liability for any missed appointments under these circumstances.

Should a student become ill during the school day, they should request to visit the school clinic. In the event that a student is too sick to continue in school, the nurse or doctor will contact parents to request pick up for the student. The student will be given an early leave slip from the clinic. Parents should not entertain calls during the day from children requesting to be collected. The school nurse or doctor will contact parents should this be necessary. Similarly, we would request that parents do not contact their children via mobile phones during the school day for any reason. Mobile phones are banned in school from 7:40 am until 2:50 pm and we do request your support with this regulation.

Student Attendance

We aim for an environment which enables and encourages all members of the community to reach out for excellence. Successful development and proper academic progress can only take place with adequate attendance. For our children to gain the greatest benefit from their education it is vital that they attend regularly and your child should be at school, on time, every day the school is open unless the reason for the absence is unavoidable.

It is the responsibility of the student to catch up on all work missed in class. Parents withdrawing students from school for any other reason should consider that the classroom experience can never be 'made up' with extra work sent home, and as such, absences have a negative impact on the student's educational progress and may affect their promotion to the next grade level. It is very important therefore that you make sure that your child attends regularly. The school is governed by the Ministry of Education that has strict policies of the number of days allowed for student absence. Student absenteeism will affect the student's academic records and his/her academic progression to next level.

Excused Absences: Excused absences of one day for a good reason like illness or family emergencies if communicated by a parent. Please note that for an excused absence of more than one day for health reasons, a doctor's note is required.

Unexcused absence is when there has been no communication from a parent about an absence or if the absence is for two or more days and a doctor's note has not been received.

Suspension is an unexcused absence.

Persistent Absenteeism: A student becomes a 'persistent absentee' when their attendance record is a cause for concern. Absence at this level is doing considerable damage to the child's educational prospects and we need parents' fullest support and co-operation to tackle this. Some of the actions that may be taken by the school are:

- 1) Warning letter issued to parents by the school after recognition of on-going absence problems.
- 2) Meeting with parents set up to establish circumstances
- 3) Attendance contract set up between parents, student and school
- 4) If attendance contract is not adhered to, then the child will be recognised to be in breach on the pre-existing contract and a document will be drawn up to reflect this

5) Failure to abide by the attendance policy of the school will then be considered with regard to non-promotion for the next academic year.

If your child is absent you must:

- Contact the secondary school at jannelj@rwadubai.com or simonf@rwadubai.com as soon as possible on the first day of absence and inform us as to why your child is not in school.
- Inform us if the absence is likely to be more than 1 day and obtain a doctor's note if you wish the absence to be recorded as Excused Absence
- Keep us informed on any subsequent days of absence.

Absence Procedures by the School:

- Email you on the first day of absence if we have not heard from you;
- Telephone or Email on the third consecutive day of continual absence, unless this period of absence is indicated in the first communication.
- Invite parents to discuss the situation with our pastoral leader if absences persist.

Contingency Absence:

RWA strongly disapproves of students being removed from school in session (e.g. for vacation purposes). Up to five days per school year may be taken as contingency absence for family emergencies or at the discretion of the school. Absence beyond this period will be recorded as unexcused absence.

Contingency leave will not be agreed by the school:

- When a student is just starting the school. This is very important as your child needs to settle into their new environment as quickly as possible.
- Immediately before and during assessment periods, school examinations and IB examinations.
- When a student's attendance record already includes a high level of unexplained absence.
- If a student takes holiday leave or has unexcused absences for greater than 20 consecutive or 25 non-consecutive days, then this student may be retained within his/her current grade level at the end of the academic year, as per KHDA guidelines. Unexcused absence shall be recorded as such on the student report.

Punctuality Procedures:

Poor punctuality is not acceptable. If your child misses the start of the day they can miss work and time with their form tutor getting vital information and news for the day. Late arriving students also disrupt lessons, can be embarrassing for the child and can also encourage absence.

RWA requires students to be in their Form tutor registration period starting at 7:40am. If a student arrives between 7:40am and 7:50am they will be marked late by their homeroom teacher. However, if late after 7:40am, a student must report to the secondary school secretary to obtain a late pass and be marked present before entering normal classes.

Frequent and/or unexplained lateness will result in sanctions being applied to the student which will be outlined as per the discretion of the school principal.

Excused lateness can be obtained for unavoidable appointments through notification, a day in advance to secondary school at jannelj@rwadubai.com or simonf@rwadubai.com

The school has targets to improve attendance and your child has an important part to play in meeting these targets. Our target is to achieve 98% attendance which is rated as outstanding by the KHDA; good attendance is the key to successful schooling and high attainment.

Summary: All school staff is committed to working with parents and students to ensure as high a level of attendance as possible. Parents have a duty to make sure that their children attend school. If your child misses 20 consecutive days or 25 non-consecutive days or more of school in an academic year your child will not be promoted to the next grade and will not be allowed to graduate if in G10 or 12.

Section 3: School Regulations

School ID Badge

Parents are always required to wear their ID badges when on the school premises. A visitor's pass can be obtained from the security staff when a valid EID, copy of passport or driver's license is presented. **Access on the campus will not be granted without the ID Badge or a visitors' pass.**

Parental supervision

The school works closely with parents for matters relating to our student safety. Should parents anticipate being away from home for extended periods, the school should be informed in writing. In the interests of student's safety and security, the name of the adult assuming responsibility for the child's welfare must be given to the school along with all emergency contact details.

Dress code

Parents and students are respectfully reminded that dress on school premises should always be sensitive to the cultural expectations of the host country. The principal's decision on whether dress and/or appearance is appropriate in consultation with the vice principal is final. Parents and students are requested to familiarize themselves with the dress code notices and be mindful of the expectations of the host nation with regard to both dress and behavior.

School uniform and attire expectations

All students will be expected to adhere to the school uniform. We recommend at least two complete sets of uniform per child. Parents are expected to purchase the school uniform/attire prior to student attending school from our designated uniform store. (see below details)

We expect all our students to come to school neatly groomed, smartly dressed and in the correct school uniform. This sets a professional work ethic. Students need to be aware that our expectations are the same when they are wearing the RWA uniform outside school. Parents are asked to support their child in meeting these expectations. A letter will be sent home via the Form teacher if the uniform requirements are not adhered to. Following on from this, if the uniform remains incorrect, without a reasonable explanation, the school reserves the right to refuse attendance of a student who does not observe the uniform code requirement.

Skirts – skirts should be at least to the knee. Trousers should not be tight-fitting; no shortening of hem-lines and students should ensure ankles are covered. Only the Zaks material will be accepted. It is the expectation that students should have shirt buttons closed appropriately.

Socks – white.

Shoes – smart, black footwear. No boots i.e. no footwear should be above the ankle. Shoes must be completely black with no coloured stripes, swishes or logos. Shoes must be firm and supportive and students must keep their shoes in good condition.

Make-up, such as false eyelashes, lipstick, eye-liner and nail varnishes are not permitted and will be removed by the student on the instruction of staff members. Only exception for IBDP/ grade 11-12 students who may have clear polish or French manicure only. Coloured polish or nail art is not allowed.

Jewelry- Items of jewelry which are not in line with the policy will be confiscated. If ears are already pierced, only one small, plain pair of gold or silver studs worn in the conventional position in the ear lobe. Multiple earrings, nose studs and piercings in other parts of the body are not permitted. Friendship bands, ankle chains, etc. must not be worn.

Items of religious significance may be worn with the prior written permission of the head of grade only, following written parental request.

If any of the above items are worn to school, they must be removed immediately and at the request of any member of staff. The school does not accept any responsibility for any lost jewelry.

Hair – should not be outlandish in style or colour and no brightly-dyed/multi-tonal hair is permitted. Heads must not be shaved – as a guide, a number two cut is the shortest permitted and there should be no tramlines or patterns shaved into hair. Boys' hair should not be longer than the top of the shirt collar at the back.

Students coming to school with extreme colours such as purple or bleached hair will be sent home and required to restore their hair to an acceptable colour before being allowed to return to school.

The official School Uniform Suppliers are Zaks.

You will need to purchase school uniforms from the supplier directly:

ZAKS Store

Oasis Center level 1 (Oasis Mall) Sheikh Zayed Road
Dubai, UAE

Store Phone Number: +971 4 344 5637

Store Coordinates (25.224861, 55.258938)

Store Trading Hours: 10 am to 10 pm – Open all days of the week. (Monday- Sunday)

Toll Free Number: 800-ZAKS (9257)





WhatsApp number for general information: +971 52 276 8954






Email: info@zaksstore.com

Web: www.zaks.me

Please see below the description and images of the school uniform for the academic year 2023-24



MAIN UNIFORM (BOYS)	MAIN UNIFORM (GIRLS)	BOYS – MAIN UNIFORM		
				
WHITE POLO T.SHIRT [PRE K - GRADE 5] AED 84.00	TARTAN BERMUDA SHORT [PRE K - KG2] AED 79.00	GREY BERMUDA [GRADE 1 - GRADE 5] AED 89.00	GREY TROUSER [GRADE 1 - GRADE 12] AED 95.00	WHITE SHIRT [GRADE 6 - GRADE 12] AED 89.00

MAIN UNIFORM (BOYS)	MAIN UNIFORM (GIRLS)	GIRLS – MAIN UNIFORM		
				
WHITE POLO T.SHIRT [PRE K - GRADE 5] AED 84.00	TARTAN SKORTS [PRE K - KG2] AED 84.00	GREY SKORT [GRADE 1 - GRADE 5] AED 89.00	GREY TROUSER [GRADE 6 - GRADE 12] AED 95.00	GREY SKIRT [GRADE 6 - GRADE 12] AED 75.00

PE uniform for 2023-24



Boys and Girls Winter Clothes



Socks – white.

Shoes – smart, black footwear. No boots i.e. no footwear should be above the ankle. Shoes must be completely black with no coloured stripes, swishes or logos. Shoes must be firm and supportive and students must keep their shoes in good condition.

Personal electronic devices and phones

RWA students should bring an electronic device such as an iPads, tablet or laptop computer as a key tool to benefit their learning. These devices should be clearly marked with the child's name and must be used only as directed by teachers. They should not be used at break and lunch times.

Mobile telephones

Break and lunchtimes are community social times and should be vibrant with positive interactions. **RWA does not encourage students to bring mobile phones to school.**

Use of personal music players, earphones, gaming consoles or similar electronic devices during school hours is not permitted, and their presence in school is discouraged and will lead to confiscation of the item. The school understands that mobile phones provide both parents and students with security and there may be occasions when they are needed for communicating before or after school, but during school hours their use is not permitted.

Students seen using phones during school hours will have them confiscated. If a mobile phone is brought to school, it should be secured into the student's locker or school bag, switched off, until the end of the school day. If parents need to contact the school or their child urgently in the course of the school day, this should be done through the secondary school office or main reception.

If a student is unwell, they must, subsequent to obtaining permission from their teacher, visit the school nurse. If the nurse feels that it is necessary for the student to go home, they will contact their parents and arrange for the student to be collected from the clinic.

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 and such items are covered by home insurance.

Due to health and safety reasons we especially ask parents to support this by NOT calling children during school hours.

The wearing of headphones is not permitted around the school or within lessons, unless they are needed as part of that lesson. 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.

Personal possession items of the above nature brought to school by students, when not directly related to school work and brought in at the request of a teacher, is done so entirely at the student's own risk. The school cannot promise to devote time or effort to recovering lost or stolen items of this kind or accepting responsibility for any loss or damage that may be incurred. Students must ensure that the materials kept in their school locker is secured with a padlock or combination lock.

Money

It is inadvisable for students to bring in large sums of money without good reason. Where payment has been requested from the school for some matter, then the money should be lodged with the homeroom teacher, secondary school secretary or accounts office upon arrival into school.

Home Learning/ Homework

At RWA we believe that learning at home is an essential part of good education. Homework not only reinforces classroom learning, it also helps children and young people to develop skills and attitudes they need for successful lifelong learning. In addition, it supports the development of independent learning skills, including the habits of enquiry and investigation. We believe homework should be a useful and positive experience. It is to be planned as an integral part of the total curriculum and complements what is being taught in the classroom. Homework should be an extension of learning in the classroom.

The homework policy at RWA is based on the following principles:

- Homework tasks are to be structured and their purpose explained to students;
- Consistency in practices within year groups;
- Homework to be given as per a regular schedule which is communicated to students and parents at the start of each year;
- Homework should be marked in a timely manner;
- Students should receive constructive feedback in order to help them improve.

The purpose of homework is to:

- Reinforce learning through further practice and application of material;
- Enrich learning through independent study, individual research and experimentation;
- Train students in planning and organizing their time;
- Encourage self-discipline and responsibility for learning;
- Provide evidence for assessment of students' progress and mastery of work;
- Provide evidence for evaluation of teaching;
- Enable students to complete assignments;
- Preview new units of study;
- Provide parents with information and opportunities for support and home-school communication.

The type of homework set will vary, depending on the grade level, the nature of the subject and the class, work being undertaken at the time. Whatever the task, homework should provide the opportunity to motivate students' interest in the subject and strengthen their confidence in their ability to learn independently. Students with special talents need to be challenged with assignments which suit their abilities, whilst the needs of the less able should be met by assignments set at an appropriate level.

It is an expectation that students will:

- Organise and record their homework

- Complete their homework by the prescribed date
- Develop effective study habits and strategies
- Work more independently and take more responsibility for their assignments as they reach the Diploma years in the school.

Supporting our students

- Setting of realistic timeframes for homework completion is essential to supporting students. A homework timetable for each grade is established, and this considers published time guidelines and allows for no more than four subjects per night.
- Teachers and form tutors support and guide students in the development of their personal time management skills, in their roles as form tutors, consistent with aspects of the Approaches to Learning Area of Interaction.
- Students are required to plan completion of assignments.
- Parents are required to support students by regularly checking homework online through the ManageBac. Continual late submission of homework will be dealt with according to the RWA Code of Conduct and Behavioural Expectations Policy.

What parents can do:

- Talk about school work at home with your child
- Show an interest in your child's work and give regular encouragement - be active and regularly check homework online
- Provide a quiet place at home for study
- Monitor use of the home computer – have clear rules about this in your home and model them too

More information about homework are given in the parent information sessions.

Library: RWA's library is a multi-media resource centre with an age/grade appropriate lending policy. We encourage the children to take their books home to read

Parents are encouraged to reinforce the care of loaned books by:

- taking care of loaned books, to be returned in the same condition it was lent;
- food and drink should be kept away from books;
- pages should be turned carefully and not bent over; and
- books should be kept out of the reach of pets, babies, etc.

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

Stationery:

The following is a list of recommended stationery and other items required by students for the start of the school year. Teachers shall also stipulate what textbooks students can purchase should they wish. Other items may be requested in the future. If your child does not yet have a calculator, please do not buy one as the Maths teachers will advise as to which is the best one to purchase.

List of Stationery Grades 6-12

- 2 black, 2 blue pens
- 2 HB pencils
- Pencil sharpener
- Eraser
- 15 cm and 30 cm ruler
- Geometry set
- Coloured pencils
- Coloured pens

- Glue stick
- Cello tape or similar
- Highlighter pens
- Scissors
- Pocket size translation dictionary if English is not your mother tongue
- Reliable watch
- Stapler Hole punch
- A4 ring file or wallet file with dividers
- Note pad
- Post its
- Padlock for locker
- USB / Memory stick - 128 MB (megabyte)

Snack/ lunch

All children are asked to bring a healthy and nutritious snack or lunch and water to school each day for the break period. All classes are chocolate 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. Candy, chewing gum, chocolate or chocolate covered cookies of any kind are not permitted.

We also have a cafeteria from which hot or cold healthy meals and snacks may be bought and is open until 3pm. Daily menus are available on our school website.

Keeping in line with the Islamic policy, parents are also requested not to include pork products in their child's snack or lunch box.

Water bottles

All students are required to bring their own reusable water bottles from home. Plastic water bottles can be bought from vending machines when this reusable bottle has been finished however, as an eco-school we are seeking to reduce the use of plastic so large, reusable water bottles are preferable. Our advice, have spare dirham coins in your child's bag, so that it can be used if necessary. Water dispensers are available across the school.

Section 4: School management

RWA Houses

There are four houses (**Yellow -wasp**), (**Blue – spider**), (**Green -viper**) and (**Red -scorpion**) to which all staff and children from Grade 1 and above belong to. These houses are established to ensure the children have a sense of belonging to groups while in the school and to establish a healthy manner of development and competition within the school. Our house system promotes our community team spirit, develops a child's sense of belonging and celebrates achievement outside of the classroom through special house days, social and sporting events and competitions. As much as possible siblings are placed in the same house.

All students participate in the annual inter-house trophy competitions. House points are awarded by all teachers for things such as effort, achievement, good behaviour and sportsmanship. House Captains are chosen for being good role models. They have a range of responsibilities such as leading teams; arranging events and collecting and checking the house point totals.

Our house events and competitions are underpinned by our core values and the United Nation's 17 Sustainable Development Goals. We have many events and competitions throughout the year which all students have the opportunity to engage with. These include projects on global and UAE issues such as sustainability. In addition, we have our inter-school sports competitions, as well as ongoing challenges such as inter house reading, general knowledge quizzes. All events carry house points and students are encouraged to participate in the competitions.

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:

- **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, (*see Guiding Statements above*), and the *IB Learner Profile* which applies throughout the school and across programmes.

Students' Wellbeing

At RWA we are committed to supporting the emotional health and wellbeing of our pupils and staff. We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued.

At our school we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play. Our counsellors are available to all students, staff and parents.

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 - teacher meetings, national and international days and assemblies etc. The calendar, newsletters and emails as well as notices in reception will provide parents with details in advance. While we endeavor to provide as much notice as possible for each event 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 or event unless circumstances beyond our control prevent this. The cooperation and understanding of parents is greatly appreciated.

Field trips

At RWA we believe that learning takes place in all environments, at all times. For this reason, we provide a range of trips from day-long excursions within Dubai and the Emirates to overseas field trips. Students grow through these initiatives by taking on new responsibilities and experiencing the world through real-life contexts. They learn teamwork skills working and living with other students. They develop cultural understanding and tolerance, recognising and appreciating the differences while working towards common goals. They develop character by facing real life situations, and they enjoy and learn to greater respect the world and environment around them experiencing new places and people.

RWA is fortunate to be located in a uniquely innovative city, and this offers our students additional educational enhancement beyond the classroom. We encourage our teachers to seek opportunities for their classes to actively engage in educational experiences that support class learning. Some of the regular overseas trips involve an interdepartmental London trip encompassing aspect of both drama and English and also our annual ski trip. We have also seen our students travel to the U.S. on space camps and technology field trips to Silicon Valley. Islamic students also go on an annual Umrah trip. Additionally, our students attend an annual camp trips, DoE trips as well as other overseas trips related to charity drives. A parent information session is usually held to share details of the trips.

Prior to a field trip, all parents will be sent a letter from the school, requesting their consent for their child to attend, further information on the trip and an indication of cost. Consent forms must be completed and returned to the teacher before the field trip, together with any required payment. **No student is allowed to go on a field trip without a signed permission slip.**

Section 5 - Assessments and Reporting the Secondary

In the secondary school we have four Reporting Points (RPs) per year RP1, Mid-Year report, RP3 and the final report. Where relevant the assessment cycle incorporates several external assessments including GL, IBT and IB.

A chart indicated estimated reporting dates for the 2023-24 academic year is provided below.

Reporting Method	Timeframe
Parent Information Sessions	September
RP1	November
RP2 -Mid -Year Report	February
RP3	April
RP4- Final end of year report	June

In addition, three-way (teacher-parent-student) conferences are held two times year. In addition, parents and teachers may request meetings at various times throughout the year to discuss student progress. The reports will communicate student achievement in each of the assessment criteria of each subject. Achievement is expressed on a scale of 1 to 7 where 7 is the highest. Parents and students are encouraged to attend information sessions offered by the school to explain these criteria and how they relate to assessment.

Nature of assessment

Reporting Point assessments will be cumulative (i.e. test what has been covered to date and not simply last 6-8 weeks of learning). Wherever possible to encourage students to revisit learned material throughout the academic year.

Specifics regarding the nature of assessment in both DP and MYP programmes are available in the relevant course booklet on our school website www.rwadubai.com

Reporting

All four RPs are reported to parents. All four will include data about attainment, progress and learning behaviour. One of the four RPs will also include a written comment and targets for improvement. The time of year at which the written report with comments/targets is released will depend on the year group in question.

There will be one whole school Parent Teacher Conference (PTC) day in Semester One involving all year groups during which there will be no normal curriculum. PTC2 will take place in Semester 2 and will be scheduled after school and will be year group specific.

Written reports and PTC2 will take place at the most appropriate time of the year for the given year group. The intention here is to provide parents and students with the information they require at the time of year that they require it and to minimise lost learning time.

Guidelines for Promotion

Compulsory Subjects for Promotion

(a) **Arab Students:** In the secondary school compulsory subjects include English, mathematics, science, Arabic (Grade 6-9) and Islamic Studies (Grade 6-12).

(b) **Non-Arab Students:** Compulsory subjects include English, mathematics, science, Arabic B (Grades 6-9) and Islamic Studies (for Muslims only from Grade 6 – Grade 10).

Equivalency to Ministry of Education

Any student (Arab or non-Arab) who wishes to study at any UAE university of higher college must study Arabic through to Grade 12 in order for the High School Leaving Certificate to obtain equivalency from the Ministry of Education (MOE).

A parent who does not want a student to study Arabic after Grade 10 may sign a waiver to exempt the child from this requirement but must be made aware that the child cannot then study in the UAE university system.

Standardised Assessments:

As a requirement from KHDA our students in G6-9 also are required to sit in standardized assessments. Currently we are required to administer the following standardized assessments in the secondary school:

Name of Assessment	Grade Levels	Timing	Description
Trends in International Mathematics and Science Study (TIMSS)	Grade 8	Every 4 years	The Trends in International Mathematics and Science Study provides reliable and timely data on the mathematics and science achievement of U.A.E. students compared to that of students in other countries.
Progress in International Reading Literacy Study (PIRLS)	Grade 9	Every 5 years	PIRLS documents worldwide trends in the reading knowledge of 4th-graders as well as school and teacher practices related to instruction
PTE- (Progress Test in English)	G6-9	June Annually	This assessment measures attainment and progress in English (reading, spelling, grammar and punctuation, etc.). It is completed each June; from grade one it is completed online. The results from this assessment are used to triangulate our internal data to ensure there is accuracy. Additionally, it is used for reporting purposes to KHDA for external attainment results.
PTM (Progress Test in Math)	G6-9	June Annually	This assessment measures attainment and progress in all areas of math. This test is completed each June; from grade one it is completed online. The results from this assessment are used to triangulate our internal data to ensure there is accuracy. Additionally, it is used for reporting purposes to KHDA for external attainment results.
PTS (Progress Test in Science)	G6-9	June Annually	This assessment measures attainment and progress in all areas of science. This test is completed each June. This test is only completed from grade 2 with all of these grades doing it online. The results from this assessment are used to triangulate our internal data to ensure there is accuracy. Additionally, it is used for reporting purposes to KHDA for external attainment results.
CAT4 (Cognitive Ability Test)	G6-12	October annually	The Cognitive Abilities Test (CAT4) is a diagnostic assessment that is designed to help students and their teachers understand how they learn and what their academic potential might be. The CAT4 assess students in four different 'batteries' (areas): shapes and patterns (Non-Verbal Reasoning), words (Verbal Reasoning), numbers (Quantitative Reasoning); and mentally generating and transforming visual images (Spatial Ability). All students from grade 2 undertake this assessment (not annually); new students joining the school after September take this test during admissions process.
New Group Reading Test (NGRT)	G6-9	Thrice during the academic year	The NGRT reading tests allows schools to drill down into pupil's reading and comprehension skills (including phonics where necessary), helping us to reveal exactly where support is required. The NGRT allows teachers to assess reading and comprehension skills benchmarked against the national average, and monitor progress.
Pupils Attitudes to Self and School (PASS)	G6-12		A psychometric assessment specifically designed to spot attitudinal or emotional issues in children before they affect school performance.

Section 6: Behaviour Management

Our philosophy of student behaviour management or discipline is based on 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 their life. Our behaviour management 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 exemplify consistency and firmness and set 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 recognise and reward positive behaviour. Praise is shown to be more effective in promoting desirable behaviours than punitive sanctions are in deterring negative behaviours.

We will not accept the following behaviour:

- Disrupting the learning of others
- Talking whilst a member of staff is talking
- Rude or inappropriate language
- Acts of aggression or any kind of physical violence
- Bullying or intimidation Racist comments
- Vandalism

For Health, Safety, Environmental and Legal reasons the following are not permitted in School: -

- Cigarettes (including vapes, e-cigarettes, tobacco or other smoking materials or paraphernalia)
- Pipes
- Matches
- Aerosols (including antiperspirant) Lighter or flammable materials Solvents
- Chewing gum
- Dangerous instruments - including pen knives, laser pens etc.
- Nail varnish

These items will be confiscated, or students will be asked to remove them and, in certain circumstances, will be suspended from school, as the items may present a danger to themselves and others or cause damage to the environment. Any items taken by staff from students will be returned to the students or parent at the end of the day. Students wanting to bring anti-perspirant to school must only bring the roll-on variety.

Harassment and Bullying

RWA 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 counselling and support from the school. **Repeated offences may result in suspension or eventual expulsion.**

RWA 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.

Behaviour Management Policy

At Raffles World Academy (RWA) we aim to encourage positive interactions and behaviour by all of our students. In doing this we work to discourage anti-social and disruptive behaviour, through the application of sanctions in relation to the level of the behaviour. The levelling of the behaviours is set out later in this document.

In applying this policy, RWA aims to ensure that it is applied fairly and consistently without regard to gender or ethnicity. As far as possible each case is reviewed on its individual merits and the proper process of investigation will be undertaken in all matters.

Aims

- To provide a safe, secure and positive learning environment, where all students may develop their full potential across the curriculum.
- To develop a clear understanding of behavioural expectations by all members of the school community.

Sanctions

At times it is necessary to employ sanctions when behavioural expectations are not met. Students have the right to expect fair and consistently applied sanctions that make a clear distinction between serious and minor infringements and, as far as possible, ensure that each case is dealt with on its merits. An appropriate sanction is one which is designed to put matters right and encourage more positive behaviour in the future.

The following table shows examples of offences according to the school's new levelled behavioural approach (this is not an all-encompassing list). This approach is in line with the UAE Ministry of Education's Student Conduct Disciplinary Bylaw in School Community document.

The table of offences will be recognized if the student is present at school, on a school- authorized field trip or outside the school premises in uniform. As students near the school premises are often recognised to be RWA students, they are still seen to be representing the school so disciplinary measures will also ensue for such offences directly proximate to the school.

The following table shows examples of offences with the level of severity they are given and a description of possible consequences.

RWABEHAVIOUR LEVELS

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Late for class/registration without reason	Major disruption to a lesson	#Bullying, (verbal/ cyber/ physical)	Use or possession of illegal drugs or alcohol
Failure to comply with RWA dress code	Repeated lying	Physically fighting	Actual or intended injury to another person
Eating in class without permission	Use of inappropriate language or gestures (could be classified as level 3 depending on content and intent)	Deliberate abuse or misuse of the school's computers or email access (see IT Policy)	Smoking or bringing tobacco or vaping related products on school premises
Using electronic devices at inappropriate times for example, using mobile phone during school hour	Refusal to hand in electronic device including mobile phones when confiscated	Abuse or vandalism of school property including school buses	Possession of weapons or replicas of weapons
Distracting others in class	Defying teacher instruction or direction	Unexcused absences from lessons (skipping)	Intimate behaviour on school premises

Compulsory homework not submitted.	Breaking cyber safety policy	Academic dishonesty (cheating, plagiarism)	Theft
Not prepared for class.	Public displays of affection		
Disruptive behaviour moving between classes			
Unprepared to participate in PE			
Not working during class			
<i>#Bullying is defined as unwanted, aggressive behaviour that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time.</i>			
POSSIBLE CONSEQUENCES (Could be one of more of the below).			
LEVELS 1 and 2		LEVELS 3 and 4	
-Written warning notifications via ISAMS -Moving the student to another place within the room -Lunch time detention with Senior Leader -Removal of the student from the lesson, under the supervision another teacher -Subject Reports Issued -Sports field or Sports Team Suspension		-Issuing a behaviour contract or upgrade of behaviour contract - a final warning contract - After school or Saturday morning detention - Forced community service - Suspension (internal or external up to a maximum of 3 days) or - expulsion.	

Morning Punctuality -Students are expected to be in their lesson 1 room by 7.40am. Frequent and/or unexplained lateness will result in the following sanctions being applied.

1. First Offence – 3 late marks in a calendar month leads to an after-school detention after the third late mark.
2. Second Offence – As above (ASD)
3. Third and subsequent Offence- parents invited into school with consequences explained, this could lead to suspension.

Late for lessons (students are given a four minutes grace period to get to lessons after that they are marked late.)
 Three late to class in a week – lunch time detention.
 Repeated lateness will result in a monitoring report card and further sanctions may be applied.

Uniform Infractions

1. First Offence – Verbal Warning from Form teacher
2. Second Offence – Written Warning Issued from form teacher.
3. Third Offence –Lunch time detention issued, and deadline given for the student to fix the issue.
4. Fourth Offence –Student is not allowed in class in the morning until they are wearing the correct uniform. Parents will be called to collect their child and fix the issue.

Unauthorised use of Mobile Phones

A phone in hand is considered to be a phone in use. Mobile phones are not to be seen or used between normal school hours of 7.40am and 2:50pm including break and lunch. They will be confiscated by the teacher if used during school hours and returned at the end of the day. Subsequent offences will result in a longer period of confiscation.

- 1) 1st offence = Warning and confiscation of the device. Students may pick up the device at the secondary pastoral leader’s office at the end of the school day.
 2nd offence = Detention and confiscation of the device. A parent/guardian may come to school to pick up all confiscated electronic devices after 2:50pm.

- 2) 3rd offence = Confiscated and will need to be collected by a parent, the phone is then banned from school.

Fighting on campus

Students who participate in physical or verbal altercations either on school grounds or at a school function are subject to disciplinary actions. Involved parties will be questioned, and upon review of the incident, appropriate consequences will be implemented. Any student who aggressively hits or slaps another student will be removed from classes for a one-day suspension. The administration reserves the right to determine the final consequences for all parties involved.

Private property/ school property vandalism

Vandalism is the intentional destruction or defacing of others' property. Students are expected to respect the property of others, including school property. Students are required to fully reimburse the replacement cost of damaged property whether it was damaged intentionally or not.

Public display of affection

Because many cultures coexist at RWA and keeping in line with the UAE code of conduct, it is important for students to demonstrate behavior regarding interpersonal relationships that is acceptable to people of various ethnic and religious backgrounds and beliefs. Even though genuine feelings of affection may exist between students, public displays of romantic affection on campus, on school transportation, and at school sponsored activities are not acceptable.

Respect for authority

Students are expected to recognize the authority of the entire staff and show proper respect to all school personnel. Students showing flagrant disrespect to any of the school staff will receive a detention and parents will be notified. Subsequent offenses may result in a suspension from school, or expulsion.

Sexual misconduct

Sexual misconduct is considered a serious offense and may result in suspension or expulsion from school.

Swearing/ Inappropriate gesture

Students are expected to address each other and faculty/staff in a respectful way. Any form of swearing or inappropriate gesturing is not acceptable.

Weapons (including toy version of weapons)

Students may not bring guns, swords, knives (including pocketknives, razor blades, box cutters, or other items that could constitute a weapon) onto the school grounds; nor may they have weapons in their possession at any school activity. Toy versions of weapons are also not allowed on campus. Students who bring weapons to school will be subject to the school discipline policy

Students changeroom and bathroom expectations

- Food, gum and drinks are prohibited in the changing room.
- Mobile phones, cameras & other electronic tablet/devices are not allowed in changeroom or bathroom facilities.
- Students are to get changed as quickly and privately as possible and move out of the room as soon as they are ready.
- Students must respect each other's privacy.
- Running or playing or throwing objects in the changing room is prohibited.
- Clothing must be stored inside your personal bag and put neatly on the hanger or bench.
- Do not talk or loiter in the changing room.
- Pick up any trash or litter.
- Maximum time allowed in the changing room is 5 minutes.

Conduct on school buses

Whether the students have paid to use the daily school bus service to and from school, or whether they are using them for transportation to an afterschool activity, sports events, excursion or field trip, the expectations detailed in the RWA

Code of Conduct and Behavioural Expectations section apply. In addition, students must ensure that:

- A seatbelt is worn at all times (one belt per student)
- They follow all instructions given by the driver and/or bus monitor
- They are considerate and respectful towards other students, the staff and driver on the bus
- Food and drink (except bottled water) is not consumed on the bus
- Only approach the bus once it has stopped and the bus driver or monitor has given permission to board
- Litter is removed from the bus when they leave, and then properly disposed of
- They are aware that they are financially liable for any damage to the bus they have caused

Failure to abide by these guidelines, after written warning has been issued, may result in a student being banned from using the school bus service. In such an event, there will be no reimbursement of paid bus fees.

School transportation is provided by Arab Falcon, and their supervisor for RWA is: Mrs. Mamata Naik, mobile number 055 343 1529.

Academic Honesty

Academic honesty is a primary value at Raffles World Academy. Dishonestly claiming authorship is plagiarism, which is a form of cheating and stealing. Plagiarism is defined as, "taking ideas or writings from another source and presenting them as one's own".

Collaboration in creation is also a primary value at RWA, and the following behaviour is acceptable:

- Discussing an assignment with others for clarification
- Discussing ideas and details in the work in question for understanding
- Exchanging drafts of papers for critical peer review
- Participation in classroom activities pertaining to the writing process: prewriting, drafting, revising, editing and publishing

The following behaviour is considered unacceptable:

- Plagiarism
- Surrendering one's paper to another student to use without ensuring that the use will be consistent with the provisions of this policy
- Allowing another student to plagiarise one's work
- Using additional sources when not properly credited and identified
- Assuming the accuracy of the information on a web site without verifying accuracy of that information

Consequences of Unacceptable Academic Behaviour

Whenever a teacher reasonably believes, based upon significant evidence, that a student has plagiarised part or all of an assignment, the teacher shall initiate the following procedure:

- Meet with the subject leader to discuss the specifics of the concern. If they concur that the concern warrants further investigation as an incidence of plagiarism, the subject leader and the teacher will meet with the deputy head academics to discuss the specifics of the incident.
- If all three parties concur the teacher will inform the student and her/his parents that there is a suspicion that plagiarism has occurred.
- If the student acknowledges that she or he has plagiarised, the Deputy Head (Academic) will assign a consequence which is appropriate to the situation.
- If the situation remains unresolved, the Deputy Head (Academic) will meet with the student and teacher at which time the student will present her/his account of the incident. Parents are invited to attend this meeting.
- After considering both accounts of the incident, the Deputy Head (Academic) will make a decision and inform the student, the parents and the teacher of this decision.

- If the Deputy Head's (Academic) decision is challenged by the parents or teacher, the incident is referred to the Principal for a final decision.

Honesty in school work requires that students do their own work. Students are expected to give credit to ideas, language or thoughts which are not their own. To take ideas, thoughts or writing from someone else and pass them off as one's own is called plagiarism and is a violation of academic honesty. This can occur with print or non-print sources such as the Internet. RWA regards acts of academic dishonesty as a serious violation of the community's trust. Students who commit academic dishonesty will face serious consequences. If the offense is repeated, a student could be asked to leave the school. Any violation or suspicion of violation will be reported to the principal immediately.

Dealing with Sensitive Issues

There are some issues that are considered to be sensitive issues within the context of local culture and are generally topics that are not likely to be discussed in the classroom unless in the context of curricular studies, in prescribed texts, in the case of the teaching of Islamic Education. In the appropriate contexts they are central to learning. However, the following must be borne in mind during classroom discussions:

- The tone must be analytical, the process clearly that of gathering of information or perspectives and drawing of parallels, or comparative and the student's attitude should be one of critical thinking and respect;
- On no account should any individual promote personal opinions or belief systems in a biased manner, at the expense of balance.

The same goes for tone and register of language, which it should not be possible to interpret as derogatory, inappropriate in content or register, or abusive. Please bear in mind that the safest course, given the extremely wide and diverse background of students and teachers at RWA, is to anticipate the possibility of sensitivities that may be very different from what a student might be used to in their home country, so if you are not sure be extra careful. Due to the range of cultures represented – please avoid cultural stereotypes and do not present any culture in a negative light.

Another issue is that of "Public Displays of Affection" - they are inappropriate between students in any school, and even more so in the UAE. Students need to understand this, and be aware that such behaviour is not only inappropriate in school, but can also cause considerable offence. We are in a very international setting, but the values of all parties must be respected, and it is important to always be conscious of our host country and culture.

REVIEW OF STUDENT BEHAVIOUR POLICIES AND PROCEDURES

The student behaviour policy and procedures would be reviewed on an annual basis. Key stake holders will be part of this process including student voice through Student Council meetings.

Exclusion of students

Under the Private Education Law, any student registered in the school shall be excluded in the following cases:

For disciplinary reasons

- a. If they are being sentenced a final judgment for a crime or misdemeanor which is against honour or honesty and if they assail one of the personnel working in the school or in the Ministry.
- b. If they commit deeds against honour and honesty or religious values inside the school.
- c. If they deliberately damage school property.

Provided that the cases referred to in the above items should be proved by an official investigation. The judgment in the previous cases shall be made by a decision from the Director of Education Area, and the judgment decision shall be notified to the parents, school and the competent department. Such matters should comply with stated procedures in the regulation of student conduct, and guidance in the school society.

For non-disciplinary reasons

- 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 they exceed the maximum age as per school guidelines.

The judgment in the previous cases shall be made by the school principal in consultation with Innoventures Education and shall be notified to the parents and the Education Area Department of KHDA.

Suspension of students

The school reserves the right to suspend students if the required tuition fee is not paid in accordance to the Ministry of Education rules and regulations.

Suspension may be for an agreed period and may be 'internal' i.e. supervised isolation within school, or 'external', where the student spends the agreed period at home or at another place as agreed with the parents, e.g. to provide a period of intensive counseling or assessment to help determine the next steps.

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 the School Reception

In cases of where there is a serious breach of the behaviour policy where permanent exclusion may be a recommendation of the school to KHDA, parents may be advised to consider withdrawing the student to enable full and immediate support for the student and parents in seeking a smooth transfer to another school.

Counseling

At RWA we believe in encouraging the all-round development of our students academically, physically and emotionally. Students and parents may, at times, wish to discuss more general matters concerning their child's progress, wellbeing, emotional development and future beyond school. Led by our Deputy Head Pastoral our student welfare team can help children with:

- Settling into their new school
- Adjusting to a new environment and a multi-cultural setting
- Suggesting strategies for developing positive friendships and peer relationships
- Dealing with emotional adjustments or upheavals
- Helping identify learning and emotional support needs
- Recommending outside therapists or specialists where the school is unable to cater for the needs of the child internally
- Developing anti-bullying strategies
- Liaising with students, parents and teachers, and working in consultation with all parties
- Parents are very welcome to contact the Primary School leadership team to discuss any issues.

Career Counseling at RWA is about inspiring our students to dream big and then achieve their true potential. We start this journey from the age of 14 and ensure they have built a strong portfolio when applying to their first choice of universities. Please meet the career counselor who will give you an insight to the process and the requirement.

Section 7: Information Technology Usage policy

RWA sees technology as a means to enable, energise and enhance education. RWA provides access to various hardware and software resources, as well as to the internet. The Information Technology policy at RWA is intended to allow the appropriate use of the technology resources of the school, and students will be encouraged to make use of the internet to support curriculum and research activities, either individually or as part of a group. Students will also be able to access a variety of information sources to which the school has acquired access; including news, selected information databases and holdings from other libraries.

RWA believes that the benefits of having access to the internet are huge for both students and educators, but among the vast resources of content on the internet are materials that are not suitable for school-age children. It is not appropriate for students or teachers to purposefully locate material that is illegal, defamatory or offensive. As responsible members of the school community, it is expected that all students and other members of the community will follow and adhere to the guidelines contained within this section.

Accessing Information Technology Equipment

It is expected that all students will respect the Information Technology equipment with which they have been provided, and realise that using this equipment is a privilege, not a right. Students are encouraged to use the school's computer network and internet connections for educational purposes. Students must conduct themselves in a responsible, efficient, ethical and legal manner at all times. Unauthorised or inappropriate use of the resources, including violations of any of the guidelines below, may result in cancellation of the privilege and further disciplinary action being taken.

Acceptable Usage Guidelines

- Students may not enter a computer room unless a teacher is present or unless they have permission to do so
- The computers may not be used for any other purpose other than as directed by the teacher in charge, and students are responsible for their behaviour and communication whilst using the internet
- Students should not play games or use any other software unless the teacher has given specific permission for this
- The network and computers may not be used for commercial or profit-making purposes, advertising or political lobbying
- Students should not tamper with the setup of the computer system or network, and should not seek to cause damage or engage in any unlawful activities, or develop or use any programmes that harass other users, infiltrate other computer systems, or cause disruption to the school's network and computing resources
- Students should avoid intentionally wasting storage, printing, connectivity or processing resources
- Students should not seek access to restricted areas of the computer network from within or outside of the school
- The equipment provided should not be swapped around, e.g., changing of keyboards, mice or other equipment from one computer to another is not allowed
- Transmission or storage of any material in violation of any law or regulation or school policy is prohibited, including but not restricted to pornography or other material that is obscene, objectionable, inappropriate and/or harmful to children of any age
- Privacy of communications over the internet and the school network cannot be guaranteed, and may be monitored, reviewed and inspected. Files stored on the school's network may also be subject to review and inspection
- All communications and information accessible via the internet should be assumed to be privately owned property and subject to copyright. Correct attribution of authorship and reference must be observed at all times, without violation of copyright or other contracts
- All students are issued a username and a password. Network activity is tracked by username; therefore, this information must be kept private and confidential. Any violation of this Acceptable Computer Use Policy attributed to a student's username will result in disciplinary action being taken against that student. Students

must not make use of another person's account/id/username/password, and should not allow other users to utilise theirs, or share this information with other people.

- Users must log off any computer they are using before leaving the area. If a user is concerned that their password is no longer secure, they can visit the IT office and request a new password.

Students are expected to abide by the generally-accepted rules of network etiquette:

- Be polite, courteous and respectful in all communications, and use language appropriate to a school situation at all times while using the school's resources, or when interacting with members of the school community
- Do not reveal names, addresses, phone numbers, other identifying content or passwords, of yourself or other people, when communicating on the internet, unless approved by the teacher
- Do not agree to get together with someone you "meet" online without prior parental approval.

Section 8: Communication

We encourage regular communication between home and school, both with direct regard to your child but also for more general feedback or suggestions you may have. Contact details for the secondary school are provided in this document in the 'Important RWA Contacts' section.

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

- iSAMS Parent Portal
- ManageBac (sharing of work and uploading of work, marking and feedback)
- School Website
- Newsletter (monthly)
- SMS for important notifications
- Email- as and when needed between teachers and parents
- Notifications and emails from vice principal and principal
- Face to Face meeting via appointment

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

Circulars/ Letters- RWA will be sending circulars to parents when a major change or announcement take place. All circulars will be emailed to parents and placed on the RWA website. www.rwadubai.com .Please take time to read this information as it is both advisory and instructive.

Newsletter- A newsletter is produced at the end of each term. G6 will receive a newsletter at the end of each month. The newsletter contains reports on activities and events in which the School and students participated during the term and may also contain information about future events. There are messages from each department in the Newsletter and upcoming important dates for the term.

Contacting Teachers- Messages for teachers may be sent through the teachers' school email addresses of teachers or left at the reception which is open from 7:30am to 4:00pm.

School Year Book- RWA 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. The yearbook is great celebration of achievements. Please note that the yearbook may be shared in digital form.

Short-Messaging-System (SMS) and Email Notifications- Should an urgent message need to reach parents, you will be notified via SMS and/or email to get your updates on the website.

Coffee Mornings and information Sessions- The campus also ensures we are in close contact with parents who want to

further develop their partnership with the school and enhance the learning experiences for students, teachers and other parents and help make RWA a real 'learning community'. The School management team and leadership team conduct coffee mornings to inform parents about events, programmes, curriculum matters and other items of interest.

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

Parent-Teacher Conferences (PTCs)- Our parent-teacher conferences are held periodically to give parents the opportunity to visit the school and meet your child's teacher and discuss the progress of their child. 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.

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 via email or through the school secretary. If there is an urgent issue or concern, please email the teacher or inform the secretary. The heads of school and principal's open-door policy is available to parents, students and visitors at most times or by appointment, although this should not be abused.

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.

For academic concerns:

Subject Teacher
Head of Department
Curriculum Coordinator
Academic Deputy Head of Secondary
Head of Secondary
Vice principal or Principal



For pastoral concerns:

Form Teacher
Head of Grade
Pastoral Deputy Head
Head of Secondary
Vice principal or Principal

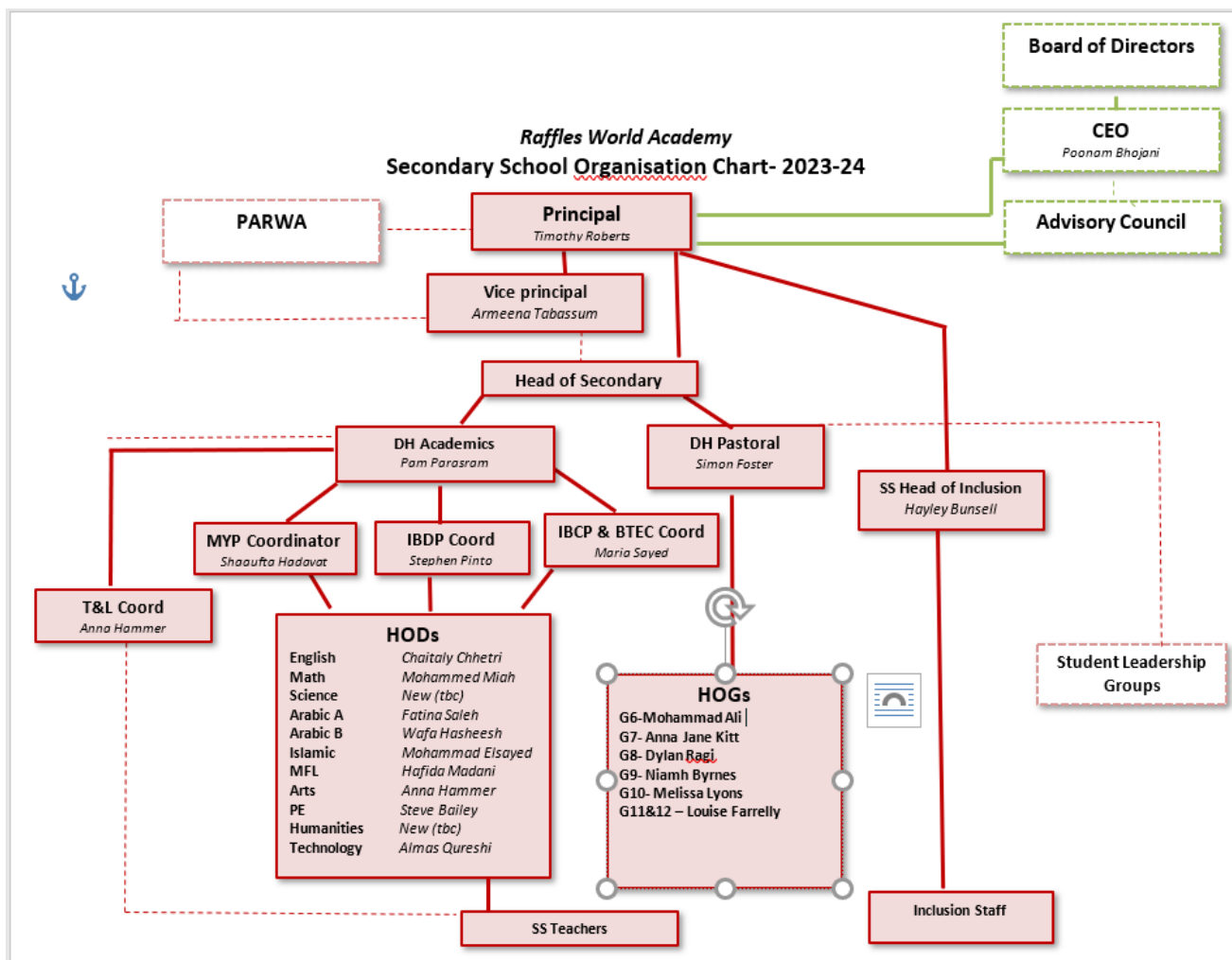


For Co-Curricular Activities

Teacher/Activity Provider
CCA coordinator
Deputy head of academics
Vice principal



Secondary School Organisation chart 2023-24



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 RWA, please view the tables below:

Section/Campus	Contact Information
Corporate Office	Tel: (04) 4271200 Fax: (04) 4271201
RWA	Tel: (04) 4271351/1352 Fax: (04) 4271301
Mailing Address	P.O. Box 122900, Dubai, UAE
General Feedback	info@rwadubai.com
Web	www.rwadubai.com
Feedback	StudentservicesWC@rwadubai.com

Important contact details

RWA	Staff Name	Contact No.	Email
Principal	Mr. Timothy Roberts	04-4271354	timothy@rwadubai.com
Vice principal	Dr. Armeena Tabassum	04-4271341	armeenat@rwadubai.com
Deputy head (pastoral and admin G6-12)	Mr Simon Foster	04-4271332	simonf@rwadubai.com
Deputy head academics	Ms Pam Parasram	04-4271358	pamp@rwadubai.com
MYP Coordinator (G6-10)	Ms Shagufta Hadayat	04-4271360	shaguftah@rwadubai.com
IBDP Coordinator	Mr Stephen Pinto	04-4271365	stephenp@rwadubai.com
IBCP & BTEC Coordinator	Ms Maria Sayed	04-4271323	marias@rwadubai.com
SS Co-curricular Coordinator	Ms Rachelle Green		rachelleg@rwadubai.com
School's Facilities Manager	Mr Vikrant Sharma	04-4271308	vikrants@rwadubai.com
School secretary	Ms Mary Rizoriya Alexander	04-4271310	maryz@rwadubai.com
Secondary admin secretary	Ms Jannel Villanueva Julian	04-4271380	jannelj@rwadubai.com
School Doctor/ clinic	Dr Vaneeta Ahuja	04-4271349 04-4271350	vaneetaa@rwadubai.com
Arab Falcon Bus Company Coordinator	Ms Mamata Naik	055 3431592	csr.rwa@arabfalcondubai.ae
RWA Admissions office	Front reception desk Front reception desk Admissions Manager	04-4271302 04-4271303 04-4271304	rwaadmissions@rwadubai.com
RWA Accounts	Ms Hydie Igual	04-427 1353	rwaaccounts@rwadubai.com

Subject/ area	Head of Department/Team leader	Email address
Arabic A	Ms Fatina Saleh Hasan	fatinas@rwadubai.com
Arabic B	Ms Wafa Helmi Abu Hasheesh	wafah@rwadubai.com
Islamic Studies	Mr Mohammed Elsayed Abdelrahman	mohammeda@rwadubai.com
MFL	Ms Hafida Madani	hafadim@rwadubai.com
Arts	Ms Anna Hamer	annah@rwadubai.com
PHE	Mr Stephen Richard Bailey	stephenb@rwadubai.com
PS Inclusion (SEND)	Ms Hayley Bunsell	tessaam@rwadubai.com
English	Ms Chaitaly Chhetri	chaitalyc@rwadubai.com
Mathematics	Mohammed Miah	mohammedm@rwadubai.com
Science		
Humanities		
Technology	Ms Almas Qureshi	almasq@rwadubai.com
SS Counselor	Ms Sulakshana Divekar	sulakshanad@rwadubai.com
SS Career advisor		
TOK Coordinator	Ms Deborah Tremlett	deborah@rwadubai.com

Section 9: RWA facility and services

Raffles World Academy has a well-appointed campus built on 30,000 square metres of land in the Umm Suqueim area of Dubai. The vast premise houses not just world-class learning facilities but also sporting and recreational facilities.

- Networked library
- Classrooms equipped with latest instructional audio facilities (LCD projectors/ visualizer/ sound system)
- Multipurpose hall
- Dance studio
- Sports Hall
- Computer Labs
- Science Labs
- Design & Technology labs
- Music rooms
- Drama Theatre
- Sports fields
- Swimming Pools
- Tennis courts
- Basket ball courts
- Table tennis court
- Soccer field
- Badminton court
- Cricket pitch
- Prayer Rooms with ablution facilities

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 RWA 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 higher education and career advice; Arabic and foreign language support and digital media.

Lost or damaged books

Students are responsible for the books and textbooks checked out under their names. It is very important for students to keep track of books, especially textbooks that they have checked out. If a book or textbook becomes lost or damaged, it is the responsibility of the student who originally checked it out to replace it. Report cards, transcripts, and diplomas will be withheld until all checked out books are returned or all the damage/replacement fees are paid.

Internet access, use and Infrastructure

A high-speed wireless network covers the entire school premises so that students and staff can access the Internet from all areas of the school. Solid content filters are updated daily so that students are not exposed to any inappropriate material on the Internet. Internet usage is widespread at the school as it facilitates research and correspondence with universities overseas as well as participation in online student projects with other students worldwide. The school's infrastructure supports devices brought in by Grades 2-12 students as part of the Bring Your Own Device requirement. Inappropriate internet access by a student could result in suspension or exclusion. Please refer to Information Technology Usage policy earlier in the document.

Managebac

This program is used to manage and keep track of the various requirements of the IB program and student matters.

Turnitin

In line with our academic honesty policy and to avoid plagiarism, this program is used in Grades 8-12 to ensure that students' written work is original and has not been copied from the Internet.

Parent volunteers

We want our parents to be part of the school and participate in its growth and development. Parents have a wealth of experience, knowledge and ideas, which can be a huge asset to the school and its students.

The Parents Association (PARWA) is collective voice of parents. Please acquaint yourselves with the Executive Committee. Contact details and meeting dates, times and venues are published regularly in the school's main atrium and on social media. PARWA continues to welcome parents who wish to take on the role of primary or secondary school parent coordinator. Some parents may enjoy helping with school trips, sports clubs, games and other activities. Many will help with our theatrical and musical programmes. A small number of parents may wish to help on a more regular basis, for example, in the school library. PARWA also has a number of focus groups and organises parental support workshops.

Parents are invited to offer their services to support careers counseling, mock interviews for university entrance and other possible areas of mutual interest, e.g. school development projects.

School doctor, nursing staff and medication

RWA has a resident doctor, and a small nursing team to attend to students who may feel unwell during the school hours. Students will be seen by the school doctor and/or nurses and when appropriate and possible, parents/guardian will be informed by phone and email.

The school doctor has a record of each student's medical form which is completed at the stage of admission and updated each year. This form specifies any illness/allergies a child may have and also the parent/carer consent form. RWA 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 record of the student must be communicated to the School in a timely manner.

Parents are required to collect their children promptly as soon as being notified of an illness. If children are unwell, they will be provided with a quiet place to rest in the medical facility. If for any reason your child's medical details change at any time throughout the year please communicate this to the school clinic.

Isolation room

The school has the provision of an appropriate separate Isolation Room adequately ventilated with separate bathroom, where a child/ teacher/ staff who begins to show symptoms of any communicable disease whilst at school will be isolated instantly until pick up has been arranged.

Responsibility of Parents related to communicable diseases

- Ensure that they keep their child home if they are unwell.
- Report to the school if the infection is diagnosed outside the school.
- Submit a medical certificate to the school clinic including diagnosis, recommended exclusion time from school and DHA clearance certificate upon returning back to school.
- Inform the school clinic of any health complications/treatment/special recommendations

24-hour security guards

We have security guards on campus 24 hours a day. The 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 will be asked to provide a valid ID in exchange for a visitor pass.

24-hour CCTV cameras

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

- supervises play areas at break and lunchtimes

- maintains regular practice of emergency procedures
- has high expectations of student behavior and self-discipline
- has external CCTV monitors
- has 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 his/her discretion.

Lost and found

Any items found unattended around school or on the bus is put in the designated 'lost and found' area located in the canteen corridor. Students who lose an item should check that area to see if it has been found, and students who find a missing item should notify a school staff person. Please label any items that are brought to school such as lunch boxes, cups, coats/jackets, and shoes. Periodically and with advance notice, the lost and found area will be cleaned out, and unclaimed items will be donated to charity.

Fire and Lockdown Drill

Keeping in line with the school health and safety policy we hold regular drills. If you are on campus when the fire alarm sounds (a long continuous ring) please follow the crowds in an orderly fashion and assemble with the staff on the side of the sports pitch. If the lockdown is sounded (smooth classical music played through the speaker system) please make your way to the nearest classroom.

Student Leadership

We believe that everyone can be a leader, and opportunities for evolved, ethical leadership are plentiful at RWA. From our Head Boy/ Girl, House Captains, Prefects and Student Council representatives (both Primary and Secondary), to Peer Mentors, Wellbeing Club and Eco Club, leadership roles help our students indulge their curiosity and build their confidence.

Many of the opportunities available lean towards our students' regard for sustainability, humanitarianism and social consciousness. And contrary to outdated stereotypes, leadership isn't about working alone; at RWA, it's about working with others to bring about meaningful change, for good.

Students at RWA have a range of opportunities to play a role in the life of our school and develop their own leadership skills. Our school has a variety of student-driven councils, from the Student Representative Council to the Eco club and school prefects. Each committee offers students the chance to voice their opinions and to create the change they wish to see at RWA. Below is a list of these committees:

- Wellbeing & Happiness Committee
- Eco Committee
- Student Council
- Learning Council
- Prefects
- Emirati Committee
- Sports captains

