



Al Ain English Speaking School

Primary Parent Handbook 2026/2027



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Welcome



Dear Parents,

As the Principal of Al Ain English Speaking School, it is my pleasure to welcome you to our vibrant and inclusive learning community.

What makes AAESS truly exceptional is our commitment to nurturing each pupil as an individual - encouraging curiosity, building resilience, and inspiring excellence across every stage of their educational journey. From our Early Years Foundation Stage to A-Level graduation, we create a safe and dynamic environment where students are supported to thrive, both academically and personally.

It is a privilege to lead a dedicated team of educators who bring passion and purpose to their teaching, and to work in partnership with families to guide our young people as they grow into confident, compassionate, and globally-minded citizens, ready to shape the future.

Mr Ian Temple, Principal

Primary Principal's Welcome



On behalf of the primary team, welcome to Al Ain English Speaking School (AAESS) - a place where learning is celebrated and every child is known and included.

Our school is built on a strong sense of community, rooted in positive relationships, shared values, and high aspirations for all.

Our curriculum aims to inspire, challenge and support children to achieve their very best. It has been carefully designed to extend learning beyond the classroom promoting deep understanding, long-term retention and meaningful real-world application of knowledge and skills.

I am proud to lead a school that is committed to developing the whole child - academically, personally and socially. Above all, our dedicated team is committed to creating environments where all children feel safe and valued.

With your child's success and wellbeing at the centre of all we do, we look forward to developing our partnership with you to ensure they thrive throughout their learning journey with us.

Carolyn Bavister

Our School

Established in 1979, Al Ain English Speaking School (AAESS) is one of the oldest and most highly regarded schools in Al Ain. The school is committed to providing a high quality education drawn from the framework of the National Curriculum for England and the curriculum of the Ministry of Education of the UAE.



The school's carefully scaffolded curriculum approach aims to inspire, challenge, and safeguard all students, fostering personal and academic development to help them become confident individuals, responsible citizens, and positive contributors to society.'

Irtiqaa Inspection 2024

As an inclusive, caring and multicultural school, our focus is on providing students with personalised, innovative learning opportunities that constantly build on successes.

In our delivery of the British Curriculum, students are taught to value enquiry, perseverance and reflection, while treating one another with respect.

British School Overseas

We are extremely proud that Al Ain English Speaking School was the **first** school, in Al Ain, officially endorsed as a British School. This accreditation is quality assured by Ofsted (the UK inspectorate for the Department of Education).



“The spiritual, moral, social and cultural development of pupils is outstanding.”

“The quality of the curriculum is inclusive. Detailed curriculum maps ensure seamless transition and clear vertical progression of knowledge and skills.”

BSO Inspection 2026

Our Facilities

State of the art facilities include:

- an indoor swimming pool
- large auditorium



- computing suites
- sports hall & indoor running track
- specialist music rooms



- full pitch astroturf
- science labs & STEM rooms
- library
- shaded outdoor play areas



Our Vision



For our **students** we aim to:

- Create new and high quality learning experiences.
- Challenge and support every student to excel.
- Expect the highest standards of behaviour.

For our **parents** we aim to:

- Deliver regular feedback about student's progress and achievements.
- Develop a good partnership and open lines of communication.
- Provide opportunities for parental involvement.



For our **school** in the wider community we hope to:

- Promote the school's achievements to all stakeholders.
- Engage in local, national, and international initiatives.
- Develop further beneficial links with other institutions.



Our Values



At AAESS, we aim to create a learning community whose values are built upon mutual trust and respect for all.

Our core values are fully aligned with the Abu Dhabi Student Competence Framework and teach:

Respect
Empathy
Care
Resilience

Tolerance
Honesty
Integrity

Teaching and developing their understanding of these values, will ensure our 21st Century learners become caring global citizens of the future. We believe that a values based education will enable our students to interact and cooperate positively, learn to resolve conflicts and show empathy with one another.

Meet the Primary Leadership Team



Carolyn Bavister

Principal of Primary

cbavister@aaess.sch.ae



Denise Grant

Assistant
Principal
EYFS
FS2 and
Preschool



Michelle Taylor

Assistant
Principal
KS1
Year 1 and
Year 2



Gary Jenks

Assistant
Principal
LKS2
Year 3 and
Year 4



Sarah Carter

Assistant
Principal
UKS2
Year 5 and
Year 6

As students embark on or continue their learning journey at AAESS, we are keen to develop happy and successful partnerships with all our children and their families.

The AAESS teaching teams work together to create effective and meaningful learning experiences for all our students. Our broad and balanced curriculum has been carefully designed and sequenced to ensure each child is equipped with the knowledge, understanding and skills needed for now and their future.

Year Groups & Key Contacts

The staff at AAESS are truly committed to providing an exciting, challenging and personalised learning experience for all students.

Our Heads of Year are all experienced leaders and are there to support you, your children and their teaching teams.

Curriculum	Year Group	Age	Head of Year
Early Years Foundation Stage (EYFS)	Preschool	3-4 Years	Madeleine Box
	FS2	4-5 Years	Denise Grant
Key Stage 1 (KS1)	Y1	5-6 Years	Lindsey Jordan
	Y2	6-7 Years	Jennifer Pellegrotti
Key Stage 2 (KS2)	Y3	7-8 Years	Tamara Gale
	Y4	8-9 Years	Will Dobson
	Y5	9-10 Years	Erin Mordaunt
	Y6	10-11 Years	Micheal Matthee

We greatly value our relationships with parents and families and encourage open communication. If you would like to arrange a meeting, please speak with the teacher directly or contact them via their school email address to find a convenient time.

If the matter is urgent, please contact the main reception or Primary Pastoral Manager, Lama Mohammed, lmohammed@aaess.sch.ae who will be able to assist.



Ms. Lama

Meet the Year Group Leads

Should you wish to discuss anything with the Year Leader for your child's year group, you are welcome to email them to schedule a mutually suitable appointment.



**Madeliene
Box**

Preschool
Lead



**Denise
Grant**

FS2
Lead



**Lindsey
Jordan**

Head of
Year 1



**Jennifer
Pellegrotti**

Head of
Year 2



**Tamara
Gale**

Head of
Year 3



**Will
Dobson**

Head of
Year 4



**Erin
Mordaunt**

Head of
Year 5



**Micheal
Matthee**

Head of
Year 6

Our School Day

The gates open daily at 7.05am when staff are positioned to welcome and supervise students.

Please see below for a typical daily schedule from Monday to Thursday for students in EYFS and Primary (Please note timings of lessons and breaks may vary depending on the year group).

7.40 am	Registration and first lessons of the day
10.30 am	Break time
10.45 am	Lessons continue
12.30 pm	Lunch time
1.00 pm	Lessons continue (EYFS optional collection time 1.30pm)
2.30 pm	Collection time and school buses depart
2.40 pm	Extra Curricular Programme Activities
3.20 pm	ECA collection time

Please see below for a typical daily schedule for Friday for students in EYFS and Primary (Please note timings may vary depending on the year group).

7.40 am	Registration and first lessons of the day
10.30 am	Break time
10.45 am	Lessons continue
11.30 am	Collection time and school buses depart

Behaviour Expectations

It is our firm belief at AAESS that children work better and learn more effectively in a happy, safe atmosphere based upon courtesy and respect for one another.

We understand that children need to have choices, but they also need boundaries. Therefore, our positive behaviour policy aims to; create a culture that promotes excellent behaviour, outlines our expectations, defines what we consider to be unacceptable behaviour and details our restorative behaviour process.

All members of staff are responsible for maintaining a calm, caring and disciplined atmosphere that creates a purposeful learning environment. In each year group we celebrate positive behaviour openly to reinforce it.

However, if the rules are not followed, we work restoratively, to guide children to better outcomes and ensure they take responsibility for their behaviour. When addressing behaviour that needs improvement, we follow a supportive three-step process:



1. **Remind** – Speak to the student privately to provide constructive feedback without causing any embarrassment.



1. **Reflect** – Help the student reflect on their actions, regulate their emotions, and take responsibility.



1. **Repair** – Support the student in repairing any harm caused to relationships or property. Provide strategies to support the student in improving their behaviour choices.

Our School Rules

At our school, we believe in creating a safe, welcoming, and focused learning environment for everyone. We follow these three important rules:

1. We Are Kind



- We use kind words and actions toward others.
- We help each other and include everyone.
- We treat others the way we want to be treated.

2. We Show Respect



- We listen when others are speaking.
- We take care of school property and personal belongings.
- We follow directions from teachers and staff.

3. We Are Ready to Learn



- We come to school prepared and on time.
- We stay focused and try our best.
- We ask for help when we need it and keep a positive attitude.

Student Protection

There are very effective policies and procedures in place to ensure students who attend AAESS feel valued and protected. All members of staff have a duty of care towards their students and are responsible for their wellbeing, safety, and protection whilst they are under our supervision.

Our belief is that all AAESS students have a right to the protection regardless of age, gender, ability, race or social background. All staff are trained to deal sensitively and effectively with any student concerns or needs and know where to seek appropriate support.



To further protect our students and in the interest of safety and security, all adults on site are required to wear an AAESS lanyard. Parents can apply for a permanent access pass to be used during their visits, while all other visitors to the site will be issued a temporary lanyard by security.

Our Designated Safeguarding Lead and the safeguarding team ensure thorough measures are in place to safeguard and protect all AAESS students, including child protection. However, if you have any concerns in this regard, please don't hesitate to contact us.



Primary Curriculum

The Primary School is a place where children will learn and develop key skills to be educated and become successful life-long learners.

AAESS is an exciting learning environment, providing a high-quality education based on the National Curriculum of England for students aged between 3-11 years.



The standards for learning and development are divided into 3 age groups:

- Early Years Foundation Stage (Preschool and Foundation Stage 2)
- Key Stage 1 (Years 1 and 2)
- Key Stage 2 (Years 3 - 6)



Our primary school curriculum aims to promote pupils' communication skills, creativity and independent critical thinking. Each year group delivers the curriculum through a thematic and engaging cross-curricular approach, with each theme taking a subject to drive the learning forward. An enquiry-based approach provides our pupils with the opportunity to work collaboratively, innovatively and develop higher order thinking skills.

Early Years Foundation Stage (Preschool & FS2)

The curriculum for the Foundation Stage is divided into seven areas of learning and the children work towards achieving the Early Learning Goals.

- Personal, Social & Emotional Development
- Communication & Language
- Physical Development
- Literacy
- Mathematics
- Expressive Arts and Design
- Understanding the World



Prime Areas

Personal, Social & Emotional Development



The Foundation Stage children will develop in confidence and learn to make effective relationships. They are encouraged to show care and respect for the needs and feelings of others, while also developing their understanding of the importance of sharing and taking turns. Teachers strive to ensure the children feel valued and secure, as well as develop a sense of achievement through learning.

Communication & Language

Throughout the Foundation Stage, the children will have opportunities to: experience a rich **language** environment, develop their confidence and skills in expressing themselves, **speak** and listen in a range of situations. They will listen to stories daily, where they will be encouraged to respond to what they hear with relevant comments, questions or actions.



Physical Development

The children will learn to move confidently and imaginatively with increasing control and coordination. Using the indoor and outdoor areas, with a range of large and small equipment they will develop their balance and awareness of space. They will also begin to handle appropriate tools, objects and malleable materials with safety and increasing control.



Specific Areas

Literacy

During FS, children will learn to read and understand simple sentences. They will develop their phonic knowledge to decode regular words and read them aloud accurately.

Mathematics



Number rhymes, songs and counting games will form an important part of daily activities. The children will compare, sort, match, order, sequence and count using everyday objects. They will develop their skills to recognise and use numbers and become familiar with numbers in their everyday lives. They will also learn to use mathematical language to describe shape, position, size and quantity.

Understanding of the World

The children will get to find out about other people, the place where they live and about all aspects of the environment through three main aspects: People and Communities, The World and Technology.



Expressive Art and Design

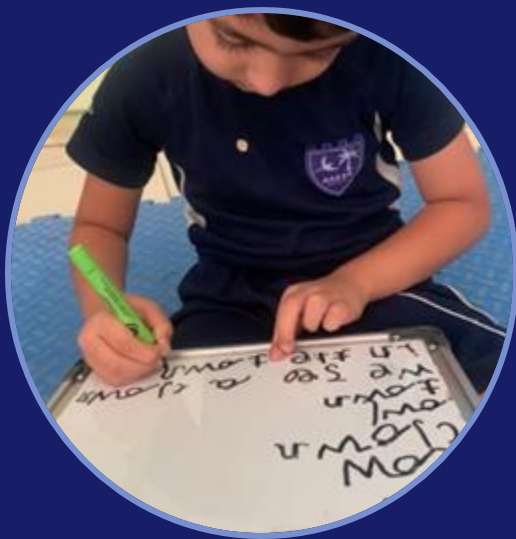
Children will develop their imagination and creativity in a range of ways including: singing songs and making music, dancing, playing with colours, textures and design.

Key Stage 1 Curriculum (Year 1 & Year 2)

Key Stage 1 is an engaging environment that provides plenty of opportunities for the children to develop their skills, knowledge and understanding in meaningful and relevant ways. Lessons are planned with a strong emphasis on investigative and experiential learning where students are able to make connections across different areas of learning and disciplines. Risk taking, creativity, collaboration and independence are also celebrated.



Daily Phonics



Phonics lessons enable the children to learn the letters and their sounds. Phonics are taught, in the Early Years, in an order that makes it easier to make words. First the children will learn **s, a, t, p, i, n**. Then they learn **m, d, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss**. The children will also be taught how to **blend these sounds** together to make words.

Throughout KS1 (Years 1 & 2), the children will continue to develop their phonics knowledge, decoding skills, spelling accuracy and fluency.

Key Stage 2 Curriculum (Year 3, 4, 5 & 6)

The Key Stage 2 curriculum is designed to give all students every opportunity to make full use of their skills, qualities and attributes to prepare them effectively for the secondary school. The main focus is to continue to ensure that the curriculum is adapted to meet every child's needs and celebrates the cultural diversity of the school community. Wherever possible we strive to enrich our curriculum by using intercultural resources and offering a variety of learning opportunities that promote both Emirati and other cultures.



Maths - Mastery



The concept of teaching mathematics to mastery is to ensure that topics are well developed. Students spend time fully exploring a concept before moving on to a different topic. Their new knowledge is then applied in subsequent lessons and pupils have ample opportunity to develop relationships between the topics.

English - Writing

English lessons are carefully planned to be imaginative, progressive and meet the needs of all our students. The use of the Talk for Writing Strategy aims to enthuse children and support their language development through a storytelling approach. It equally provides them with a range of engaging writing opportunities that are suitably tailored to their topic and to match their individual needs.



English - Reading



At AAESS, we aim to promote and develop reading for pleasure across the school as we want our children to see books not only as a vehicle for learning but also as a source of enjoyment!

Research has proven that children who read for pleasure are more likely to be successful and happy throughout their lives and an average read of 20 minutes a day greatly increases vocabulary, fluency and comprehension.

Science

Science teaching focuses on both content and skills. In their lessons, the children are encouraged to be active learners and are provided with opportunities to develop their enquiry skills as well as explore their ideas or try to find answers to their questions.

They increase their science knowledge and understanding by taking part in practical investigations using appropriate equipment.



Integrated Curriculum



Our Integrated Curriculum refers to the foundation subjects of the National Curriculum (Art and Design, Design and Technology, Geography, and History). These subjects are taught through thematic topics which are **enquiry led**. They start with a **‘Hook’** (an initial stimulus or experience designed to help the children connect with the content and skills that will be taught) and end with a final **‘Outcome’** where the children can celebrate or share their achievements with each other, parents or the school community.

Specialist Subjects

AAESS is fully compliant with the UAE Ministry of Education curriculum expectations for the teaching of **Arabic, Islamic** and **Arabic Social Studies**. Specialist teachers use their expertise to provide high-quality learning experiences and outcomes for these subjects.



**Hadi
Sfenjeh**

Deputy Principal Arabic



Enrichment

At AAESS we adopt a holistic approach to education and take pride in being able to offer a range of enrichment opportunities to cater for all our students; taking into account their different abilities and range of interests.



In addition to the wide range of subjects offered in each class, the enrichment activities enable children to make choices about the types of activities they wish to pursue to broaden their experiences and develop their interests.

Enrichment opportunities include: Extra Curricular Activities, Field trips and Workshops.

Inclusion

At AAESS, we aim to provide an atmosphere in which all children can reach their full potential. The school places great emphasis on the early identification of children who may have a learning difficulty or disability which is a barrier to their learning.

When appropriate, members of the Inclusion Team and student's class teacher seek advice and support from a range of external professionals including speech and language therapists, psychologists, physiotherapists and occupational therapists.



**Peet
Vreugdenburg**

Deputy Principal
Inclusion

The Head of Inclusion and class teachers ensure that parents are kept fully informed about their children's progress through review meetings.

In collaboration, the class teacher, member of the inclusion team and parents agree and create an IEP (Individual Education Plan) designed to best support the student's needs and progress.

Support for students requiring additional support takes many different forms including: specific in-class support, developmental and academic booster groups, small prosocial group sessions, 1:1 support.

Home Learning

As a school we explore every opportunity to encourage a positive approach to learning both at home and school.

The purpose of setting home learning tasks is to enable children to:

- Improve their thinking and memory skills
- Develop positive study skills and habits
- Review and practice what has been covered in class
- Get ready for future learning in classes
- Extend learning by applying skills to new situations
- Help parents become more involved in what their children are learning in school



Student Rewards



On joining the school, all students are assigned to one of our four houses and will collect individual House Points for their house as well as take part in special events or activities within their houses.



Although we strongly encourage teamwork and collaboration through our House Point system, we also recognise the importance of providing opportunities for individual students to be rewarded.

Assessments

Assessment for Learning forms part of the daily life of our school. Data from a number of sources, including children's self and peer assessment, is used to help develop our policy and practice. Assessment data provides useful information, which can then be used to inform the ongoing process of curriculum development and lead to the further raising of educational standards.

Our school assessment is an ongoing process which enables us to celebrate student achievements, identify what has been successfully learnt and provide teachers with valuable information about what still needs to be taught.

From EYFS -Y6 baseline assessments are used at the start of each term to enable teachers to plan effectively to address student needs. In addition to this, summative assessments are scheduled for Y2 - 6 at the end of units of work (half termly) to support teacher judgements as well as monitor and track student progress.



Student Achievement

Each child is valued as a unique individual, and teaching and learning activities are based on the understanding that children develop at different rates.

We recognise parents as key partners in their child's learning journey and therefore parent-teacher meetings are planned each term to ensure there is an open dialogue between home and school. Parents will also receive written academic progress reports at the end of each term highlighting progress, achievements and next steps.

Health and Wellbeing

AAESS is committed to promoting the wellbeing of children, and expects all staff and volunteers to share this commitment.

The Wellbeing committee, in collaboration with the school counselling department, leads the provision of and approach to mental wellbeing at AAESS. The health and safety and general wellbeing of all stakeholders at AAESS is considered a key priority of the school.



Our Clinic



The school has a clinic and full time nurses who deal with any injuries and illnesses which may occur during school hours.

If a student is unwell during the school day, the Clinic Team will assess him/her and call parents to collect the child where necessary.

Please also be reminded children should not attend school if they have sickness, diarrhea or have fever like symptoms. In the event of any absence from school, and for the safety of everyone, it is important to inform the school about the reason for the absence.

Nutrition

A healthy diet can help concentration and learning. Promoting healthy lifestyles and good eating habits are an essential part of our work as a school.

All food items should be in non-breakable containers and no glass bottles should be used.

There are at least two playtime breaks, in each year group, every day. The timings of these vary depending on the year group but during these breaks the children will have the opportunity to eat their snacks or packed lunch.



To support us in promoting healthy lifestyle choices, please ensure that your child brings the following to school every day:



- **A light, healthy** snack for morning and afternoon snack time
- **A healthy lunch**, e.g. sandwiches, fresh fruit, yogurt. Please encourage your child to eat healthy food therefore no crisps or chocolate and strictly **NO NUTS**
- **A named** water bottle

Communication

We work hard to ensure communication is good, honest, open and based upon mutual respect and understanding. The following official lines of communication used regularly by the school are: announcements on the school website, emails or phone calls. It is important that you update any changes to your contact details.



Attendance and Punctuality



AAESS places a high value on the regular attendance and punctuality of all students. Every lesson in school has an educational value; therefore, attendance and punctuality support the school's foremost aim of student learning, progress and development.

We ask for your support in trying to achieve attendance as near to 100% as possible. Should your son or daughter be unable to attend classes please ensure the class teacher and primary school attendance officer.

Parental Involvement

The education of our students is a partnership between home and school. Parental involvement is actively encouraged both at home and school.

During the academic year, all parents will be given the opportunity to see and discuss their children's learning. We also provide opportunities for parents to celebrate their child's achievements and successes.



Special Events



Throughout the year there are many special celebrations held at school to enhance and enrich the curriculum. Annual events organised include National Day and Sports Day.

Dates and timings of all events scheduled will be shared in the Primary Paths and Newsletters.

School Uniform

At AAESS, we believe that wearing a uniform is an identification of pride for our school and helps children develop a sense of belonging and equality. It is therefore important that all students wear the approved uniform.

Parents are asked to ensure all items belonging to each child are labelled with the child's name to prevent the loss of uniform items.



The school will continue to strictly implement the proper wearing of uniforms as it represents the values and environment we endeavour to create.

All uniform items can be purchased from:

<https://shopatsumeru.com/>

Tuition Fees

Early Years

Year	Term 1	Term 2	Term 3	Total
Preschool	AED 9,452	AED 7,089	AED 7,089	AED 23,630
FS2	AED 11,896	AED 8,922	AED 8,922	AED 29,740

Primary

Year	Term 1	Term 2	Term 3	Total
Year 1	AED 11,896	AED 8,922	AED 8,922	AED 29,740
Year 2	AED 11,896	AED 8,922	AED 8,922	AED 29,740
Year 3	AED 12,632	AED 9,474	AED 9,474	AED 31,580
Year 4	AED 12,996	AED 9,747	AED 9,747	AED 32,490
Year 5	AED 14,044	AED 10,533	AED 10,533	AED 35,110
Year 6	AED 14,456	AED 10,842	AED 10,842	AED 36,140

Please note tuition fees do not include school lunches, transportation, or educational trips. Some extracurricular activities with external providers may incur additional charges.

Transportation

AAESS follows the guidelines as set out by the Abu Dhabi Emirate School Transport Guidebook, which highlights the responsibilities of Schools, Bus Operators, Bus Drivers, Bus Monitors, Parents and Students.



We are committed to providing a reliable and safe school bus service for our students. Therefore, it is important that the expectations outlined in the Parent Undertaking Form are followed at all times.

To book or enquire about transportation for your child or children, please contact our transportation officer, Mr Mohammed Yaghi myaghi@aaess.sch.ae

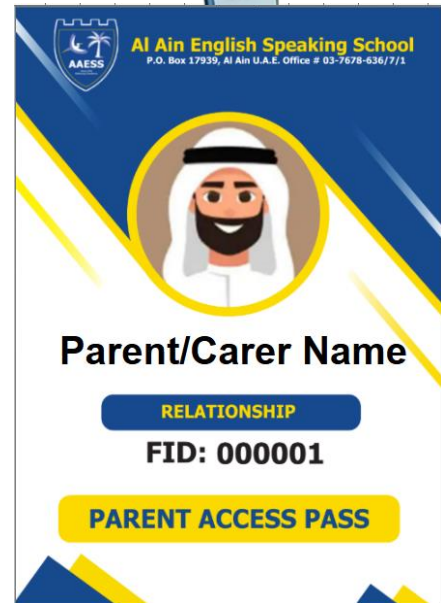


Parent Lanyards

To support the safety and security of all students and staff, access to the school site at authorised times will only be permitted when wearing a school-issued Lanyard.

Each family will be issued with **two** Parent Lanyards which should be worn and clearly visible whenever entering the school site for drop-off, pick-up, meetings, events, or other visits.

Any **additional** authorised adults who regularly collect your child (for example nannies, relatives, or carers), would need to apply for their own Parent Lanyard through the school office.



Visitor Access

Visitors arriving without an approved Lanyard may still be able to access the site but would be required to:

- **Sign in** at **Security** on arrival
- Leave a form of **photo ID** with Security
- Wear a **Visitor Lanyard** for the duration of their visit

ID will be returned when signing out and returning the Visitor Lanyard.

Term Dates

The key term dates for 2026/2027 academic year are listed below. Please also use our official ADEK Academic School Calendar for a more detailed view of our approved dates.

Term 1 - Autumn 2026	
Monday 31st August	First Day for Students
Monday 12th - 16th October	Mid-Term Break
Friday 11th December	Last Day for Students
Term 2 - Spring 2027	
Monday 4th January	First Day for Students
Friday 3 rd April	Last Day for Students
Term 3 - Summer 2027	
Monday 12th April	First Day for Students
Friday 2nd July	Last Day for Students

Please note that any public holidays which fall during term times will be officially announced by the local regulatory body.

Admissions Policies and Procedures

To ensure a smooth and personalised admissions experience, our Admissions Team is here to support you at every stage of our 5-step admissions process.

Step 1 - Make an enquiry	Connect with our Admissions Team, who will be able to develop an understanding of your family's needs and guide you through the next steps towards joining the AAESS community.
Step 2 - Visit AAESS	Experience Al Ain English Speaking School firsthand with a personalised campus tour.
Step 3 - Submit your application	Complete our online application form and upload the required documents.
Step 4 - Assessment and Offer	Once your application is submitted, our team will arrange an assessment date. For families applying from overseas, remote assessments can be organised for your convenience.
Step 5 - Secure your place	To confirm your child's place at Al Ain English Speaking School, simply accept the enrolment offer, submit the required documents, and complete the enrolment fee within the given timeframe.

Class Placements

While we understand that some families request specific teachers for their children, we kindly ask that you trust the professional judgment of our teaching teams, who carefully consider each child's needs. All of our teachers are fully qualified, experienced, and committed to creating the best possible learning experience for every student.

Parent-School Agreement

The school works in partnership with parents to enhance their child's learning. To promote positive role modelling by parents, the school will require parental agreement to adhere to the following code of conduct as a minimum requirement:

- a) Respect the vision, mission, and value statements of the school and its learning environment.
- b) Interact with all members of the school community, including students, staff (including security guards, cleaners, etc.), and parents, in a professional and respectful manner, prioritising relationships that benefit the students' best interests.
- c) Recognise that the education and wellbeing of every child during their time in school is a shared responsibility, built upon a positive relationship between the school and the parent. Both parties commit to their respective responsibilities, including ensuring that children engage in home learning, receive sufficient sleep, consume nutritious foods, and participate in physical activity.
- d) Demonstrate exemplary speech and behaviour, setting a positive example for others, and show a readiness to address concerns in a professional manner, whether through verbal or written communication. This includes refraining from raising one's voice or using offensive language.
- e) Refrain from posting culturally inconsiderate or defamatory content about parents, students, or staff of the school on social media as per the *ADEK School Cultural Consideration Policy*.
- f) Seek to clarify a child's version of events with the school's view to bring about a peaceful solution to any disputes.
- g) Correct your child's behaviour, where it could lead to conflict/unsafe conduct or limit the ability of other children to learn.

- 
- h) Commit to and be respectful of the school's policies, and whilst on school premises behave and dress in a manner that is respectful of UAE national identity and cultural values and its current legislation.
 - i) Ensure excellent daily attendance and punctuality of your child, refrain from scheduling holidays outside official school breaks, monitor your child's academic performance, and adhere to arrival and pick-up timings.
 - j) Monitor your child's work for plagiarism, avoiding unnecessary assistance, and ensuring legitimacy. This also involves refraining from providing false information or excuses for absences.
 - k) Respond to teacher requests to attend parent/teacher meetings as invited and maintain frequent positive communication to benefit your child's growth and steady progress.
 - l) Cooperate with the school's recommendations for additional learning support.

Parents may be asked to leave the school premises or denied access if they disrespect or ignore minimum requirements, at the discretion of the school.

Student Code of Conduct

All students from Year 2 - Year 13 will be required to sign a Student Code of Conduct. This code of conduct will be according to the students' age and stage. The Student Code of Conduct will be shared with parents at the beginning of each academic year, ensuring that all students adhere to it.

I hereby confirm I have read and understood the minimum requirements set out in the Parent Code of Conduct.

Parent Name: _____

Signature: _____

Name of Child/Children:

Date: _____

