



المدرسة الإنجليزية الحديثة
THE ENGLISH MODERN SCHOOL

PARENTS & STUDENTS HANDBOOK

2025 - 2026





THE CAMBRIDGE LEARNER ATTRIBUTES

LEARN. ACHIEVE. DISCOVER.

CONFIDENT

RESPONSIBLE

MISSION

To nurture our learners by engaging them in innovative and challenging 21st century experiences and skills that foster well-being and a growth mindset in a diverse community.

VISION

Empowered learners that pursue continuous growth and positively impact their world.

ENGAGED

INNOVATIVE

REFLECTIVE

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PARENT SUPPORT AND AGREEMENTS

Research clearly shows that students are much more successful when their parents are involved with their learning. In the interests of developing a close team that works together to provide a safe, respectful, and supportive learning environment for all of the students at EMS, parents are asked to please note the following expectations/suggestions on how you can help your children at home.

As a member of the EMS community, I will:

- Read and support all of the procedures and expectations in this handbook, making sure everyone in the family understands
- Honour my financial commitment to my child's education in a timely manner
- Remain informed by going directly to the teacher with questions. If I am not satisfied with the meeting, I will respect the process of communication within the school community:
 1. Teacher
 2. Head of Year or Heads of House /Head of Department (Secondary only)
 3. Assistant Principal
 4. Principal
 5. Head of School
- Speak with all members of the EMS community in a calm, respectful manner
- Never strike a child or adult on the school campus
- Never address or discipline another child on the school campus
- Never visit a classroom without proper authorization

In order to support my children's learning, I will:

- Ensure my children arrive and are collected on time
- Regulate how time is spent after school
- Monitor leisure time and TV/internet use
- Provide my children with a study area
- Expect my children, with assistance, to do their own work. I understand that if someone else does their work, they will not master the concepts and will not be confident students
- Not ask my children's teachers to tutor after school for money. This is against Qatari law and is grounds for dismissal of the teacher
- Ensure that home learning is done
- Read all communications, newsletters, google site & iSAMS Parent Portal
- Attend parent conferences
- Support the teachers and respect their privacy
- Help my children learn to be accountable instead of allowing them make excuses or blame others
- Always sign students out at the office for medical appointments
- Follow all traffic and campus security instructions given by the guards
- Encourage my children to maintain a healthy lifestyle (diet, hygiene, sleep, exercise)
- Ensure that my children bring healthy snacks and never bring sweets, fizzy drinks, etc. to school

ACKNOWLEDGEMENT OF POLICIES AND EXPECTATIONS

2025-2026 School Year

The English Modern School staff and students will review selected sections of this handbook together throughout the year. In addition, it is important that parents are familiar with the entire handbook and review pertinent information with their child in order to understand the available school resources and to reinforce expectations as reflected in the school's rules, policies and programmes. We would like to emphasize that our rules and policies are based on the Cambridge Learner Attributes which assist our students in becoming:

- Confident
- Responsible
- Reflective
- Innovators
- Engaged

The following message will be shared with all parents through a Google form.

Please fill the form by November 06, 2025

[ACKNOWLEDGEMENT OF POLICIES AND EXPECTATIONS](#)

A partnership between home and school helps ensure a successful school year. We appreciate that you took the time to review the handbook and to become familiar with our expectations. If you have any questions, comments, suggestions or concerns, please do not hesitate to contact your child's teacher, appropriate Coordinator or School Principal.

Thank you.

WELCOME TO THE ENGLISH MODERN SCHOOL

Since the school first opened in 1991, The English Modern School has flourished and developed to become a thriving and successful school. The Cambridge Programme (CIPP, IGCSE and AS Level) provides a high standard of co-educational education for boys and girls from Year 1 to Year 13. In the KG1, KG2, and Year 1, we provide an engaging and creative introduction to the Cambridge Early Years Curriculum, presented in a stimulating environment, with play and inquiry-based activities.

The school bases its teaching on the Cambridge International Programme tailored to meet the requirements of the host country and the needs of the students. The programme encourages the development of personal freedom and inner discipline in a well-ordered and structured system.

General information as well as policies and procedures have been outlined in this handbook so that students and parents will understand the expectations for academic success as well as appropriate behaviour. We encourage you to review the information in this handbook with your child. We also encourage your comments and feedback and hope that you will join us for the many events and activities that showcase our students' efforts and celebrate their accomplishments.

On behalf of the Board of Directors, we welcome you to the 2025-2026 school year at The English Modern School. Thank you for partnering with us to provide an environment that encourages and nurtures a programme of academic and behavioural excellence.

LEGAL STATUS

The school is officially licensed by the Ministry of Education and Higher Education in Qatar. Qualified inspectors representing the Ministry (MOEHE) visit and review the school service and offer welcome advice and support. The school appreciates this co-operation and the spirit of educational togetherness enjoyed with these colleagues, and strives to continuously ensure compliance with all MOEHE requirements.

SCHOOL LEADERSHIP

THE BOARD OF DIRECTORS

The English Modern School is a division of the Al Muftah Group, a highly prestigious and forward thinking Qatari company. The Board of Directors, in conjunction with the Head of School, sets and reviews school policies and assists in the decision-making process pertaining to the future direction of the school.

The Board of Directors appraises the Head of School, and Principals, and attends to school financial matters.

Mr. Abdulrahman Al Muftah
Chairman

Dr. Jalal Adi
Head of Arabic

Mr. Ibrahim Al Muftah
Managing Director

Mr. JC Chalouhi
Superintendent

Mr. Khalid Al Muftah
Finance Director

Mr. Kabashi Kabashi
Business Manager
email: kabashi.kabashi@emsdoha.net

Khaled El Hussein
Chief Financial Officer

Ms Maryam Al Muftah
Director of Mission & Development

Rami Yarvas
Chief HR Officer

Mr. Alan Morley
Head of School – EMS Doha
e-mail: alan.morley@emsdoha.net

Fahad Al-Darwish, Business
Development Manager

Ms Elizabeth Bradley
Head of School – EMS Wakra
e-mail: elizabeth.zeidan@emsdoha.net

Hani Musbah
Administration Manager

Aisha El Sayed
Head of School – EMS Al Khor
E-mail: aisha.sayed@emsk.sch.qa

THE EXECUTIVE COUNCIL

The Head of School is in charge of all matters relating to the day-to-day and long-term development of the school. The Head of School, the Executive Council (EC) and Senior Management work closely together and support each other in all aspects of the school's operation and development.

Mr. Alan Morley
Head of School
e-mail: alan.morley@emsdoha.net

Mr. Lewis Polden
Primary School Principal
e-mail: lewis.polden@emsdoha.net

Mr. Jaco Anderson
Secondary School Principal
e-mail: jaco.anderson@emsdoha.net

Mr. JC Chalouhi
Superintendent
e-mail: jc.chalouhi@emsdoha.net

SENIOR MANAGEMENT

ACADEMIC MANAGEMENT TEAM

Ms Rola Soufi
Teaching & Learning Coordinator
Primary
e-mail: rola.soufi@emsdoha.net
Ms Hiba Bou Ajram
21st Century Learning Coordinator
e-mail: hiba.ajram@emsdoha.net
Dr. Jalal Adi
Head of Arabic Department
e-mail: jalal.adi@emsdoha.net
Mr. Maher El Ahmed
Pastoral Assistant Principal - Year 7 to 9
E-mail: maher.ahmad@emsd.sch.qa

Ms Salma Motala
Assistant Principal - Upper Primary
e-mail: salma.motala@emsdoha.net
Ms Nicole Brownbridge
Assistant Principal - Lower Primary
e-mail: nicole.brownbridge@emsdoha.net
Mr. Rami Gerges
Head of PE and Activities
email: rami.gerges@emsdoha.net
Ms Shejila Dileep
Academic Assistant Principal - Secondary
e-mail: shejila.dileep@emsdoha.net

Ms Terisha Maharaj
Pastoral Assistant Principal - Year 10 to 13
e-mail: terisha.maharaj@emsdoha.net
Dr. Mohana Rajakumar
Teaching & Learning Coordinator Secondary
E-mail: mohanalakshmi.rajakumar@emsd.sch.qa
Mr. Yazan M Al na`an`h
Arabic and Islamic Studies Coordinator
e-mail: yazan.naana@emsdoha.net

STUDENT SUPPORT MANAGEMENT TEAM

Ms Najat Abou Chakra
AIM Coordinator - Secondary
e-mail: najat.chakra@emsdoha.net
Ms Asiya Ateeq
Primary School Counsellor
email: asiya.ateeq@emsdoha.net
Dr. Noha El Sayed
School Doctor
email: noha.sayed@emsdoha.net

Ms Rita Hbeich
AIM Coordinator - Secondary
e-mail: rita.hbeich@emsdoha.net
Ms Emma Hudson
Lower Primary Learning Support
email: emma.hudson@emsdoha.net
Ms Romy Jane Chahda
Secondary School Social and Emotional
Counsellor for Yr 7-9
E-mail: romy.chahda@emsd.sch.qa

Ms Sadia Nisar
Secondary School Counsellor for Yr 10-13
sadia.nisar@emsdoha.net
Ms Tessy Manalil
Secondary School University Advisor
e-mail: tessy.manalil@emsdoha.net
Ms Michelle Padayachee
Upper Primary Learning Support
email: michelle.padayachee@emsdoha.net

HEALTH AND SAFETY TEAM

Mr. Alan Morley
Head of School
Mayyada AlFrookh
Student & Community Engagement
Coordinator Secondary
Mr. Anan Abual-Falayeh
Facilities Manager
Mr. Jaco Anderson
Secondary Principal

Mr. Lewis Polden
Primary Principal
Mr. Maher Al Ahmed
Pastoral Assistant Principal - Year 7 to 9
Ms Mona Elgammal
Operations Coordinator
Ms Nicole Brownbridge
Assistant Principal - Lower Primary

Dr. Noha Elsayed
School doctor
Mr. Rami Gerges
Head of PE
Ms Salma Motala
Assistant Principal - Upper Primary
Ms Shejila Dileep
Academic Assistant Principal - Secondary
Ms Terisha Maharaj
Pastoral Assistant Principal - Year 10 to 13

ADMINISTRATIVE MANAGEMENT TEAM

Mr. Alan Morley
Head of school
Email: alan.morley@emsdoha.net
Ms Areej Al Sukhon
HR Manager
email: areej.sukhon@emsdoha.net
Mr. Anan Abualfalayeh
Facilities Manager
e-mail: anan.falayeh@emsdoha.net
Mayyada AlFrookh
Student & Community Engagement
Coordinator Secondary
e-mail: mayyada.frookh@emsd.sch.qa

Ms Hanan Barakat
Admissions Manager
e-mail: hanan.barakat@emsdoha.net
Ms Maryam Al-Muftah
Director of Mission & Development
Ms Mona Elgammal
Operations Coordinator
e-mail: mona.gammal@emsdoha.net

Ms Noha Khedr
Professional Development Coordinator
e-mail: noha.khedr@emsdoha.net
Mr. Salim Awad
IT Manager
e-mail: salim.awad@emsdoha.net
Ms Yasmeen A'bed
Branding & Marketing Officer
e-mail: yasmeen.abed@emsdoha.net

VISION, MISSION AND INTERNATIONALISM

Vision

Empowered learners that pursue continuous growth and positively impact their world.

Mission

To nurture our learners by engaging them in innovative and challenging 21st century experiences and skills that foster well-being and a growth mindset in a diverse community.

Definition of Learning

Learning is a life-long process of developing knowledge and building understanding. Learners engage with and reflect on new information to make meaning and connections to the world around them.

GUIDING PRINCIPLES

In order to fulfil its mission, The English Modern School aims to:

- Offer a broad, balanced, coherent and integrated curriculum that will prepare students for each stage of their education until university entrance
- Offer an appropriate and relevant curriculum where students are actively engaged in the learning process
- Recognize and develop the potential of each individual
- Provide a safe, stimulating, and friendly learning environment
- Develop each student's oral and written fluency in English
- Provide opportunities for the development of individual student's talents and interests
- Achieve appropriate and acceptable behaviour and moral standards through self-discipline, supportive relationships and the sense of mutual respect and responsibility
- Encourage student responsibility and leadership, and involve students in the decision-making processes of the school
- Take full advantage of our multicultural and multilingual environment to enrich the learning experience
- Encourage a broad international perspective and a respect for other cultures and beliefs
- Involve parents in the life and development of the school

STATEMENT ON INTERNATIONALISM

At English Modern School Doha we embrace internationalism through acceptance of differences, values, and beliefs in our community. At EMS we believe that:

- Education inspires a love of learning and develops an enquiring mind. The full potential of each individual in the learning community is achieved through commitment, dedication and striving for excellence
- The education of students must be broad, balanced and integrated, and comprises academic, creative, physical, social and moral development
- Effective learning comes from the understanding of concepts, content and practical skills in each area of study and how these relate to each other and apply to the outside world
- Balancing academic learning with creative, physical and social activities is fundamental to the further development of pupils' self-expression, self-discipline, independence, responsibility and self confidence
- The engagement of the school in social and environmental projects both within and beyond the school contributes to the development of informed, responsible and active citizens

CAMBRIDGE LEARNER ATTRIBUTES

Cambridge International Examinations (Cambridge) uses 'Cambridge learner attributes' and 'Cambridge teacher attributes' to refer to five highly desirable habits in learning representing a combination of values, attitudes, motivation, empathy, knowledge and skills.

Confident

Confident in working with information and ideas – their own and those of others.

Responsible

Responsible for themselves, responsive to and respectful of others.

Reflective

Reflective as learners, developing their ability to learn.

Innovative

Innovative and equipped for new and future challenges.

Engaged

Engaged intellectually and socially, ready to make a difference.

COMMUNICATION WITH PARENTS

The English Modern School values its partnership with parents and as such, a rich variety of communication means are regularly used to foster constructive dialogue between school and home. Communication means may include: homework diaries, Google Classroom (Secondary) letters, newsletters, SMS, phone calls, emails, parent evenings, iSAMS Parent Portal (mid-term and termly reporting), EMS website, WhatsApp Channel and Google Sites. Hence, parents are regularly informed about the educational and social activities of their children, and they are encouraged to provide the school with their feedback, opinions and suggestions anytime the need arises.

CHAIN OF COMMUNICATION

We believe that open, consistent and ongoing communication is essential for a healthy partnership between parents and the school; for this purpose, we recommend that parents regularly go through all EMS publications, letters, etc., as well as promptly contact the school as soon as a concern arises. In most cases, early communication and intervention ensure solutions are efficiently found and implemented in the best interest of the students.

Parents and students are kindly asked to respect the following chain of communication when following-up on a classroom question or concern.

Form Tutor Teacher ➤ Head of Year (Pastoral-Secondary)/Head of Department (Academic progress-Secondary)/Year Leader(Primary) ➤ Assistant Principal ➤ Principal ➤ Head of School

APPOINTMENTS

At EMS, we pride ourselves on the level of service offered to parents. We realise that, as a parent, you are often very busy with only limited periods of time available. To assist you in this matter, we recommend that you first call the secretary of the administrator you wish to meet with and make an appointment to ensure that the person with whom you wish to speak is available.

Should you wish to meet with a teacher, a senior member of staff may be present if required at the meeting to ensure that the meeting outcomes are fully understood and any action decided upon is put into place as soon as possible. Please do not engage teaching staff casually or telephone staff directly. Minutes will be taken at all meetings. A translator is available on request. Each teacher has a school email address for easy communication with parents; please contact the appropriate division secretary for obtaining the required email address.

PARENT INFORMATION EVENINGS

We provide parent mornings and information events throughout the year to update parents about our curriculum, teaching methods and student progress. They are led by a variety of teachers and leaders within school and are advertised in advance to enable parents to plan to attend the evenings and daytime sessions. We advise parents to regularly check the school website, google sites, Parent Portal and emails for dates of these important events.

Term	TERM 1	TERM 2	TERM 3
Lower and Upper Primary	Curriculum Overview Meet the Teacher Curriculum workshop 3 Way Conferences Introduction to the Counsellor Coffee Mornings	Curriculum workshop 3 Way Conferences Evening With the counsellors Parent Technology Evening Monthly Coffee Mornings	Coffee Mornings New parents in KG Parents moving from KG2 to y1
Secondary	Curriculum Evening Meet the Teacher Parent/Teacher Conferences Counsellor Workshops Coffee mornings	Year 11-13 Mock Exams Results meetings Parent/Teacher Conferences Year 9 IGCSE options evening Evening With the Counsellors Coffee mornings	Year 6 into 7 transition evening Year 11 AS options evening Year 12 A2 options evening Coffee mornings

Throughout the course of the school year, parents may be contacted and asked to attend additional meetings to discuss their child's progress and/or behavioural concerns.

Parents also need to contact the school and inform us of any circumstances that might potentially affect their child's behaviour or performance.

ADMISSION POLICY AND PROCEDURE

EMS is committed to providing an inclusive environment. We admit students of any race, gender, nationality, or religion, provided they fulfil all the admission requirements as specified in this policy.

Application Process: We accept online applications throughout the year. All applications must be completed via our school website to place the student's name on the waiting list.

Admission Priorities: Priority for admission will be given to siblings of current students and to students transferring from other EMS campuses, provided they pass the required entrance test.

Admission Assessments: Admission to EMS is contingent upon successfully completing entry assessments as detailed in this policy.

- **KG 1 & KG 2:** Applicants will undergo a play learning session to assess school readiness. They must be toilet trained and demonstrate a level of independence
- **Year 1 & Year 2:** Applicants are required to participate in a face-to-face interview to evaluate basic writing, phonics, and numeracy skills
- **Year 3 & Year 10:** Students will take a computer-based assessment focusing on Mathematics, English, Non-verbal and other skills

Year-Specific Admissions:

- **Year 11:** Since the IGCSE program is a two-year program, students are accepted under special circumstances for Year 11. Exceptional admission is determined after an interview with the Secondary School Principal and a review of subjects taken at other schools in Year 10. This may necessitate further assessments in all chosen subjects
- **Year 12:** Acceptance into this program depends on the student scoring a minimum of a "C" grade or higher in 5 subjects taken at IGCSE (Year 11) level from an external accredited British examination board
- **Year 13:** Applicants must meet the following criteria for admission:
 - Predicted grades of an "E" or higher in at least 3 AS subjects
 - Attendance above 80%
 - A positive behavior report from their current school
 - A willingness to serve in a leadership role

Support for Inclusivity: EMS aims to support inclusive practices by making every effort to meet students' physical, emotional, social, and academic needs. If at any point the school believes it is not able to effectively meet a student's needs due to circumstances beyond their control, this will be communicated and discussed with the parents.

Identification of Exceptionalities: The admissions team will endeavor to identify any exceptionalities in new learners applying for admission at EMS. Previous school reports, admissions testing, and meetings with parents are vital in learning as much as possible about a learner before they arrive at school. Any identified exceptionalities will be communicated with Senior Leadership teams and School Counselors to ensure that EMS is well-prepared for the arrival of new learners and has an action plan in place.

PLACEMENT CRITERIA

Placement in all classes at our school is determined by the Head of Admissions, in coordination with the Principals and the Head of School. Decisions are based on multiple factors, including the student's age, previous educational and behavioral records, and performance on the entrance assessment.

Age Placement Guide:

As per the directive from the Ministry of Education and Higher Education, we have implemented September 30 as a cut-off date for KG1 – Year 1 for new applicants. All new applicants will be required to sit an age-related placement assessment/interview.

Children starting School in	MUST BE
KG1	3 years old on or before Sep 30
KG2	4 years old on or before Sep 30
Year 1	5 years old on or before Sep 30

Please note that regardless of the year of birth, students currently attending another school will normally be admitted into the year level immediately following the year they are completing/have completed.

FEES AND RELATED POLICIES

School Fees are due to be paid by the due dates stipulated in the current Fees policy. Fees can be paid annually or in termly instalments.

The fee structure for the academic year 2025-2026 is as follows:

Year Group	Term 1	Term 2	Term 3	Total Fees Per Year (QR)	Yearly Extra Fees *
KG1 to Year 1	8,183	8,183	8,184	24,550	1,138
Year 2 to Year 6	8,183	8,183	8,184	24,550	2,276
Years 7 to Year 9	12,243	12,243	12,244	36,730	2,276
Year 10 to Year 13	12,810	12,810	12,810	38,430	2,276

Registration Fee	QR 1,138 per child
Bus Fees	QR 2,276 per Term (Two Ways) QR 1,593 per Term (One Way)
Assessment Fee	QR 284 per child

1. Tuition and Extra Fees

- Tuition fees must be paid in full at the beginning of each school term in line with the yearly fee schedule.
- Due dates:
 - Term 1: 24 August 2025
 - Term 2: 24 November 2025
 - Term 3: 8 March 2026
- Extra fees cover the cost of online learning platforms, stationery, books, classroom resources, activities, trips, and other academic/extracurricular needs. These fees are payable by all students and are due on the first day of school.
- The purchase of school uniforms is billed separately and not included in extra fees.
- All external examination fees are the responsibility of parents.

2. Admission and Registration Fees

- Admission Assessment Fee: QR 284 (non-refundable, non-transferable), payable at the time of assessment or interview.

- Registration Fee: QR 1,138 (one-time, non-refundable, non-transferable), payable upon acceptance of a place following successful assessment.
- Seat Reservation Fee: QR 2,000 (credited toward Term 1 fees) must be paid between March and June by returning students to confirm a place for the following academic year. Failure to pay may result in the seat being offered to another applicant.

3. Educational Vouchers (Qatari Students Only)

- Vouchers must be submitted to the Ministry within one month of the academic year's start.
- Parents are responsible for paying any difference in fees not covered by the voucher before the beginning of Term 3.
- Vouchers cannot be transferred to another school. Parents who transfer mid-term are responsible for paying fees directly to the new school.
- Qatari students using vouchers are still required to pay the seat reservation fee, which will remain in their account until withdrawal. Refunds will only be granted if four weeks' notice of withdrawal is provided.

4. Fee and Refund Policy

- If a student withdraws before the end of the first month of a term, fees will be charged pro rata for days attended.
- If a student withdraws after the first month, the full term fee will be charged regardless of attendance.
- Seat reservation fees are non-refundable, except in cases of sudden parental job termination with official documentation.

5. Withdrawal Procedures

- Parents must provide a written withdrawal notice at least four weeks before the start of a new school term. Forms are available from the Admissions Office or school website and must be submitted by email or in person.
- The notice must state the student's last day of attendance and the reason for withdrawal. In cases of sudden parental job termination, the four-week requirement will be waived.
- Clearance from Finance, Library, and IT departments must be completed before the student's name can be released in the Ministry of Education and Higher Education's system. Until clearance is completed, official documents (transcripts, leaving certificates, recommendation letters, etc.) will not be issued.

6. Payment Compliance

- Accounts are considered delinquent after the last day of the first month of each term if fees remain unpaid.
- Late payments will result in:
 - Blocking of the Parent Portal.
 - Withholding of report cards and official documents until settlement.
 - Reporting of outstanding accounts to the Ministry of Education and Higher Education (MOEHE).
- Re-enrolment contracts for the following year will not be accepted until all outstanding balances are cleared. If tuition remains unpaid after June 25, the student's seat may be reassigned to another applicant.
- The school reserves the right to refuse personal cheques. Parents should contact the Head of School immediately if they anticipate any difficulty meeting payment deadlines.

7. Lost or Damaged Books

- Students are responsible for the care of textbooks issued by the school. Lost or damaged books must be replaced at full replacement cost.

BUS FEES REFUNDS

If parents withdraw their child from the school's bus service, the following applies:

- Withdrawing within a two week period will incur only charges for the period used if there is a replacement student on the waiting list from the same area
- Cancellation without a replacement student or after two weeks is charged at 70% of the total transportation fee
- The school bus fee represents "buying" a seat in the school bus for the entire school term. If your child is suspended temporarily or permanently there will be no refund of bus fees

STUDENTS' PHOTOS RELEASE POLICY

The English Modern School website, social media, pamphlets, CLAs, branding, and advertisements are tools to communicate with school families, teachers, prospective students, and the larger community. To enhance this experience we use photos, video clips or audio records to show the students and families involvement in various activities. In addition, there may be times where special permission is sought for larger publications. Photo sharing to the school website is just as public as any social media platform.

In order for students' images to appear on the English Modern School's website or any of the above publications, it is required that we obtain parental permission. Initial parental permission is granted upon admission. With Kindergarten or Primary entry level, initial photo permission is used up to Year 6. From Year 7 onwards, an annual photo release permission is requested from parents.

Important Notes:

- Group photos of students without references to names may be published without the need of parental permission, however we will not publish any individual student's photos without the initial parents' permission that is granted upon admission
- If we do not receive the parental permission form back, we will consider this as approved and we will have the right to publish as above
- No parents' consent is required for the students' photos to be used in the school's annual yearbook.
- Any image that is published online can be copied and redistributed without the knowledge of the person that uploaded it. Once published, we may not be able to retrieve or delete images if consent is withdrawn after publishing

English Modern School uses G Suite for Education and we require your permission to provide and manage a G Suite account for your child. G Suite for Education is a set of educational productivity tools from Google that includes, but are not limited to, Gmail, Calendar, Docs, and Classroom. At EMS, students use their G Suite accounts to complete assignments, communicate with teachers, and sign into Chromebooks. We have documents in English and Arabic, with the full scope and details of what Google can and cannot do with your child's personal information. You will be provided this information with your admissions paperwork.

ACADEMIC CALENDAR 2025-2026

The school follows a yearly calendar that meets the requirements/deadlines of the examination timetable and recognizes the established holiday dates in Qatar.

The following chart identifies our three terms.

	Begins	Ends
Term 1	31st August 2025	27th November 2025
Term 2	30th November 2025	12th March 2026
Term 3	24th March 2026	25th June 2026

SCHOOL HOURS - KG TO YEAR 13

	Start	Finish	
	Sun-Thu	Sun-Wed	Thursday
KG1 – KG2	07:00 hrs	12:00 hrs	12:00 hrs
Year 1 to Year 6	07:00 hrs	13.55hrs	12.30hrs
Year 7 to Year 13	07:00 hrs	13.55hrs	12.30hrs

Please note that it is the responsibility of the parents to ensure that students are in school at the correct times. Students should not be in the school buildings before 6:50 am. School begins promptly at 7:00 am in KG and Primary and 7:00 am in Secondary. At 07:20 am all school gates except Gate 1 and Gate 4 (only for KG1, KG2, and Year 1) will be closed and locked. After this time, access is only available through Gate 1 and Gate 4. Members of the security staff will guard this gate throughout the working day. The security staff will provide any visitor (including parents) a Visitor's Pass upon submission of an ID; visitors are then guided to the administration building. In an effort to maintain the safety of all our children, we ask for your support in ensuring that adults, who "drop off" or "pick up" students at school, do not remain on the premises afterwards.

DAILY TIMETABLE

Sunday to Wednesday				
	KG1 & KG2		YEARS 1-3	YEARS 4-6
Registration	7:00 - 7:15	Registration	7:00-7:05	7:00-7:05
Lesson 1	7:15 - 8:00	Lesson 1	7:05-7:55	7:05-7:55
Lesson 2	8:00 - 8:45	Lesson 2	7:55-8:45	7:55-8:45
Lesson 3	8:45 - 9:30	Break	8:45-9:15	8:45-9:15
Lesson 4	9:30 - 10:15	Lesson 3	9:15-10:00	9:15-10:00
Lesson 5	10:15 - 11:00	Lesson 4	10:05-10:55	10:05-10:55
Lesson 6	11:00 - 11:45	Lesson 5	10:55-11:45	10:55-11:45
Wrap up	11:45 - 12:00	Break	11:45-12:00	11:45-12:00
Dismissal	12:00	Lesson 6	12:00-12:55	12:00-12:55
		Lesson 7	12:55-13:45	12:55-13:45
		Registration	13:45-13:55	13:45-13:55

Sunday to Wednesday	
	SECONDARY
Registration 1	7:00 - 7:20
Lesson 1	7:20 - 8:10
Lesson 2	8:10 - 9:00
Lesson 3	9:00 - 9:50
Break 1	9:50 - 10:20
Lesson 4	10:20 - 11:10
Lesson 5	11:10 - 12:00
Break 2	12:00 - 12:15
Lesson 6	12:15 - 13:05
Lesson 7	13:05 - 13:55
Activities	13:55 - 14:45

Thursday			
	KG1 & KG2		YEARS 1-6
Registration	7:00 - 7:15	Registration	7:00-7:15
Lesson 1	7:15 - 8:00	Lesson 1	7:15-8:05
Lesson 2	8:00 - 8:45	Lesson 2	8:05-8:55
Lesson 3	8:45 - 9:30	Break	8:55-9:10
Lesson 4	9:30 - 10:15	Lesson 3	9:10-9:55
Lesson 5	10:15 - 11:00	Lesson 4	9:55-10:40
Lesson 6	11:00 - 11:45	Lesson 5	10:40-11:25
Wrap up	11:45 - 12:30	Lesson 6	11:25-12:10
Dismissal	12:30	Lesson 7/ Registration	12:10-12:30

Thursday	
	SECONDARY
Registration 1	7:00 - 7:15
Lesson 1	7:15 - 8:05
Lesson 2	8:05 - 8:55
Lesson 3	8:55 - 9:45
Break	9:45 - 10:00
Lesson 4	10:00 - 10:50
Lesson 5	10:50 - 11:40
Lesson 6	11:40 - 12:30

SCHOOL GATE TIMINGS

Gate	Sunday to Thursday	Sunday to Wednesday	Thursday
Gate 1	Open 06:50 am - 02:30 pm		
Gate 2	06:40 am - 07:20 am	01:55 pm - 02:25 pm	12:30 pm - 01:05 pm
Gate 3	06:50 am - 07:20 am	01:55 pm - 02:25 pm	12:30 pm - 01:05 pm
Gate 4	06:50 am - 07:20 am	12:00 pm - 12:30 pm 1:55 pm - 02:25 pm	12:00 pm - 01:05 pm
Gate 5	06:50 am - 07:20 am	01:55 pm - 02:25 pm	12:30 pm - 1:05 pm

Parents are kindly requested to follow the procedures above when appropriate.

Our security staff are trained to carry out our expectations in order to keep our students safe. *The school expects everyone to respect them at all times.* If parents/drivers disagree with an expectation, they are kindly asked to speak with the administration and never to argue with the security staff or disregard their requests.

ATTENDANCE

Please avoid absences, lateness and early leaves.

All students are expected to attend school regularly. If your child is ill, it is the parent's responsibility to call the school and report the absence. If parents are forced to take their holidays during school term time and require their children to be absent from school for this reason, they should inform the school well in advance. Parents are requested to complete the "Leave Request Application" and submit it for approval by their child's division principal at least 10 days before the date of the proposed holiday. Absences for family holidays will be counted in the total number of days absent on the reports. Students who are continually absent or late for school miss valuable lesson time. A student who is consistently absent might be asked to withdraw from the school.

In the case of approved absences it is the student's responsibility (Secondary) to find out and 'make up' missed class work.

If, due to illness or injury, your child is likely to be absent for more than 5 school days, we ask that you inform the school Main Office. We will arrange for work to be sent home at your request.

Parents Portal

Parents are advised to use the iSAMS parents portal to regularly check their child's attendance and follow up with them. The web address is: [EMS Parents Portal](#)

If you experience any difficulties with logging into the portal please contact Ms. Meg Sawal in the main office.

DROP OFF AND PICK UP

Students should not be dropped off before 6:40 am. Students will be expected to wait in designated supervised areas in the morning until 6:50 am, when teachers arrive and all gates are opened.

School punctuality

Late to school:

Students who arrive after 7:15 will need to get a late slip from the division secretary before entering class. Lateness and early leaves are counted towards students' attendance as well; our policy stipulates the following:

1. Absences: 1 absence is counted as 1 day
2. Lateness: 5 lates are counted as 1 day of absence
3. Late detentions administered after school with one day notice

Please be aware that the Directive from the Ministry of Education and Higher Education for the State of Qatar, affirms that a student who does not attain an attendance level of 80% may not be permitted to move on to the next Year group.

Secondary Late to School Procedures

Students who arrive at school after 7:15 will be marked as late by the form tutor. Latenesses will be dealt with as follows:

First late during the week	Verbal warning
Second late during the week	Late detention for 15 minutes during break and a negative iSAMS (Pastoral Level 1- Late)
Third late during the week	Late detention for 30 minutes after school and a negative iSAMS (Pastoral Level 2- Late)
More than three lates	Late detention for 1 hour and a negative iSAMS (Pastoral Level 3 - Persistent Late)

Persistent Lates to school:

Students are expected to arrive at school each day on time. Those students that are deemed as persistently arriving to school late over a period of time will receive negative ISAMS (as above) and further follow up as below.

Secondary School Persistent Lateness Action	
Student Action	Student Consequence
Student persistently late to school	Student put on a late contract Monitored by Form tutor and HOY
Student accumulates 6 lates in a one month period	Parent meeting and further consequences explained
Student accumulates an additional late during the same contract period	Student is not allowed to attend class and the parent/s is contacted to collect their child When the student returns the late agreement is reviewed with the student and parent/s
Student continues being late	The above continues as a cycle and in addition: Re-enrolment for the following year will be reviewed and possibly cancelled.

In addition, students who arrive after lesson 1 without any reasonable explanation e.g. phone call from parent or similar will be escorted to the main reception by security. Parents will be contacted and additional consequences put in place.

Persistent Lates to class:

Students in Secondary are expected to arrive to each class on time. Those students that are deemed as persistently arriving to class late will receive negative ISAMS referrals. Lateness will be tracked and monitored with appropriate consequences applied as outlined on the Behaviour Chart, page 39. Students that continue to arrive late to class will receive further sanctions.

PROCEDURE for late pick up

We do not provide a late class. Parents will be issued with a warning letter if students are consistently collected late. After three consistent lates, a warning letter will be issued to parents and they will be required to meet with administration, and their child's place may be in jeopardy for the following year.

Rationale: Students' safety and well-being is of prime importance to the English Modern School, and all systems and measures are put in place to ensure a safe and secure learning environment. Accordingly, EMS parents are expected to prioritize their child's well-being and safety by committing to the school's drop-off and pick-up times, and by making the necessary arrangements to ensure their child is not dropped-off or picked-up outside the designated times and that they are dropped off in safe areas. Young students crossing the road on their own is dangerous. Parental support and commitment to children's safety and well-being is imperative.

NOTE: Students should not be left late, however, should an incident occur when you are late please be aware that at 2:25 pm any students left will be taken to gate No.2 to wait until the parents arrive.

EARLY LEAVE

We advise parents not to remove their children from school during the day for non-urgent matters. Each lesson is important and when students miss classes, they can easily fall behind in the curriculum. This has a negative impact on their education.

Students will be released from class when:

1. There is a family emergency that is presented by the parent or authorized representative of the parent and approved by the administration.
2. Pre-arranged medical appointments that cannot be arranged during after school hours – proof of medical appointment required.
3. In case of illness of the student that is verified by the school health personnel.

Procedure: In all cases where a child must be picked up from school prior to the normal dismissal time the following procedures must be followed:

1. In the case of medical appointments the parents are asked to notify the school prior to 10:00 AM on the day of the absence that the child has an appointment.
2. In all cases the parent or the authorized representative of the parent must come to the main administration office to sign the child out for Year 1 through Year 13 and the KG Reception for KG1 and KG2.
3. Once the administration approves the child being released from class early, the appropriate building secretary/receptionist will be notified to send the student to the main office. Students are not allowed to call or message parents requesting to go home during the school day.
4. The parent is given an early release slip to turn in at the gate as they leave campus.
5. All secondary students who have been granted permission to leave the school premises will be required to sign out at reception and receive an early release slip which is valid for **15 minutes** after issue. If returning they are required to sign back into school at reception. No dismissals will be allowed during the last 60 minutes of the school day except in emergencies.

Inclusive Education and Learning Exceptionalities

The generic term inclusive education caters for the wide spectrum of needs along a continuum that encompasses cognitive, social, emotional and physical development. Progress for students with exceptionalities is more likely to occur if we recognize that the difficulties experienced by the learners result largely from the ways in which schools are currently organized, and from the more traditional teaching methods that tend to go along with that such organization. Inclusion is as much an institutional cultural attitude as a set of procedures. Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, acceptance, mutual respect, support and problem-solving. Inclusion is the Cambridge Learner Attributes in action, an outcome of dynamic learning communities.

Inclusion is more about responding positively to each individual's unique needs. Inclusion is less about marginalizing learners because of their differences. Inclusion is a learner-centered philosophy, founded in the belief that every learner is different and has something unique to offer, a personal journey of discovery of the world of knowledge and of self, and a special contribution to make.

English Modern School support the following principles of an inclusive education:

- Inclusion is a process by which schools and others develop their cultures, policies and practices to include all learners
- An inclusive education service offers excellence and choice, incorporating the views of all stakeholders
- The interests of all learners must be safeguarded
- The school community and other authorizing bodies should actively seek to remove barriers to learning and participation
- All learners should have access to an appropriate education that affords them the opportunity to achieve their personal potential
- With the right skills, training, strategies and support, the majority of learners with exceptionalities can be successfully integrated into mainstream education
- Mainstream education will not always be appropriate for every learner all of the time. Equally, just because mainstream education may not be appropriate at a particular stage, it does not prevent the learner from being included successfully at any other stage

Any inclusive environment must be effective, friendly and welcoming, healthy and protective for all learners. The development of such child-friendly learning environments is an essential part of the overall efforts by English Modern School to increase access to, and improve the quality of our school. It is an unending process of increasing learning and participation for all learners. Inclusion happens as soon as the process of increasing participation is started (Booth and Ainscow 2002).

Learning Exceptionalities

Exceptionalities are central constructs where all students should receive meaningful and equitable access to the curriculum. Enhancing the motivation to learn from multiple perspectives, through collaborative teaching approaches, can lead to positive outcomes for all learners. These outcomes include improved academic and social skills, increased self-esteem, more positive relationships with others in the community and making them prepared for a successful life. Teachers are also rewarded professionally and personally as they develop an enhanced sense of community within each classroom.

Exceptionalities are a positive resource with regard to what it means to be internationally minded and interculturally aware. There is a shift from specialist teachers solving issues to collaborative planning by all teachers who are part of a learners' education anywhere along the learning continuum. The English Modern Schools support the premise that schools should be organized in such a way that learner exceptionalities of all kinds can be included as a resource, seeing individual differences not as problems to be fixed, but as opportunities for enriched learning.

Student Success Plan

The English Modern School believes that academic success depends on a strong and consistent partnership between teachers, parents and students.

At EMS, we believe that all students learn at their own pace and in a variety of ways. That is why as teachers we ensure we are supporting all students through:

- Differentiation and scaffolding in the classroom
- Consistent teacher support
- Timely feedback and communication between school and home
- Establishing a student support plan (if necessary)

The school promotes consistent and timely communication to ensure that parents are informed and aware of their children's academic progress, thereby mitigating any unforeseen developments.

Any exceptions to the policy must be approved by the Head of School. In that event, a child may be advanced to the next year on a student support plan.

Policy 790.6 a Progression Criteria

Progression of a student to the next year level takes into account the student's academic and social-emotional needs. It is a collaboration between the school and home. All decisions are made in the best interest of the student.

Early Years (KG1 & KG2 & Year 1)	• Exhibits fine motor skills • Demonstrates independence and self-control • Exhibits emotionally and socially appropriate behaviors • Evidence of progression • Students are emulating the CLA attributes
Year 2 & Year 3	• Evidence of progression across subjects • Progression of EMS reading level suitable to one year's progress regardless of starting level • Student attendance achieving Ministry attendance guidelines of 80% • Evidence of progression within AIM if applicable to students • Students are emulating the CLA attributes
Year 4-6	• Evidence of progression across subjects • Progression of EMS reading level suitable to one year's progress regardless of starting level • Student attendance achieving Ministry attendance guidelines of 80% • Evidence of progression within AIM if applicable to students • Students are emulating the CLA attributes

Year 7 - 9	• Attained a minimum overall achievement level of DE in the core subjects of English, Mathematics, Science, Arabic and Humanities • Not more than 2 courses with an overall Achievement Level of less than a DE • Student attendance achieving Ministry guidelines of 80% • In Year 9, in order to ensure our students are successful in the IGCSE programme, an average of Secure (SE) or better, over the first two terms will be used to recommend if they are eligible to take the courses of their choice • Student who do not meet the above criteria may be recommended different options to be determined by the school • Due to limitations in staffing and facilities, students are not guaranteed their first choice of options. In the case of oversubscribed options, the school will review students' end of year results when making placement decisions in collaboration with parents • Students are emulating the CLA attributes
Year 10-11 (IGCSE)	• To move into the IGCSE programme in Year 10, students must satisfy the general conditions above • In order to be considered for progression within EMS, there are minimum requirements that must be met. The school will discuss these with students as needed, with MOEHE and school prerequisites in mind • Student attendance achieving Ministry attendance guidelines of 80% • Satisfy the EMS behavioural expectations • Possess a DRA reading level of 60 or higher (Al Khor Campus only) • Students are emulating the CLA attributes
Year 12 (AS)	• In order to be considered for progression to University or progression within EMS, there are minimum requirements that must be met. The school will discuss these with students as needed, with MOEHE and university prerequisites in mind. Please see the note below • Students must pass their respective AS Level subject offered by EMS to continue to the A Level • Student attendance achieving Ministry attendance guidelines of 80% • Satisfy the EMS behavioural expectations • Note: According to Cambridge Assessment International education guidelines ○ In order to take subjects in the AS Level programme, students must meet the prerequisites set by the school. Parents will receive this information during meetings and information evenings • Students are emulating the CLA attributes
Year 13 (A)	• Students who do not meet the EMS AS Level criteria will be notified by the school, and a meeting will be set to discuss the various options available • Students do not need to complete Year 13 to obtain an equivalency certificate • Due to limitations in staffing and facilities, repeating students are not guaranteed their original course of studies. In the case of oversubscribed courses, the school will review students' end of year results when making placement decisions • Please note that can not be retained three times nor in consecutive years • Note: ○ In order to be considered for acceptance at most accredited international universities and to receive high school equivalency from the State of Qatar, there are minimum requirements that must be met. The school will discuss these with as needed, with MOEHE and university prerequisites in mind ○ In order to continue the subjects in the A Level programme, must meet the prerequisites set by the school. Parents will receive this information during meetings and information evenings • Students are emulating the CLA attributes

PRIMARY

The Cambridge Early Years CURRICULUM KG1-Year 1.

The Cambridge Early Years curriculum (EYC) gives young learners the best start in life, helping them to meet key early milestones and thrive in and outside of school. Cambridge Early Years is the first stage in the Cambridge Pathway, which gives students a clear path for educational success. The CEY curriculum helps students develop the knowledge, understanding and skills needed for the next stage in their education.

The CEY curriculum is a student centred, play based approach that helps learners develop at their own pace, encourages independence, to make their own choices and discover feelings of self worth. The CEY curriculum offers a bilingual and multilingual approach if learners have a home language other than English.

At EMS we develop high quality, holistic and balanced learning experiences with engaging classrooms and resources. The CEY curriculum supports and develops learners to reach the best of their ability.

At The English Modern School, we believe in the power of curiosity and creativity. That's why CEY focuses on not just academic learning, but also on social interaction and building a strong foundation in literacy and numeracy. Through a mix of structured activities and child-led exploration, we aim to spark a love for learning in every child.

Our goal is to help every child feel confident and prepared for future education and beyond. With CEY, we're nurturing young minds and fostering the skills they need to thrive in their academic journey.

Join us in creating a joyful learning environment where every child can shine bright!

The activities that will engage our young students will provide the skills they need, to achieve their early learning in the 6 core development areas:

- Communication and language
- Personal, social and emotional development
- Physical Development
- Mathematics
- Understanding the World
- Expressive Arts and Design

Alongside our other curriculum areas of:

- Arabic Language
- Islamic Studies
- Character Education - Empowered @ EMS

THE PRIMARY CURRICULUM

At English Modern School the Primary years follow the Cambridge International Primary Programme for English, Mathematics, Science, Global Perspectives, Art and Design and Physical Education aligned with Character Education. All subjects are taught in English. Designed for children aged 5 - 11, the Primary Programme provides learning objectives for each year of your child's primary education.

In addition Arabic Language, Qatar History and Islamic Studies classes are available (Note: The Ministry of Education and Higher Education requires that all Arab nationals study the Arabic Language, Qatar History and Islamic Studies in Arabic).

Primary Subjects offered	
Mathematics English Science Global Perspectives Humanities (y4, 5, 6) Physical Education Digital Literacy *integrated across the curriculum	Art Design Technology Music Character Education - Empowered @ EMS Arabic Language Islamic Studies Qatar History

REPORTING

Reports are an effective method of informing you and your child about their progress over the term. Three times per year, achievement will be measured against year level standards on student reports. This measurement focuses on how well an individual learner has achieved against each specific standard or in each assessment type across a subject and if they are achieving at the expected standard. Although these reports provide a snapshot of achievement, it is also vital that we consider progress when making overall recommendations and setting goals with learners. If a student is making progress each year, they are demonstrating that they have the capacity and willingness to learn and sustain academic growth.

We are unable to issue reports before the published dates each term. As soon as reports are generated at the end of each term, they will be available on the Parent Portal. If parents are unable to access the portal they will be emailed.

Below are the achievement descriptors for each division, with an explanation of what each descriptor means. When you are reading your child's report, please check the descriptor to better understand where they are in their learning journey. If you have specific queries about your child's report, please contact your child's teacher. If you have general queries about our report standards and achievement descriptors, please contact a member of the Senior Leadership Team at your child's school.

Achievement Descriptors

KG1 and KG2:

SE	Secure	Your child is working at year level and has met the standard. He/she demonstrates a confident understanding of the key concepts, processes and cognitive skills.
DE	Developing	Your child's understanding is developing and he/she is working towards year level and able to meet some standards with support. He/she requires support with the understanding of key concepts, processes and cognitive skills and undertakes tasks with some assistance.
EM	Emerging	Your child's understanding is emerging and he/she is working more than one year below year level and has not met the standards. He/she has struggled with their understanding of the key concepts, processes and cognitive skills and undertakes tasks with a great deal of assistance.
NE	Not Evaluated	Not evaluated during this term

Year 1 to Year 6:

MA	Mastering	Your child is exceeding and is working above year level standard. He/she consistently demonstrates a thorough understanding of the key concepts, processes and cognitive skills.
SE	Secure	Your child is working at year level and has met the standard. He/she demonstrates a confident understanding of the key concepts, processes and cognitive skills.
DE	Developing	Your child's understanding is developing and he/she is working towards year level and able to meet some standards with support. He/she requires support with the understanding of key concepts, processes and cognitive skills and undertakes tasks with some assistance.
EM	Emerging	Your child's understanding is emerging and he/she is working more than one year below year level and has not met the standards. He/she has struggled with their understanding of the key concepts, processes and cognitive skills and undertakes tasks with a great deal of assistance.
NE	Not Evaluated	Not evaluated during this term

Effort descriptors Reporting Scale	
Always	Always demonstrates
Usually	Usually demonstrates
Sometimes	Sometimes demonstrates
Rarely	Rarely demonstrates

SUPPORT STATEMENT

Students at EMS will be supported to achieve their full potential. This will happen through differentiated learning practices in the classroom, EAL strategies and individual plans for those students on support. Parents' role will be critical, and they will be involved in ongoing meetings. Students also will play a role and will be involved in meetings (where applicable) and 3 way conferences. The school will regularly discuss students' progress through a Child Support Team which consists of the teacher, support teacher (if applicable) and administration representatives. Students may be placed on support during an academic year, this would involve parent meetings where goals are set.

At the end of an academic year a student may be placed on Academic or Behaviour support or recommended for retention for the following year. This will be outlined in a meeting with the parents. An agreement will need to be signed that each student on support will receive before the end of the school year. Parents' role will be critical and will be outlined in a meeting and a contract that each student on support will receive before the end of the school year that parents must sign. Students will also be part of the process and will be involved in meetings (where applicable) and 3 way conferences.

HOME LEARNING

Home learning enhances student learning, improves achievement and develops independent student study skills; whilst consolidating and extending understanding of content and skills delivered and facilitated during school hours. Along with academic achievement, the school supports and encourages extra-curricular activities and engagement outside of English Modern School, where our students learn to become Ethical Individuals and Global Citizens. Home Learning Purpose:

- Reinforce principles, skills, concepts, and information taught in the classroom
- Be meaningful and appropriate to the ability, developmental and instructional level of students (differentiated)
- Support creative, logical, critical and analytical thinking, as well as foster self-discipline and self-motivation
- Ungraded or minimally graded assessment of learning

Amount of time that should be allocated to home learning:

PRIMARY HOME LEARNING EXPECTATIONS

Time Allocation	Purpose
Year 1-3: Approximately 20-30 minutes per day Years 4 – 6: Approximately 30-40 minutes per day (plus independent reading)	• Practising reading and comprehension skills • Mental Math - Number Knowledge/Number Sense/Basic Facts • Practising basic skills covered in class- some students may receive more targeted work based on individual needs and goals

Arabic, Islamic and Qatar History teachers will follow a home learning schedule so work is spaced out over the week and students are not overloaded on particular days. At different times of the school year, some subjects require more work to be reinforced and practised based on Ministry of Education curriculum requirements, particularly in Arabic and Islamic Studies.

Home learning tips for Parents and Caregivers:

- Provide a quiet environment, encouragement and appropriate support, without doing the homework for the student
- Help balance the time spent between homework and recreational activities
- Discuss your child's response to texts and ask to see their completed work
- Discuss homework with your child in your first language, if English is not the main language spoken at home

SECONDARY

THE CURRICULUM

Lower Secondary

At English Modern School, in Lower Secondary, the Cambridge International Secondary programme is followed in Years 7 through to 9. Lower Secondary Cambridge encompasses English, Mathematics, Science, Global Perspectives, Art & Design and Physical Education aligned with Character Education (Empowered). All subjects are taught in English.

Lower secondary subjects offered	
English Mathematics Science Global Perspectives (integrated into Humanities) Art & Design Drama Physical Education ICT Character Education - Empowered @ EMS	French * based on the UK National Curriculum Standards (some campuses) Humanities *based on UK National Standards Digital Literacy *integrated across the curriculum Arabic Language Islamic Studies Qatar History

Please [click here](#) for more information about the Cambridge Lower Secondary Curriculum.

Upper Secondary

In the Upper Secondary School, the Cambridge IGCSE is followed in Years 10 and 11. Students in Year 9 are able to select their IGCSE subjects based on the options below. All subjects are taught in English. The Empowered programme for character education is continued through their schooling.

Upper secondary subjects offered		
English as a First Language English as a Second Language History Geography Global Perspectives Travel and Tourism Environmental Management	Biology Chemistry Physics Mathematics Accounting Business Studies	Arabic as a First Language Arabic as a Foreign Language Islamic Studies French Foreign Language ICT Computer Science Character Education -Empowered @ EMS

Please [click here](#) for more information about the Cambridge IGCSE Curriculum.

Cambridge AS and A Level programmes are followed in Years 12 and 13 respectively. The AS/A Level syllabuses develop a deep understanding of subjects and independent thinking skills.

English Modern School develops learners in the following Cambridge AS Level subjects:

AS Level subjects		
English Language English General Paper Biology Chemistry Physics	Pure Mathematics Statistics (PM) Mechanics (PM) Business Studies Global Perspectives & Research	Arabic Islamic Studies Information Technology Character Education - Empowered @ EMS Psychology

English Modern School develops learners in the following Cambridge A Level subjects:

A Level subjects		
Biology Chemistry Physics Business	Math Mechanics Statistics Psychology	English Language Information Technology Arabic Character Education - Empowered @ EMS

Please [click here](#) for more information about the Cambridge AS and A Level Curriculum.

IGCSE

(INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION)

The International General Certificate of Secondary Education (IGCSE) is a balanced international curriculum that is designed to encourage high academic standards through a practical approach to teaching and learning. Examined for the first time in 1988 it leads to an internationally recognized certificate of achievement.

The aims of IGCSE are:

- To support modern curriculum development
- To promote international understanding
- To encourage good teaching practice
- To set widely recognized standards

The IGCSE provides a foundation for higher-level courses such as the North American Advanced Placement Test (APT), the International Baccalaureate (IB), the GCE AS/A Level and the Advanced International Certificate of Education (AICE). It is used by schools in over 100 countries and is recognized around the world for university entrance purposes.

GCE-A/AS

(GENERAL CERTIFICATE OF EDUCATION-ADVANCED/ADVANCED SUBSIDIARY)

Advanced level education has formed part of the University of Cambridge Local Examination Syndicate (UCLES) for over 50 years and is recognized worldwide as a leading requirement for entry into higher education. Designed to provide a greater flexibility, an optional staged Advanced Subsidiary level (AS level) assessment has been introduced by Cambridge to be taken at approximately the midpoint of a two-year AS level programme.

Parents and prospective A/AS Level students should query subject choices at this level when applying to enter EMS. It is important to note that the school selects students for AS level subjects based on IGCSE exam results of 5 "C" grades and above, A level subject choices will be based on AS exam results.

An entrance fee per subject is required to register with the Cambridge Examination Board or Edexcel Examination Board. At the end of year 11, students undertake externally set examinations in each subject. These examinations, plus any coursework, are used to determine the final award of a grade.

It is important to note that students requiring university entrance are expected to attain grades of A* - C (the number of subjects required varies from university to university). Exam results are sent to the school from the UK. Students are asked to collect these results from the Administration during the first week of September. Students will be offered advice on the next steps to take given their results.

HOME LEARNING

Home learning enhances student learning, improves achievement and develops independent student study skills; whilst consolidating and extending understanding of content and skills delivered and facilitated during school hours. Along with academic achievement, the school supports and encourages extra-curricular activities and engagement outside of English Modern School, where our students learn to become Ethical Individuals and Global Citizens.

Home Learning Purpose:

- Reinforce principles, skills, concepts, and information taught in the classroom
- Be meaningful and appropriate to the ability, developmental and instructional level of students (differentiated)
- Support creative, logical, critical and analytical thinking, as well as foster self-discipline and self-motivation
- Ungraded or minimally graded assessment of learning

Amount of time that should be allocated to home learning:

Secondary Home Learning Expectations:

All of secondary: • Building literacy skills through reading • Developing 21st Century skills to enhance learning in the classroom • Developing Digital Literacy skills • After school interventions may take place for specific student groups		
Years 7-8	Years 7 – 8 : Up to 60 minutes per day (plus independent reading)	• Practising and mastering subject content within all subjects • Developing knowledge and digital literacy skills through research and projects • Revision for short assessments and unit tests for each subject based on standards being assessed per term
Years 9-10	Years 9-10: Up to 90 minutes per day (may vary during revision and preparation for end of year exams and external tests)	• Consolidation and mastery of classroom learning • Development of examination based skills • Question and assignment based tasks and extended projects • Revision for short assessments and unit tests for each subject
Years 11-13	Years 11 -13: Up to 120 minutes per day (may vary during revision and preparation for mock and external exams)	• Consolidation and mastery of classroom learning, development of examination based skills • Question and assignment based tasks and extended projects • Revision for IGCSE and AS level examinations

Home learning tips for Parents and Caregivers:

- Provide a quiet environment, encouragement and appropriate support, without doing the homework for the student
- Help balance the time spent between homework and recreational activities
- Discuss your child's response to texts and ask to see their completed work
- Discuss homework with your child in your first language, if English is not the main language spoken at home

ASSESSMENT AND REPORTING

ASSESSMENT

One of the aims at EMS is to offer a broad, balanced, coherent and integrated curriculum that will prepare our learners for each new stage of their education up to and including university entrance. In order to ensure our learners achieve good results in these external, high-stakes examinations, it is essential that they be provided with ample opportunities, which will allow them to develop, improve and refine their examination preparation and writing strategies.

EMS teachers will use assessment and evaluation practices and procedures that:

- Identify needs and motivate learners
- Monitor achievement and progress, and support learning
- Provide information to appropriately place and/or promote learners
- Guide future planning, teaching and curriculum development
- Inform parents and celebrate learners' achievements with the wider school community
- Actively involve all learners in their learning, identifying next steps
- Engage learners in discussion of their own work
- Provide a data bank for future analysis

Continuous, ongoing assessments of, as and for learning will be administered through a variety of tasks, throughout the year with formal reports being sent home to parents at the end of each term. This data will provide the cumulative information which will be used by the teacher as evidence of the learner's ability to meet/supersede the current year's curricular

expectations. This information will also provide the teacher with the 'hard data' needed to assess the learners' readiness to be promoted to the next academic year.

Assessment for Learning: Focuses on where the learner is now, where the learner is going and how the learner can get there. It focuses on the feedback process (teacher to student and student to teacher) to maximise learning. A variety of tools can be used for feedback, from informal (verbal feedback given immediately to learners) to formal (written feedback given after a test) (Cambridge, 2019).

Assessment as Learning: Involves students in the learning process by using reflection, self-assessment, peer assessment and feedback from their teachers to work towards their learning goals. This type of assessment is learner-driven.

Assessment of Learning: Used to sum up students' learning at the end of a topic or unit. As it sums up what the students have achieved, it looks back and shows what the students have learnt, comparing information against criteria-based curriculum outcomes.(Cambridge, 2019).

Upper Secondary Assessment

Advanced level (A-Level) education has formed part of the University of Cambridge Local Examination Syndicate (UCLES) for over 50 years and is recognized worldwide as a leading requirement for entry into higher education. Designed to provide a greater flexibility, an optional staged Advanced Subsidiary level (AS level) assessment has been introduced by Cambridge to be taken at approximately the midpoint of a two-year A-level programme.

Parents and prospective A/AS Level students should query subject choices at this level when applying to enter EMS. It is important to note that the school selects students for AS level subjects based on IGCSE exam results, A level subject choices will be based on AS exam results.

An entrance fee per subject is required to register with the Cambridge Examination Board or Edexcel Examination Board. At the end of Year 11, students undertake externally set examinations in each subject. These examinations (plus coursework in some cases), are used to determine the final award of a grade. It is important to note that students requiring university entrance are expected to attain grades of A* - C (the number of subjects required varies from university to university). Exam results are sent to the school from the UK. Students are asked to collect these results from the Administration once they arrive. Students will be offered advice on the next steps to take based on their results.

ASSESSMENT METHODS

Classwork: In the Secondary school teachers use continuous, on-going assessments of and for learning throughout the year. The assessments are varied and include presentations, oral and speaking, practicals, projects and structured assignments. These allow skills to be assessed as well as more traditional content based forms of assessment.

Short Assessment: A brief, informal assessment of student learning - diagnostic, formative, and/or summative – given with or without prior notification and lasting a short period of time.

Test: Formative and/or summative assessment vehicle used for finding out how much student learning has been achieved about a specific subject/topic. A test is less formal than an exam, and more formal than a short assessment, usually completed during a regular scheduled class lesson.

Exam: A comprehensive summative assessment of student learning, lasting an hour or more, given at the end of a term or year and formally scheduled to be written/completed in a highly supervised venue.

Grading Policy

Students are required to be present for any assessment.

In the absence of a legitimate reason (medical certificate), validated by the School Principal, the student's mark will be recorded as "zero (0)" for any missed assessment.

Absences need to be supported by appropriate documentation and communication from parents by email and will be treated on a case-by-case basis. Alternative assessments will be set by the teacher and approved by the School Principal where appropriate.

REPORTING

Reports are an effective method of informing you and your child about their progress over the term. Three times per year, achievement will be measured against year level standards on student reports. This measurement focuses on how well an individual learner has achieved against each specific standard or in each assessment type across a subject and if they are achieving at the expected standard. Although these reports provide a snapshot of achievement, it is also vital that we consider progress when making overall recommendations and setting goals with learners. If a student is making progress each year, they are demonstrating that they have the capacity and willingness to learn and sustain academic growth.

We are unable to issue reports before the published dates each term. As soon as reports are generated at the end of each term, they will be available on the Parent Portal. If parents are unable to access the portal they will be emailed.

Below are the achievement descriptors for each division, with an explanation of what each descriptor means. When you are reading your child's report, please check the descriptor to better understand where they are in their learning journey. If you have specific queries about your child's report, please contact your child's teacher. If you have general queries about our report standards and achievement descriptors, please contact a member of the Senior Leadership Team at your child's school.

Achievement Descriptors

Year 7 to Year 9		
XL	Excelling	Your child is working well above the expected standard. He/she consistently demonstrates an exceptional understanding of the key concepts, processes and cognitive skills.
MA	Mastering	Your child is working above expected standards. He/she consistently demonstrates a thorough understanding of the key concepts, processes and cognitive skills.
SE	Secure	Your child is achieving the expected standard. He/she demonstrates an understanding of the key concepts, processes and cognitive skills.
DE	Developing	Your child's understanding is developing and he/she is working towards the expected standard and is able to meet some standards with support. He/she requires guidance with the understanding of key concepts, processes and cognitive skills and undertakes tasks with some assistance.
EM	Emerging	Your child's understanding of key concepts, processes and cognitive skills is emerging and tasks are undertaken with a great deal of support. He/she is not yet meeting the expected standard.

Year 10 to Year 13 Grades and Percentages		
A*	Outstanding Performance	90-100%
A	Well Above Standard	80-89%
B	Above Standard	70-79%
C	Meeting Standard	60-69%
D	Approaching Standard	50-59%
E	Below Standard	40-49%
F	Well Below Standard	<40%

Effort Descriptors

Always	Always demonstrates
Usually	Usually demonstrates
Sometimes	Sometimes demonstrates
Rarely	Rarely demonstrates

PROGRESSION POLICY

FOR YEAR 7, YEAR 8, YEAR 9

Parents of students who are not passing any of the core subjects will be notified at the end of every term. Core subjects:

- English
- Mathematics
- Science
- Arabic/French
- Humanities

At the end of the academic year, students who do not meet the progression requirements will be reviewed on a case-by-case basis, with special attention given to the student's overall average, progress, effort, behaviour and attendance records; parents will then be notified by the school and a meeting will be set to discuss the various options available for progression including possible retakes before the start of the new academic year.

In order to progress to the next year level the student should achieve:

Requirement	Measure
Attendance	80% or over
Attained a minimum overall achievement level of DE in the core subjects. Not more than 2 courses with an overall Achievement Level of less than a DE.	1. English Language 2. Maths, 3. Science, 4. Arabic/French 5. Humanities
Emulation of the CLAs	Reward and Behaviour Records

Note for year 9 students *going* into the IGCSE two year academic programme (year 10/11):

1. In order to ensure our students are successful in the IGCSE program, student grade average over the first two terms will be used to determine if they are eligible to take the courses of their choice. Subjects like TED are linked to ICT, Computer Science and Art & Design, and Humanities are linked to Geography, History, Global Perspectives and Travel and Tourism.
2. An average of Secure (SE) or better is mandatory for subjects they wish to choose as an extended course of study in Year 10.
3. Students who do not meet the above criteria will need to follow the options determined by the school.
4. Due to limitations in staffing and facilities, students are not guaranteed their first choice of studies. In the case of oversubscribed courses, the school will review students' end of year results when making placement decisions in collaboration with parents.

PROGRESSION WITH THE IGCSE TWO YEAR PROGRAMME (YEAR 10 INTO YEAR 11)

The IGCSE programme is a two year course of study. In order to ensure our students are successful in Year 11 external IGCSE exams, we expect them to achieve a minimum performance as follows in order to be promoted to Year 11:

1. Achieve 50% or higher in at least 5 option subjects.
2. Minimum attendance of 80%. This includes our school's policy of 5 lates equalling 1 absence. This percentage will be calculated from the first day of Term 1, until the final day of Term 3. For students who join the school late, this will be calculated from the date of enrolment.

3. Satisfied the EMS behavioural expectations

4. Demonstrated attributes of the CLA's.

NOT MEETING THE PROVISIONS FOR PROGRESSION IN YEAR 10

Year 10 (Arabic is regarded as an IGCSE subject. Islamic Studies is not regarded as an IGCSE subject. Passing Arabic and Islamic Studies is an essential requirement for promotion or equivalency.)		
Passed subjects	Failed subjects	Outcome
5-7 IGCSE subjects at 50% or above		Promoted
Any 4 IGCSE subjects at 50% or above	Any IGCSE subject between 40% and 49%	End of Summer re-test a selected failing subjects: Has to score 50% or above in at least 1 more subject to be promoted (total of 5 above 50%)
3 IGCSE subjects at 50% or above	2 or more IGCSE subjects between 40% and 49%	End of Summer re-test for two failing subjects: Has to score 50% or above in at least 2 subjects to be promoted (total of 5 above 50%), successful students will be place on academic contracts
3 IGCSE subjects at 50% or above	2 or more IGCSE subjects below 40%	Retained
0-2 IGCSE subjects at 50% or above	5-7 IGCSE subjects between 40% and 49%	Retained
0-2 IGCSE subjects at 50% or above	5-7 IGCSE subjects below 40%	Parents advised to find another school *

* Parents of students who scored below 40% in 5 or more IGCSE subjects will be advised to find another school, as this indicates that the curriculum is not accessible to the student who might experience better chances to succeed in a different learning environment.

Struggling students will be automatically enrolled in academic After School Activities.

PROGRESSION FROM THE IGCSE PROGRAMMES INTO AS LEVEL (ONE YEAR) PROGRAMME (FROM YEAR 11 TO YEAR 12)

The AS Level programme is an advanced course of study. In order to ensure our students are successful in Year 12 external AS exams, we expect them to achieve a minimum performance as follows in order to be promoted to Year 12:

1. Attain a minimum of a "C" grade or higher in 5 subjects taken at IGCSE level from an external accredited examination board(s)
2. Have attendance of 80% or better in school and punctuality of 90% or better for classes during the IGCSE academic years 10 and 11
3. Have behavioural levels that are in accordance with the EMS CLA's

Notes:

1. To be eligible to take Mathematics in the AS Level programme the student must have a C grade or higher in their IGCSE Mathematics Extended result
2. To be eligible to take English in the AS Level programme the student must have a B grade or higher in IGCSE English 2nd Language and/or a C grade or higher in IGCSE English 1st Language
3. To be eligible to take a Science subject in the AS Level programme the student must have a C grade or higher in the corresponding subject in IGCSE extended level

NOT MEETING THE PROVISIONS FOR PROGRESSION IN YEAR 11

Parents of students who are not passing any of the option subjects will be notified at the end of every term.

At the end of the academic year, students who do not meet the progression requirements will be reviewed on a case-by-case basis, with special attention given to the student's overall average, progress, effort, behaviour and attendance records; parents will be then notified by the school and a meeting will be set to discuss the various options available as per the following guidelines:

Year 11 (Arabic is regarded as an IGCSE subject. Islamic Studies is not regarded as an IGCSE subject. Passing Arabic and Islamic Studies is an essential requirement for promotion or equivalency.)		
Passed subjects	Failed subjects	Outcome
5-7 IGCSE subjects A*- C		Promoted
4 IGCSE subjects A*- C or 3 IGCSE subjects A*- C	3 IGCSE subjects at D or 4 IGCSE subjects at D	Conditional acceptance is based on: -Behaviour -Attendance -Individual circumstance -Resit required subjects as advised -Students will be placed on academic contracts
4 IGCSE subjects at A*- C or 3 IGCSE subjects at A*- C	3 IGCSE subject at E, F or G or 4 IGCSE subject at E, F or G	Conditional acceptance is based on: -Behaviour -Attendance -Individual circumstance -Resit required subjects as advised -Students will be placed on academic contracts To optimize the student's chances to improve the IGCSE results, the school will allow the student to only enrol in 3 AS subjects in Year 12 – usually Arabic, Global perspectives or General Paper in addition to 2 advised IGCSE subjects.
0-2 subjects at A*-C	3-7 IGCSE subjects at U	Retained
0-1 IGCSE subjects at C or above		*Parents advised to find another school

* Parents of students who have passed 2 IGCSE subjects at a “D” at the most and scored U in 3 or more other subjects will be advised to find another school, as this indicates that the curriculum is not accessible to the student who might experience better chances to succeed in a different learning environment.

Struggling students will be automatically enrolled in academic After School Activities.

Year 12 (Arabic is regarded as an AS subject. Islamic Studies is not regarded as an AS subject. Passing Arabic and Islamic Studies is an essential requirement for promotion or equivalency.)		
Passed subjects	Failed subjects	Outcome
4 AS subjects at “d” or above	1 AS subject below “d” (not including Arabic or Islamic Studies)	Promoted to Year 13
3 AS subjects at “d” or above	1-2 AS subject “e” (not including Arabic or Islamic Studies)	Conditional acceptance is based on: -Behaviour -Attendance -Individual circumstance -Resit required subjects as advised

RETENTION - LIMITATIONS

Students who do not meet the EMS AS Level criteria will be notified by the school, and a meeting will be set to discuss the various options available.

Due to limitations in staffing and facilities, repeating students are not guaranteed their original course of studies. In the case of oversubscribed courses, the school will review students' end of year results when making placement decisions.

Please note that students can not be retained twice.

Note: In order to be considered for acceptance at most accredited international universities and to receive high school equivalency from the State of Qatar, students must meet the following minimum requirements:

Option	Subjects and Grades Requirements			
	IGCSE	AS Level	A Level	Compulsory Subjects
First option Student will complete 10 subjects in addition to compulsory subjects	•7 IGCSE subjects •Passing grades should be between (A*, A, B, C, D, E, F)	•3 AS Level subjects. •Passing grades should be between (A, B, C, D, E)	None	•Muslim students must study Islamic Studies and get a passing grade in year 10, 11, and 12 •Arab students must study Arabic (as a first language) according to IGCSE and AS subjects, or according to the Qatari Curriculum and achieve a passing grade in year 10, 11, and 12
Second option Student will complete 9 subjects in addition to compulsory subjects	•7 IGCSE Subjects •Passing grades should be between (A*, A, B, C, D, E, F)	•1 AS Level subject. •Passing grades should be between (A, B, C, D, E)	•1 A-Level Subject •Passing grades should be between (A*, A, B, C, D, E)	
Third option Student will complete 9 subjects in addition to compulsory subjects	•5 IGCSE Subjects •Passing grades should be between (A*, A, B, C, D, E, F)	•4 AS-Level subjects •Passing grades should be between (A, B, C, D, E)	None	
Fourth option Student will complete 8 subjects in addition to compulsory subjects	•5 IGCSE Subjects •Passing grades should be between (A*, A, B, C, D, E, F)	•2 AS-Level Subjects •Passing grades should be between (A, B, C, D, E)	•1 A-Level Subject •Passing grades should be between (A*, A, B, C, D, E)	

GRADUATION CEREMONY POLICY

The following requirements are prerequisites for participating in the Leaving Ceremony:

- Students will attend and meet the standards of all subjects taken (minimum of four)
- Students will maintain all subjects taken - no dropping of subjects allowed until after the mock exams
- Students will maintain an attendance of 80% or above throughout the academic year
- Students will emulate the Cambridge Learner Attributes
- Students' records will show no outstanding fees

Failure to meet these requirements may prevent the student from graduating or participating in the Graduation Ceremony of the English Modern School at the end of the academic year.

EXAMINATION PROCEDURES AND REGULATIONS

- Students need to arrive 30 minutes before the start of each exam as per their published schedule. Failure to do so may result in refusal to start the exam and students might not receive any extra time to complete exams

Students must sit in their designated places and must remain seated until the examination material has been collected and permission is given to leave the examination room

- Students have to leave everything not required for the exam outside the examination room, mobile phones and other electronic devices will remain in the student's bag or placed in a designated space. It remains the student's responsibility to collect and look

after their own devices. Students bring to their table the required stationary only such as pens, pencils, eraser, etc. and a calculator if required for a particular examination

- If unauthorised material is found in a student's possession, he/she will receive a "Fail" on that exam regardless of whether he/she intended to use the material during the examination. This may also impact further exams in the same series
- If a student is found beyond reasonable doubt to have cheated during the exam, he/she will receive a "Fail" on the exam (0 recorded for internal exams). This may also impact further exams in the same series
- Drinking water is permitted, with the label removed from any bottles. Food and drinks other than water are not allowed into the examination room
- Students must be in their full school uniform, parents will be contacted and there will be further disciplinary consequences for refusal to comply with the school uniform policy after the first warning
- If a student leaves the examination room before the scheduled finishing time for any reason, he/she must not be allowed to return. Exceptions will be made only for pre-existing medical conditions
- In cases of emergency students may be allowed to leave the examination room and return. In cases of illness only, the student may be allowed the full time for the examination. Students must not take any material out of the room, have access to material during the absence, or return with any material
- Students are not permitted to hand in their exam papers until directed to do so by the lead invigilators
- If a student needs to use the bathroom, it is at the discretion of the Lead Invigilator; in the instance the request is accepted, the student will be accompanied by one of the invigilators
- Students must leave the exam venue in a quiet and orderly manner, taking only their personal belongings. Students must not take any examination papers, rough notes, answer sheets or graph papers out of the exam venue

PASTORAL CARE AND STUDENT WELLBEING

OVERVIEW

At EMS we believe that healthy well rounded children have the best opportunity to shine to the best of their ability. Children need to feel happy, secure and valued to make a difference in the EMS family.

We strongly encourage our students to take an active role in our school community to contribute to a school culture that allows our students to flourish. Opportunities will exist for student leaders across the Secondary School and within our House structure as well as within the MUN and Duke of Edinburgh International Award programs.

Pupil voice is extremely important at EMS and this is reflected in the emphasis that we place on the student leadership positions that will become available each year. These roles have been developed in line with our vision for our students to reach their full potential to impact the world around them.

STUDENT LEADERSHIP

The 2025/26 academic year will see the continuance of the following student leadership roles. These roles will help our students to develop leadership skills and positively impact the culture and behaviour at our school. This will also support our students to grow as leaders into the future.

Leadership Position	Available	Line Manager
Head Boy and Head Girl (Boy & Girl yr12)	2 positions	Principal
Deputy Head Boy and Head Girl (Boy & Girl yr12)	2 positions	Principal
House Captains	8 positions	Heads of House
Student Council	29 positions	AP Pastoral
Culture & Community (yr12)	2 positions	AP Pastoral
Communications (yr12)	2 positions	AP Pastoral/ Marketing
Events, Sports & Logistics (yr12)	2 positions	HOD PE
Academics (yr12)	2 positions	AP Academics
21C learning & IT (yr12)	2 positions	21C Co-Ordinator
Health & Safety	2 positions	School Doctor
Well-Being & Careers	6 position	Counsellors/University advisor
MUN President	1 position	MUN Director
Deputy MUN President	1 position	MUN Director
Primary Student Voice	25 positions	Student Voice Coordinator

THE EMS HOUSE STRUCTURE

The Head of House is responsible for all students within each house. The Secondary School is divided into four houses:

- The Red Scorpions
- The Blue Falcons
- The Yellow Vipers
- The Green Dragons

Students are pre-allocated to a house upon entry, fostering immediate integration and a sense of belonging within our school community.

Our house system offers a diverse range of activities both during and outside of school hours, providing ample opportunities for student engagement. This robust program cultivates a strong sense of school spirit that inherently drives healthy competition among the houses. Crucially, each house embodies a unique set of values that contribute to character development, and students are actively encouraged to live by these principles in their daily interactions and pursuits.

We highly encourage all students to actively engage in house activities and demonstrate unwavering support for their respective houses throughout the academic year. Active participation not only enriches the student experience but also cultivates essential qualities such as teamwork, leadership, and school spirit. Furthermore, students are encouraged to partake throughout the year as their participation contributes to their house's success in accumulating reward points.

We extend a warm invitation to parents to support their children's houses, contributing to the vibrant and collaborative atmosphere that defines our house system. Your involvement is invaluable in promoting a strong sense of community and friendly competition.

The EMS pastoral team has developed the 'EMS behavioural protocols'. These enable our school to efficiently manage a behavioural scenario and ensure it is dealt with in a timely manner. All stakeholders are communicated with and accurate records are tracked via iSAMS.

STUDENT COUNCIL

The Student Council serves as a representative body for the student body, fostering leadership, promoting civic engagement, and facilitating communication between students, faculty, and administration.

Membership in the student council is open to all students who meet the eligibility criteria as outlined in the school's bylaws. Eligible candidates must demonstrate academic good standing and exhibit leadership qualities. The selection process shall be fair, transparent, and conducted in accordance with established procedures.

Responsibilities:

Members of the student council are entrusted with various responsibilities, including but not limited to:

- a. Representing the interests and concerns of the student body.
- b. Organising and executing school events, activities, and initiatives.
- c. Serving as liaisons between students, faculty, and administration.
- d. Advocating for positive change and improvement within the school community.

EMS Student Council Members Code of Conduct:

Members of the student council are expected to maintain a high standard of conduct, both within the school community and in their personal lives. This includes demonstrating respect for fellow students, faculty, and administration, as well as adhering to school rules and policies at all times. Any behaviour deemed inappropriate or in violation of school policies may result in disciplinary action, up to and including removal from the student council.

As a school, we aim to provide opportunities for students to engage and foster leadership skills. We invite all students to partake in the student council program to build their leadership skills.

DISCIPLINE STRUCTURE

The EMS Behaviour Guidelines are based on the principle that all members of our school community are valued, worthy of respect and treated with dignity. This requires partnership between staff, students and parents. Our aim is to secure the safety and future welfare of all our students.

The Positive Discipline System

We believe that students will perform better in an environment which focuses on praise rather than punishment. This is the foundation on which our positive discipline system operates.

The system has four underlying principles:

1. The student has a right to learn
2. The teacher has a right to teach
3. Everybody has a right to safety
4. Everybody has a right to dignity and respect

Acknowledging positive behaviour

At EMS we acknowledge and reward positive aspects of individual student performance and encourage each individual to adopt high standards of behaviour.

These rewards may include:

- Individual praise
- Whole class Awards
- Praise in front of peers
- Letters of commendation sent to parents
- CLA rewards/certificates
- Pride of Principal awards
- End of year overall CLA awards
- External visits and trips

CONSEQUENCES OF UNACCEPTABLE BEHAVIOUR

At EMS we employ a positive (+) and negative or Learning Reminders (-) iSAMS referral system. Positive (+) iSAMS or Behaviour Rewards are awarded to a student who have met

our behavioural expectations while negative for those students who have not achieved the EMS expectations. EMS tracks all behavioural data and uses this information to make informed decisions. Parents receive an iSAMS notification, and are contacted by administration for appropriate follow-up through the Parent Portal. Parents are advised to regularly check the Parent Portal and read all notifications received concerning their child's progress.

School interventions range from a verbal warning to the student for lesser consequences, to being permanently removed (expelled) from school, for more serious breaches of school behavioural expectations. Students that do not meet the EMS behavioural expectations may have any future seat reservation payments refused and accounts blocked.

We strongly encourage parents to share with the school their concerns and anxieties about their child. When parents and school work together, the high standards of discipline are more likely to be maintained.

EMS Behaviour Chart

Level	Behaviour	Potential Consequence
Level 1	Chewing gum Disruptive Behaviour Dress code non-compliance Late to class Littering Mobile phone use during the school day Spitting Unsafe play Throwing objects during class Unsupervised without permission Other	Response by teacher Behaviour reflection/verbal warning. iSAMS referral form recorded & sent home Parent notification if needed Private conversation with student Teacher detention (up to 30 minutes set on the same day) Head of Year / Head of House Detention After school Detention (45 minutes to 1 hour with 24 hours' notice)
Level 2	Repetition of Level 1 Offences Bullying Unauthorised absence from class (out of class for 20 minutes or more without permission) Refusal to follow instructions Disrespect to a staff member Disruption of learning environment Use of foul language Being in an unauthorised place without permission Inappropriate behaviour Intimidation Persistent lateness to class Persistent non-compliance with adult directives Pushing/shoving Rude/inappropriate behaviour Verbal abuse directed at a student/teacher (to include hand gestures) Selling of items and earning money from students at EMS Other	Response by teacher with Administration assistance iSAMS referral form recorded & sent home Private conversation with student Counsellor support Assistant Principal time out/detention Placement on Stage 1 of Behaviour Agreement Behaviour Agreement monitoring book (meeting with Assistant Principal, parents and student) Head of Year / Head of House Notification Parent notification Internal suspension (1-3 days) MOEHE notified. After school Detention Internal isolation from class
Level 3	Repetition of Level 2 Offences Academic dishonesty (e.g. plagiarism, cheating in exams collusion) Any form of harassment (written, verbal or cyber) Fighting Graffiti Incitement to fight Misuse/ inappropriate use of technology in school Racism Smoking Theft Threatening a member of staff or student. Use of a dangerous substance Vandalism Verbal or physical abuse directed at a staff member Continued Absence from school without permission Possession of a weapon or dangerous item Other	Administrative action, including teacher and parents Parent notification - iSAMS referral form recorded & sent home Private conversation with student Principal detention Internal suspension External suspension (1-3 days) Placement on Stage II of Behaviour Agreement behaviour monitoring book/ individual behaviour plan (meeting with Assistant Principal, Principal, parents and student) Counsellor support Head of Year / Head of House (notification) Exclusion from student activities to include trips and sports MOEHE notified if suspended and/or placed on contract Ungraded work After school Detention Internal isolation from class Financial block on future payments

Level 4	Repetition of Level 3 Offences Assault on staff member Bomb threat Bringing to school or accessing inappropriate material Computer hacking or invasion of privacy Possession of a weapon/item with intent to hurt Possession, use or sale of alcohol or illegal drugs Fire alarm tampering Other	Administrative action including teacher, parents and authorities Principal and Head of School notified immediately, and take responsibility for managing the situation as well as maintaining documentation iSAMS referral form recorded & sent home External suspension (3-5 days) Assistant Principal/Head of Year / Head of House Notification Possible expulsion Counselling/external specialist recommendation After school Detention Probation contract Final Warning MOEHE notified Internal isolation from class Financial block on future payments
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Fire Alarm

EMS considers the community's safety at the top of our priorities, Therefore, tampering with the fire alarm is considered as a category 4 offence, the most serious category in behavioural infractions.

The following consequences will be all implemented in the event a student tampers with the fire alarm and initiates a false alarm:

First offence:

- Inform the Ministry of Education and Higher Education about the offence and offender
- The student loses his/her right to graduate in Year 6 and Year 12
- The student loses his/her right to go on all field trips for the rest of the year, and to be part of the school's sports team, and to represent the school in events/competitions
- Thursday afternoon suspension for 4 consecutive weeks, from 12:30 to 3:30pm
- The student's leaving certificate will mention "Tampered with fire alarm"
- The student will be placed on a support contract

Second offence:

- The student will complete the year working in isolation
- The student will not be re-admitted at EMS for next academic year

CLARIFICATION OF TERMS

Internal Suspension:

This consequence is arranged in order to have minimum impact upon a student's education. Although the student is not permitted to attend classes or breaks with his/her classmates or friends, he/she will be allowed to continue with any assigned class work and assessments.

External Suspension:

This sanction is for more serious or repeated infractions. During the specified duration of the out-of-school suspension, the student is not permitted to come onto the school premises. Parents will be informed in writing of the reason for the suspension and its duration.

School Detentions

May be used as a sanction for any behaviour deemed inappropriate by the schools Administration. These can be during breaks or after school. Students will be notified in advance and parents will be notified via the parent portal. It is the responsibility of the student to ensure appropriate travel arrangements are made in advance. Parents will be informed when their child receives an in school detention via ISAMS parent portal.

After school Detention

After School detention will be administered by the Middle Management team and above. Detentions will run from 1:55 - 2:30 pm from Sunday to Wednesday and 12:35 to 1:30 pm on Thursday. After school detentions will be administered on an individual basis. Parents must ensure appropriate travel arrangements are made in advance to pick up any student kept for after school detention. Parent notification will be through ISAMS Parent Portal, parents will receive 48hrs notice before the scheduled detention time if it is longer than 30 minutes. Any detention under 30 minutes is served on the same day it is issued.

Expulsion:

In certain circumstances the school may be forced to permanently exclude (expel) a student from school, for a serious breach of school behavioural expectations. This very serious consequence is administered to protect the rights of other students and teachers to a safe and trouble free learning and teaching environment. Ideally, such a measure will never be required, but parents must be aware of the school's right and responsibility to impose this sanction.

Mobile phones

Classroom use

In primary school, we do not allow students to use mobile devices or smartwatches in the classroom as they can be very distracting. Students in Upper Primary (y3-6) may bring a mobile phone but it should be kept in their bag, to be used after school to make arrangements for picking up, for example. Lower Primary students have no need to bring a phone or smartwatch.

Mobile phone use is not allowed in the Secondary school. If students have to bring mobile phones to school, these will be collected during morning registration by the Form Tutor and returned to students at the end of the day during afternoon registration.

If phones are seen during the day they will be confiscated. Please note that loss of mobile phones is not the school's responsibility.

In tests and examinations, EMS follows Cambridge guidelines; students must ensure that mobile phones are turned off and secured in their bags or placed in the designated area. Any students seen with a mobile phone during the day will have it confiscated and the below procedures will be actioned:

1st time	Device is taken from the student and they are reminded of the expectations for proper use of device
2nd time	Device is taken from student until the end of that day and parent called to discuss incident
3rd time	A parent meeting is arranged to discuss the behaviour and an agreement is drawn up
Repeated behaviours will result in the loss of the device privilege on a long term basis	

This process will be recorded and monitored by the secondary administration on a monthly basis. Any devices confiscated will be held in secure storage. The school can not be held responsible for the loss or damage to devices that are confiscated due to students not following school policy.

Earbuds/ Earphones / Listening devices:

Any form of listening device is not permitted at any time within the secondary school.

Devices will be confiscated and parents informed to come and pick them up.

Only the classroom teacher or member of the Secondary Leadership Team can approve use if necessary to access instructional content.

Communication

Parents and guardians should not attempt to contact students via their personal mobile device during the school day. All emergency messages to and from parents should be delivered to the appropriate division secretary.

Responsibility

English Modern School accepts no responsibility for any loss or damage to electronic devices including mobile phones, smart watches and any form of listening device while on school premises or on field trips. Students should keep mobile phones turned off and stored safely when not in use.

Social Media Policy

The English Modern School recognises the widespread use of social media platforms as valuable tools for communication, information sharing, and community engagement. This policy outlines the expectations for all members of The English Modern School community – specifically students and parents/guardians – regarding their conduct on social media, both during school hours and in their personal time, especially when such conduct relates to the school or its stakeholders.

The primary objectives of this policy are:

- To foster a safe, respectful, and positive online environment consistent with the values of The English Modern School.
- To safeguard the reputation, integrity, and intellectual property of The English Modern School.
- To ensure all individuals understand their obligations and responsibilities when engaging with social media in relation to the school.

2. Scope of Application

This policy applies to all social media platforms, including but not limited to public and private online forums, blogs, messaging services, and social networking sites. It governs:

- Any content posted by or about The English Modern School.
- Any content that identifies or could reasonably be associated with The English Modern School staff, students, parents/guardians, or school-related activities.
- Personal social media use that has a direct or indirect impact on the school environment, its reputation, or any member of the school community.

3. Principles of Responsible Social Media Use

All students and parents/guardians are expected to exercise sound judgment and adhere to the following principles when engaging with social media concerning The English Modern School or its members:

- **Respect and Civility:** All online interactions must be conducted with courtesy, respect, and professionalism. Discriminatory, harassing, bullying, threatening, defamatory, or derogatory remarks directed at students, staff, parents/guardians, or the school itself are strictly prohibited.
- **Privacy Protection:** The privacy of all individuals must be respected. The sharing of personal information, including names, contact details, private photos, or videos of students, staff, or other community members without their explicit, informed consent is forbidden. Users are advised to be mindful of their own privacy settings.
- **Accuracy and Truthfulness:** Information shared must be accurate, truthful, and non-misleading. The dissemination of false rumours, speculation, or unverified information regarding the school or its community members is not permitted.
- **Safety and Welfare:** Content that could compromise the safety or well-being of any individual, or that promotes illegal activities, is strictly prohibited.
- **Cyberbullying:** The English Modern School maintains a zero-tolerance policy towards cyberbullying, harassment, or intimidation of any form.

4. Prohibited Actions: Protection of School Identity and Reputation

To preserve the official identity, public image, and intellectual property of The English Modern School, the following actions are explicitly prohibited:

- **Unauthorized Use of School Name:** Students and parents/guardians are prohibited from using the full or partial name of The English Modern School (e.g., "The English Modern School", "EMS", or any variations thereof) in any manner that suggests official endorsement, representation, or affiliation with personal views, commercial ventures, or unofficial activities, unless explicit prior written authorisation has been granted by the school administration.
- **Unauthorized Use of School Logo, Crest, and Official Imagery:** The official The English Modern School logo, crest, school uniforms, unique building images, or any other copyrighted or trademarked school imagery, branding, or intellectual property must not be used on personal social media profiles, posts, pages, or accounts without the express written

permission of the school administration. This prohibition extends to creating or managing unofficial accounts that mimic or purport to officially represent the school or its programmes.

- **Misrepresentation of Affiliation:** No individual shall create, join, or promote groups, pages, or accounts that falsely claim official affiliation with The English Modern School or its legitimate activities, unless specifically authorised.
- **Impersonation:** Impersonating a staff member, student, or parent on social media, or any official school entity, is strictly prohibited.

5. Consequences of Non-Compliance

- Violations of this Social Media Policy will be addressed with appropriate disciplinary action, commensurate with the severity and nature of the breach. Such consequences may include, but are not limited to:
- **For Students:** Disciplinary measures in accordance with the school's established Student Code of Conduct, which may include warnings, detention, in-school suspension, out-of-school suspension, expulsion, and, where deemed appropriate, involvement of law enforcement authorities.
- **For Parents/Guardians:** Actions may include formal communication, meetings with school administration, restriction of access to school grounds or events, or other measures deemed appropriate by the school to protect its community and operations.

6. Reporting Violations

Any concerns regarding potential violations of this Social Media Policy, or any online content that compromises the safety, well-being, or reputation of a member of The English Modern School community or the school itself, should be reported immediately to a member of the pastoral team.

7. School's Right to Monitor and Act

While The English Modern School is not responsible for content posted on external social media platforms, the school reserves the right to monitor publicly available information on social media to protect the welfare of its community and its reputation. The school also reserves the right to request the removal of content that violates this policy and to take appropriate action as outlined herein.

UNIFORM

All students are required to wear the school uniform. Approved uniform items can be purchased from the EMS Doha, in the Uniform Shop by Gate 5. (Please check the opening times before visiting).

Ensuring that students are wearing the proper uniform in class is the parents' responsibility. Students who arrive at school incorrectly dressed may be asked to make arrangements to obtain the correct uniform before entry to lessons. Persistent disregard of the EMS Dress Code will result in disciplinary action. Students who refuse to wear uniforms supplied by the school on a continuous basis will be removed from class and parents called.

Uniform - 2025/2026	
Primary (KG-Year 6)	Secondary (Year 7-11)
Navy Blue Polo with White Piping and Green EMS Logo	Grey Polo with Green Piping and Green EMS Logo
Navy Blue Bottoms (Trousers, skorts, pinafore) (no jeans, leggings or tracksuit pants allowed) During winter, Blue or Black stockings only	Navy Blue trousers or long skirts (no jeans, leggings or tracksuit pants allowed)
Navy Blue or Black appropriate shoes	Navy Blue or Black appropriate shoes
Navy blue jacket or cardigan with EMS logo	Navy blue jacket or cardigan with EMS logo (which must only be worn over the grey polo uniform shirt)

The Year 12 and 13 Student uniform is white dress shirt / blouse and black bottoms.

Physical Education is compulsory for all students unless there is a longstanding medical problem verified by appropriate doctor's documentation. Students are expected to wear the correct uniform for Physical Education lessons. This must include the following:

PE Uniform - 2025/2026	
Primary (KG-Year 6)	Secondary (Year 7-11)
Dri-Fit Navy Polo with White Piping and Green EMS Logo	Dri-Fit Grey Polo with Green Piping and Green EMS Logo
Dri-Fit Navy Blue Shorts or Track pants	Dri-Fit Navy Blue Track pants
Coloured House Polo top*	Sports socks
Sports socks	Training shoes
Training shoes	

Parents are strongly encouraged to mark their child's clothing with his/her name or initials so that "lost" items can be more easily identified and returned. Unclaimed "lost" items are disposed of at the end of each term.

*Primary House Colours: Primary students are encouraged to wear their House Colours on Wednesdays and at House-related activities.

DRESS CODE

The English Modern School places much value in the good appearance of its students and the professional image of its staff. Coming to school in a clean and tidy fashion gives all concerned a sense of pride and shows mutual respect. It also lays a sound foundation for the work of the day. Dress standards in Qatar are very high and the school must maintain similar high levels.

Students are required to wear the approved school uniform; substitute items purchased from any other sources are not permissible.

In addition to properly wearing the school uniform, we ask that:

- Girls and boys hair be neat and kept off the face and eyes
- Longer hair be tied back in Primary School
- Wearing tight clothes is not permitted on campus
- Girls' scarves should only be white, navy blue or black
- Jewellery, with the exception of watches and small earrings, is not permitted for either boys or girls
- One pair of small earrings or small studs are allowed for girls in the ear lobe - no dangling earrings or other piercing
- Excessive make-up, dyed hair and nail polish are not allowed
- No clothing with non-EMS logos will be permitted in school
- High heels are not allowed
- Jacket hoods are not worn up in class, no beanies/ball caps or other hats to be worn in class

Note: The following items are considered inappropriate and unacceptable. They will be immediately confiscated:

- Items of clothing bearing political/religious logos
- Items of clothing bearing language or a design which is considered offensive or in 'bad taste'
- Items of clothing bearing branded logos other than EMS branding
- Excessive jewellery
- Baseball hats without EMS emblem (worn in class or in the school building)
- Toys or non-school related items (such as spinners)
- Pocket/utility knives or potentially dangerous objects

TECHNOLOGY AT SCHOOL

Technology can be a great enhancement to learning and to modern life. It must be treated with respect and not misused. Students are expected to be responsible users of all forms of technology and use it in a manner which does not disrupt learning, invade people's privacy or as a tool for harassment.

The student Network Account & Internet Agreement is available on the school website. All conditions in this agreement must be followed, and are a condition of use. All parents and students should make themselves familiar with this document.

ACCEPTABLE USE OF TECHNOLOGY

Learning is enhanced through technology. Students at EMS can expect a learning environment where teachers integrate technology into learning. Technology use will enhance the learning the school provides students with the use of technology equipment and access to the internet.

In order to utilise the technology resources at English Modern School, students must abide by the policies and procedures set forth in this handbook. English Modern School reserves the right to adjust the procedures and agreements when necessary. The procedures include expectations for the responsible and ethical use of all technology equipment, networks, accounts, etc. These rules are not all inclusive. All users acknowledge their understanding of the English Modern School policies as a condition of using devices, owned personally or by the school, as well as the internet.

Access to the school network, the Internet, and school equipment should be considered a privilege, not a right. This access can be suspended and revoked immediately, without notice. The guidelines below outline the appropriate use for students. The policies and procedures apply to all equipment, including school provided equipment and any personal devices. School provided accounts can be restricted, suspended, or terminated at any time for a violation of the policy. This includes the misuse of accounts or equipment on any English Modern School property. Any violation of school account use outside of the school hours and property will also be subject to the same consequences.

PROHIBITED USE OF TECHNOLOGY INCLUDES:

- Sending, receiving displaying or accessing defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal materials
- Encouraging the use of or promoting the sale of prohibited items
- Any attempt to harm or destroy data of another user, the network, any technology equipment, or any of the agencies or other computer network services that are connected to the internet. This includes, but is not limited to, the uploading or creation of computer viruses
- Any attempt to sell or offer for sale any goods or services that could be construed as a commercial business unless approved
- Redistributing a copyrighted programme or material without the written permission of an authorised person. This includes uploading and downloading of copyrighted materials
- Invading the privacy of individuals
- Logging in to the system using another user's account or password
- Violating any Qatari regulation or statute
- Altering computer equipment as set up by the system administrator
- Playing games that are not approved by teachers

Consequences:

Consequences for violation of any part of these rules and procedures shall be based upon the student's age and severity of the infraction. Consequences may involve actions up to and including suspension and/or expulsion. Parents may be billed for damages of equipment. Illegal activities will be referred to the appropriate Qatari agency.

POLICIES ON TECHNOLOGY

Student Chromebook Loan Agreement (Secondary Students Years 7-11)

Definitions

The term 'Chromebook' refers to the device itself and all accessories and documentation that accompanies the device. This includes but is not limited to the power adapter and the protective bag. The terms 'Software' and 'Apps' refer to any content that is pre-loaded or loaded onto the Chromebook by the school or associated vendors. This does not include content loaded onto the Chromebook by the student.

Agreement

The English Modern School provides Chromebooks to students to enhance their education. It is essential that parents/guardians emphasise to their children how important it is to take good care of their issued device and to behave appropriately when interacting with others digitally. Certain rules are necessary to protect the Chromebooks and the school network and ensure that this technology serves as an effective instructional tool.

By accepting possession of an EMS Chromebook, student named herewith and his/her parents/guardians agree to the following:

1. The Chromebook will only be used for educational purposes of the student.
2. The student agrees to follow all EMS policies and regulations related to the use of computers, including, but not limited to, student Chromebook loan agreement, the Student Network Account & Internet Agreement and the EMS Student Code of Conduct.
3. The Chromebook is the property of EMS but will remain in the possession of the student as long as the student is registered at the school. If a student is returning the following year, he/she will keep possession of the Chromebook over the summer. If a student withdraws permanently from the school, the student must return the Chromebook to the IT Department prior to withdrawal.
4. The school reserves the right to charge the parent the equivalent cost of a new Chromebook of the same or similar model should the Chromebook be damaged beyond repair or lost/stolen at the time of return.
5. If a Chromebook has physical damage that is not caused by software/hardware defects (i.e. scratched or broken) at the time of return, the school reserves the right to charge the parent for the cost of the Chromebook repair.
6. Both the student and parent must ensure that the Chromebook is secure, safe, clean and kept in good working order and appearance at all times. It must not be defaced, damaged or lost. The parent/guardian will assume responsibility for loss by theft, destruction, or damage caused by intentional/unintentional misuse.
7. The student must report theft (or suspected theft), loss, damage, or malfunctioning of the Chromebook to the school's IT Department promptly and no later than 24 hours from the incident. The Chromebook will be inspected and repaired/replaced. If the Chromebook and/or its accessories are lost/stolen or the damage is physical and is not caused by software/hardware defects (i.e. scratched or broken), the school reserves the right to charge the parent for the repair/replacement. If the fault is a software/hardware defect, the Chromebook will be repaired/replaced at no cost to the parent and a spare unit will be provided during that time, if available.
8. Software and apps that are pre-loaded or loaded onto the Chromebook by EMS or

vendor(s) of the school are licensed to the EMS. Both the parent and the student must ensure that the software is not copied, deleted or transferred off the Chromebook for any reasons whatsoever.

9. The student shall not remove or alter any EMS identification labels attached to or displayed on the computer, nor shall the student change identification within the computer, such as the computer name/serial number.

10. The student and the parent must exclusively use the EMS IT Department's services for all technical issues that result from the use of the Chromebook.

11. The Chromebook cannot be loaned, sold, bartered, traded, leased, rented or given to any other person or persons without the express written consent of EMS. EMS also reserves the right to refuse any such requests.

12. The Student is responsible for all data and content that they have loaded onto the Chromebook. It is the student's responsibility to have regular backups, if or when necessary, and to have a backup before submitting the Chromebook to the school's IT Department. The school is not liable for any loss of data.

13. The school reserves the right to erase all data and software off the Chromebook without prior notice.

14. Upon request, the student agrees to deliver the Chromebook to EMS IT Department staff for technical inspection, to verify inventory or other information, or for random screening.

The student and student's parent/guardian acknowledge and agree to the terms of use as stated in the EMS policies and regulations related to the use of Chromebooks, including, but not limited to, Chromebook loan agreement, the Student Network Account & Internet Agreement and the EMS Student Code of Conduct. Additionally, they agree that the student's use of the school property is a privilege, and that by the student's agreement to the terms herein, the student acknowledges his/her responsibility to protect and safeguard the school property and to return the same in good condition.

POLICY 810.2 - Responsibilities of the Student

In accessing electronic communication systems and social media applications, it is expected that students will:

- Demonstrate digital citizenship, both during and outside of school hours, by conducting all related activities in a responsible, ethical, legal and respectful manner in accordance with the EMS Code of Conduct and the Student Network Account & Internet Agreement
- Practise safe online behaviour and report any inappropriate communication (i.e. distribution of information harmful to others or information regarding a potentially dangerous situation that may threaten the safety of others)
- Protect access to their individual network account by the use of a private, personal password, ensure that their personal password is not shared, and agree not to use the password of any other individual
- Respect the privacy of others (i.e. students, staff, parents and community members) including, but not limited to, the sharing of photos, videos and personal information without informed consent
- Ensure that personal use of electronic communication systems neither interferes with, not distracts from, their learning or the learning of others

POLICY 810.3B: Prior to the use of any school ICT equipment, students shall be required to sign the Student Network Account & Internet Agreement. This shall be done on an annual basis.

POLICY 810.3C: Students shall be held financially responsible for any damage to any school ICT equipment.

QATAR CYBERCRIME LAW

Students must not take photos or videos or recordings of other students or staff. They must not contact staff by phone unless given specific permission to do so on a particular occasion, e.g. on an overnight field trip where phone contact is required. Breaches of these rules are not only a serious matter under the school's discipline code, but could also breach legislation such as the Qatar Cybercrime Law which defines illegal activities amongst which the following:

- To violate any social values or principles, or publish news, pictures, audio or video recordings related to the personal or family life of individuals – even if it is true (penalty: up to a year in prison and/or a maximum fine of QR100,000)
- To libel or slander another person online or by using IT equipment (penalty: up to a year in prison and/or a maximum fine of QR100,000)

INTERNET ACCESS: ACCEPTABLE USE POLICY

Learning is enhanced through technology with remarkable possibilities. Students and teachers have opportunities to gather information, communicate with people all over the world and create their own products. The school provides students with the use of computers, servers, other technology equipment and access to the Internet.

Some sites on the internet may contain offensive materials. Although it is impossible to have control over all of the information on the Internet, the School has in place several security layers to prevent access to inappropriate materials and thereby providing a positive, productive educational experience. Communications on the internet are public in nature and files stored on the Internet should not be assumed to be private.

The EMS staff members are vigilant in their efforts to filter out inappropriate material, supervise and monitor student usage, and provide students with the understanding and skills needed to use technology in an acceptable, responsible manner.

School's Rights and Responsibilities:

- EMS administration reserves the right to monitor all activity on the internet
- EMS administration reserves the right to block any material on the internet
- EMS administration reserves the right to deny access technology to any individual who fails to respect the acceptable use of technology

EMS staff are not responsible for supervising student use of technology.

BYOT

The Bring Your Own Technology programme is for students in Year 12. The purpose of the programme is to increase student access to instructional content and supplement the resources available through school. A dedicated personal device will allow a student to access learning resources and greater personalization of teaching and learning, choice in the tools used to display learning and completing projects, and increased respect and responsibility associated with personal ownership of a device.

Students in the programme will be able to bring in one laptop or tablet, which must be registered and configured by the IT department. This programme will not include mobile phones at this time. Students and parents will be required to acknowledge the school policies by signing the Student Network Account & Internet Agreement and the Parent and Student Handbook acknowledgement.

Although the programme is encouraged, parents are not required to supply a device for student use. Shared resources will be available for students during classroom time, in addition to the shared resources available in the library.

G SUITE FOR EDUCATION

EMS Doha provides all students with access to G Suite for Education. G Suite is a set of Google tools that allow teachers and students to collaborate, create documents, build presentations, and so much more! Access to the tools is available at school and at home via the internet.

The school Google account will be used to communicate between the teacher and student. It is expected that all secondary students check their email for updates regularly and enable the Google Classroom notification setting. Primary school teachers will establish communication expectations with students.

Although it is impossible to have control over all of the information on the Internet, EMS has in place several security layers to prevent access to inappropriate materials while at school. EMS staff members are vigilant in their efforts to filter out inappropriate material, supervise and monitor student usage at school. Parents are responsible for monitoring the student's use of the internet from home. The student is responsible for his/her own behaviour at all times.

In accordance with these policies, students may use Google Apps for school and personal use. The following restrictions and school policies apply to student use:

- Privacy - EMS IT administrators have access to student e-mail in case of policy infringement
- Personal Use - Students may use EMS Google accounts for personal projects. Prohibited uses include activities that violate Qatari laws and regulations, commercial activities such as personal businesses or others means to make money, the sending and receiving of inaccurate or inappropriate content as outlined in the handbook, redistribution of copyrighted materials, misrepresentation of an EMS staff or student, the invasion of privacy of any individual, and any form of cyberbullying. (Refer to the handbook for complete policy)
- Data Security - Storage of files is safe within the EMS domain, but it is the responsibility of the student to backup important documents
- Safety - Student passwords should not be shared with any person other than a parent. Students should take all precautions when using shared devices or accessing the internet from public places. Students should not share personal contact information about themselves or others online. Students will report any inappropriate message or content to the supervising teacher or adult immediately
- Digital Citizenship - All communication and collaboration online should adhere to the EMS behaviour expectations. Students should treat e-mail communication with others with the same kindness, respect, and privacy as in person communication. It is never acceptable to use defamatory, abusive, obscene, profane, threatening or racially offensive language in person or online. Remember that others can see what you share, and posts online are permanent and can easily be shared and seen by others

The use of the school's technology is considered a privilege at EMS. The administration reserves the right to deny access to technology to any individual who fails to respect the acceptable use of technology. EMS maintains the right to withdraw access if there is reason to believe violations of policies have occurred. The violation will be referred to the Principal for further investigation. Account restoration, suspension or termination may occur.

CYBERBULLYING

Cyberbullying is the use of digital tools to intentionally hurt or harm another individual. It is important to understand the difference between impolite, mean, and bullying behaviour. Bullying is behaviour that is targeted, intentional, and repeated over a length of time.

The use of school equipment or resources to engage in cyberbullying is strictly prohibited and will result in suspension of technology privileges. If a student feels he/she is the target of cyberbullying, it is important to save evidence and report to a trusted adult. School character education lessons and assemblies will teach students how to stand up for themselves and support friends, how to identify and cope with others' behaviour online, and how to proceed in suspected instances of cyberbullying.

Steps to dealing with a cyberbully:

- Ignore and do not respond to the message(s)
- Save evidence of the interactions
- Talk to a friend
- Report to an adult if the situation continues

Resources for parents can be found on the EMS Doha website under parent resources".

DIGITAL CITIZENSHIP IN EDUCATION

The character education programme will also include topics on the safe and responsible use of technology. Students of all ages will have a chance to learn about topics including internet safety, privacy, online communication, digital footprints, copyright, and information literacy.

Parents use of Technology: Parents should be aware of the Qatar Cybercrime law. It is important that no photos of students other than your own children are placed on social media. We encourage parents to meet with the appropriate staff members whenever they have concerns, online public forums are not necessarily a positive place to resolve issues or concerns.

COUNSELLING DEPARTMENT PRIMARY AND SECONDARY

VISION

The Counselling Department at EMS provides solution-focused counselling services that will facilitate student's academic, social, and emotional growth. Through leadership and collaboration, professional school counsellors promote student social-emotional development and academic success by supporting a safe learning environment and advocating for all members of the school community.

MISSION

To positively impact students' academic success, social-emotional development, and post-secondary planning by delivering a comprehensive program that will support all students to be lifelong learners, effective communicators and contributing members of society.

BELIEFS

The counsellors at EMS believe that all students are working towards becoming:

**Confident:* Confident learners are inquisitive and collaborative problem-solvers that persevere and overcome obstacles

**Responsible:* Responsible learners make good choices, accept consequences for their actions and respect their teachers, peers and school

**Reflective:* Reflective learners improve their weaknesses and build on their strengths through self-evaluation

**Innovative:* Innovative learners are flexible and develop problem-solving skills by collaborating with others and looking at problems from a variety of perspectives

**Engaged:* Engaged learners concentrate and focus on their intended goal until completion

ROLES AND RESPONSIBILITIES

Provide individual and group counselling, large-group guidance, consultation, and coordination. As leaders in the school, they may advocate for students, promote systemic change, and be involved in developing and evaluating prevention programs in the school setting. Counsellors will also consult with teachers, administrators, and parents, and provide direct and indirect interventions that may include counselling, classroom-based interventions and outside referrals.

- Are student-focused
- Work as a professional learning community
- Are available to collaborate with students, parents, teachers, and administrators
- Should have access to current resources and Professional Development
- Participate in planning, designing, implementing, and evaluating the comprehensive school counselling programme
- Provide informed guidance to students through academic, social/emotional and career counselling
- Support the social and emotional growth of students through the comprehensive counseling program
- Maintain confidential records
- Provide support and referrals to staff as needed

SAFEGUARDING:

Our Commitment and Procedures:

At The English Modern School, safeguarding the well-being of our students is paramount. We expect all members of our school community to share this commitment. Through robust procedures and a collective effort, we aim to create a safe and nurturing environment for all our students.

Staff Responsibilities:

All staff members undergo regular training to understand and fulfil their safeguarding responsibilities. We have a dedicated Designated Safeguarding Team trained to handle child protection matters. This team receives ongoing training every two years to stay updated on best practices.

Training and Awareness:

Child protection training is provided to all staff members, covering the recognition of signs of concern and appropriate responses. Additionally, parents/guardians/carers are informed of staff responsibilities regarding child protection through our school materials.

Recruitment Policies:

We adhere to strict recruitment policies to ensure that all staff members meet safeguarding requirements. New staff members receive comprehensive training on our child protection policy from the Designated Safeguarding Lead.

Level 2 Safeguarding Qualification:

All teaching staff at The English Modern School are required to attain the Level 2 safeguarding qualification. This ensures a consistent standard of safeguarding across our school community.

Recognizing Signs of Child Abuse and Neglect:

Parents/guardians/carers should be aware of potential signs of child abuse and neglect, including implausible explanations for injuries, reluctance to seek medical care, hostility towards the child, and leaving young children unsupervised. It's important to promptly report any concerns to our designated safeguarding team.

Safeguarding children is a collective responsibility, and everyone at The English Modern School plays a crucial role. We prioritise a child-centred approach, always keeping the best interests of the child at heart.

UNIVERSITY ADVISOR

Our college counselling service provides personalised support for students as they navigate their journey to higher education. Through one-on-one sessions, workshops, university visits and access to various resources, we help students explore interests, set goals, and select the right college.

In upper secondary, our students have access to Unifrog, a comprehensive platform that simplifies university research, application management, and self-discovery in career choices.

Our students embark on academic journeys across the globe, with placements in esteemed institutions such as the University of Guelph in Canada, Carnegie Mellon University in Qatar, Georgetown University Qatar, University of Reading, UK, Royal College of Surgeons Ireland (Bahrain campus), the University of Birmingham, UK and University of Melbourne, Australia, Taylors University, Malaysia, among others. For a complete list and to view our high school profile, click [School Profile 2025-26](#)

Our aim is to ensure every student receives the guidance they need for a successful academic journey beyond high school.

INFORMATION FOR PARENTS

In order to better serve our families, parent appointments are required and can be scheduled through the division secretaries. In case of emergencies or crises, counsellors will meet as necessary. You may also contact the division counsellor directly via email:

Primary School: asiya.ateeq@emsdoha.net

Lower Secondary School: romy.chahda@emsd.sch.qa

Upper Secondary School: sadia.nisar@emsdoha.net

All students have access to the school counsellors however, parents will be notified if students will require formal counselling sessions.

AFTER SCHOOL ACTIVITIES

Our after school activities programme forms an essential part of the holistic education of students and, although optional, all students are encouraged to participate. There is no extra charge for this opportunity. Once enrolled, students are expected to attend regularly and to be punctual.

After School Activity Times:

Primary (Year 3 to 6) 13:55 hrs to 14:45 hrs

Secondary (Year 7 to 13) 13:55 hrs to 14:45 hrs

In addition, there will be a number of inter-school athletic events with other schools in Qatar. Sports teams will have training sessions one to two days per week. Students who wish to be considered for selection must attend these training sessions. You will be informed of the times as these may differ considerably from the above. All students wishing to participate in a school-related sporting activity must have a Permission Form signed by their parent(s) prior to being able to take part in the activity.

TRIPS

Off-site activities, national, international trips and visits arranged by the school are encouraged - and are curriculum-related. Parents are encouraged to support these activities since these trips greatly enhance the learning experiences of the students.

The parents of children taking part in any trip will be provided with appropriate information about the trip before it takes place.

PERMISSION FORMS

Parents will be required to give permission for their child to go to the venue of the trip and to take part in the activities listed in the letter giving information about the trip. Furthermore, in order for your child to be considered for a place on any trip, a parent must sign the Permission Form which legally binds the parent to:

- Allowing your child to receive emergency medical treatment, as considered necessary by a medical professional in the event of accident or injury
- Absolving the school and all its staff of responsibility for accidents that may occur while on school trips

The school reserves the right to prevent students with a history of poor attendance or inappropriate behaviour, from taking part in these trips.

HEALTH AND SAFETY

Good health will help your child's ability to learn and to achieve his/her full potential not only at school but throughout his/her life. It is this fact that drives us to stress the importance of good nutrition, adequate sleep, good hygiene, and regular exercise. We encourage you to ensure that your child gets 7-8 hours of sleep each night and that he/she starts the day with a healthy breakfast.

The school maintains health records on each child so that the best care and treatment can be given. Injured and ill children are assessed and treated accordingly.

1-HEALTH

You, as parents, greatly assist us in our efforts to provide the best care for your child by ensuring that the administration has the following information on file and that it is maintained current and accurate:

- A health history (attached to the registration form) - please make sure to note any allergy
- A photocopy of the current immunisation record
- Medical report shall be given and discussed with the school doctor if a student has chronic or recent medical condition which might need special attention and follow up from medical staff during the school hours

School cannot accommodate all types of acute and chronic health conditions the school medical staff will decide whether to admit the student

- Students who have severe allergies or diabetes or epilepsy must provide their emergency medications kept in the school clinic ex. EpiPen, Glucagon inject, or anticonvulsant medications with appropriate consent forms completed
- Health screening of students: The school will participate in the annual vision screening test, growth monitoring and immunisations conducted as part of the Ministry of Education's health campaign for Qatari schools
- If your child has a chronic medical condition, admission will depend on the school's ability to support the student's medical needs. The school reserves the right to decline admission if the child's condition requires medical care or facilities beyond those available within the school environment.

2- COMMUNICATION:

- Home telephone number or mobile number (confirmed each year); parents are urged to communicate any change of email/contact numbers, etc., as soon as possible
- Emergency telephone number of a friend/relative in the event that we cannot reach you (confirmed each year). Please indicate the relationship this individual has with your child - e.g. uncle, aunt, older sibling, close friend
- The School clinic will communicate with you by email and phone calls in case of injuries that happened inside campus which requires your follow up
- If your child has a chronic medical condition which requires continuous treatment during the school year, you will be required to follow up and attend meetings when required to assess the progression of your child's condition and provide all the necessary reports and updates during the year. If there is deterioration in the student's condition during the year the medical staff will update you and the school management and they might be asked to stay home until their condition is stable and suitable for school attendance

If a new student arrives using crutches or other mobility aids, please notify the teacher and the school clinic by email before proceeding further. Admission will only be confirmed once it is established that the school can safely accommodate the student's needs with the necessary medical report and sick leave .

If you have any questions or concerns about your child's health or well-being, please contact the school administration or a health care staff member

3-SAFETY:

- MEDICATIONS:

1-If your child takes medication (prescription or over-the-counter) that needs to be given during the school day, please contact the school nurse

2- Medications can only be given if they come to school in a correctly labelled original bottle. They will not be accepted in baggies, envelopes, etc

3- Please have an adult deliver the medication to school - not the child. All changes in prescription dosage must be accompanied by a newly labelled bottle or letter from the doctor indicating the changes

4- A consent form is filled and signed by the parents if any medicine is provided to the school clinic .

5-All medications, including cough syrup, are stored in the nurse's office.

6-Medications storage and administration by the nurse are upon approval of the school doctor some medications may be rejected and won't be stored or administered by the school nurse .

7-students are not allowed to administer or share any medications alone inside campus, all medications shall be given under clinic supervision

-Keeping students at home / sending pupils home for medical reasons

Please do not send your child to school if he/she has:

- an elevated temperature (above 37.6 degrees)
- repeatedly vomited with the last 12 hours
- contagious diseases or unknown rash unless cleared with a medical report before they can return to school
- Eye infection (conjunctivitis)
- Head lice (Untreated)Students will not be accepted back in school unless treated and cleared from lice and nits
- in case of any of the above the nurse will not accept the student to the school day and he/she will not be allowed to class and you will be kindly requested to pick up from the nurse office

4- Emergency Procedures for injuries or serious illness

In the event of an accident or emergency the school will make a judgement about the severity of the situation and decide if an ambulance is medically required

Ambulance will be called for medical reasons only and not to provide transportation or false prioritising to the case

Where an ambulance is not required the nurse will call parents and inform them that they recommend that you take your child to the emergency room/hospital or doctor as required. It should be noted that having an ambulance take a child to the hospital does not guarantee that they will be seen first; each hospital prioritises cases according to the severity of the daily cases and school is not responsible for any delay or mishandling that happens after the student leaves the campus

Medical team will provide first aid until the ambulance arrives

If an ambulance is called we are unable to have our nurse or doctor leave campus to ride with the child

SEVERE WEATHER PROCEDURES

For your information English Modern School has a set of severe weather procedures as outlined below.

Responsibility

It is the responsibility of the principals to implement and disseminate the information about the guidelines and coordinate with the staff/teachers attending to children. The school doctor will monitor the heat Index during the warmer months, refer to the principals and make necessary recommendations.

Procedures:

1.Heat

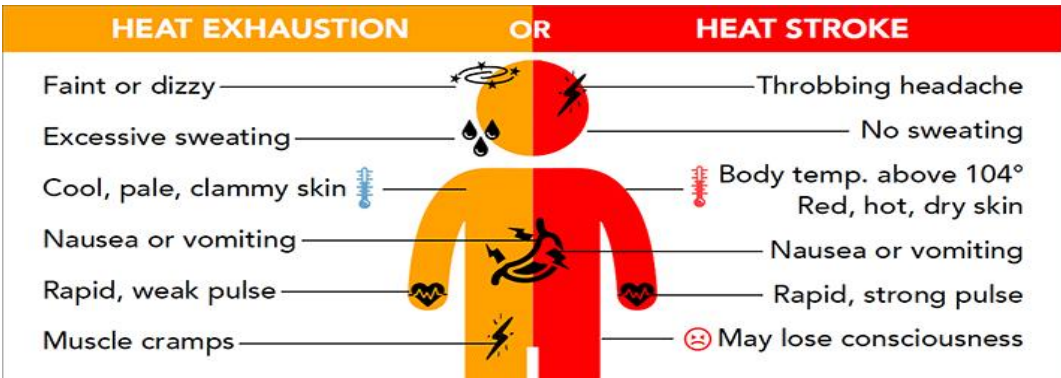
Young children are at risk of heat related illness due to their body mass to surface area ratio, and children lose fluid more quickly so are more likely to become dehydrated than adults. Heat stress which can result in heat related illness is increased during both hot, dry conditions and humid conditions. Heat stress is affected by 3 main environmental factors: humidity, sun radiation & temperature. Humidity is the most dominant environmental factor in heat related illness. Heat Index is the measurement of both air temperature and relative humidity in shaded areas and light breeze conditions. Heat Index measurements show ‘how hot it feels’.

Refer to The Heat Index Table for guidelines at certain temperatures.

- Heat Index will be measured daily or more frequently as required during the warmer months. The school doctor will use the heat index monitor to gauge the heat index level
- The school doctor will email the principals on days the heat index is 33 or above
- The Heat Index guidelines apply to children without predisposing medical conditions or illness. Extra caution is advised for children with predisposing medical conditions
- During outdoor play, children should be carefully observed for signs of heat illness, and any necessary action taken immediately
- Ensure availability of cool water at all times (water bottles)
- Sunscreen should be applied before coming to school; children may bring extra sunscreen in school
- Provide indoor play in designated areas when heat index is 38 degrees C or above for Early Years children
- Reduce level of outside activity in relation to heat index guidelines

First Aid

The School clinic staff are available at all times. If in doubt regarding a student's condition either send to the school clinic or call for the nurse/doctor.



		Temperatur (°C)																
		27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43
With Prolonged Exposure and/or Physical Activity	Extreme Danger	27	28	29	30	31	32	34	35	37	39	41	43	46	48	51	54	57
	Heat stroke or sunstroke highly likely	27	28	29	30	32	33	35	37	39	41	43	46	49	51	54	57	
	Danger	27	28	30	31	33	34	36	38	41	43	46	49	52	55	58		
	Sunstroke, muscle cramps, and/or heat exhaustion likely	28	29	30	32	34	36	38	40	43	46	48	52	55	59			
	Extreme Caution	28	29	31	33	35	37	40	42	45	48	51	55	59				
	Sunstroke, muscle cramps, and/or heat exhaustion possible	28	30	32	34	36	39	41	44	48	51	55	59					
	Caution	29	31	33	35	38	40	43	47	50	54	58						
	Fatigue possible	29	31	34	36	39	42	46	49	53	58							
		30	32	35	38	41	44	48	52	57								
		30	33	36	39	43	47	51	55									
		31	34	37	41	45	49	54										
		31	35	38	42	47	51	57										
		32	36	40	44	49	54											

2. Sandstorms

In the event of a sandstorm, the school doctor and the administration will evaluate the severity of the storm.

- In a minor storm – normal school activities will continue
- When the storm is more severe, pupils will be moved indoors and staff positioned outdoors will wear a protective mask at all times
- Pupils with respiratory issues must be continually monitored during minor dust storms. If they show any signs of discomfort then they will be asked to go inside and report to the doctor/nurse if deemed appropriate

SCHOOL PARKING

All parents should exercise great caution when driving. This is even more important when entering a school zone. Drivers are requested to proceed with extra care as they enter the English Modern School zone and to park only in the designated areas when dropping-off or picking-up students. We also expect all students to be wearing seat belts at all times for their own safety.

STUDENTS DRIVING CARS TO AND FROM SCHOOL

Parents are to ensure that student drivers are licensed.

The school takes no responsibility for vehicles driven by students to and from school.

DRILLS

Fire drills are held at school throughout the year. Drills may occur at any time of the day. Students are requested to move quickly, as directed by the teacher, to the designated assembly point. Upon completion of the drill, an all-clear signal will be sounded, at which time students and staff will return to their classroom.

The school staff is committed to providing a learning environment where health and safety are promoted. Based on that, different emergency procedures will be put into place when necessary to ensure the safety of every person on campus. The school takes these procedures very seriously and it is very important that all students adhere to them.

BUS SAFETY

Some of our students ride buses to and from school. In addition, our students will have the opportunity to ride a bus when they participate in a field trip or activity that is off-campus. The safety of all the students on the bus depends upon the ability of the driver to focus on driving and not have to attend to student misbehaviour. Please review these rules with your children and reinforce the importance of following them. We want our buses to be safe for our students - and others on the roads - and we appreciate your assistance.

Bus Behaviour Expectations

- Be ready and waiting on time, and in an orderly manner, for the bus where the bus driver can see you before stopping. We have developed a convenient system for parents and students alike whereby our bus assistant will miss call parents a few minutes before pickup and drop-off to reduce the waiting time from both sides
 - Never stop to pick up anything in front of the bus. Tell the driver, then go back and get the object
 - Upon entering the bus, take a seat immediately, fasten seatbelts, and remain seated while the bus is moving. Do not switch seats while travelling
 - Keep aisles clear of books, feet and other belongings
 - Hands, arms and heads are always kept inside the bus
 - Do not throw anything out of the bus window
 - Do not talk to the driver or cause distractions with loud noises or screaming
 - Always obey and respect the bus driver, and his attendants
 - Keep the bus clean and orderly
 - Shoving, pushing, hitting, or fighting is unacceptable behaviour
 - Do not use language that offends others
 - In case of an accident, remain on the bus and follow the directions of the driver and the attendant
 - Never stand while the bus is in motion
 - Stay seated until the bus comes to a complete stop before getting off
 - Suspension from the bus program may be given when repeated misbehaviour occurs, when the student is involved in hitting/fighting or any other unacceptable behaviour
- In order to ensure the continued safety of our students, and to ensure a proper atmosphere is maintained, any misbehaviour on the school bus will result in one of the following:
- First time - a verbal warning and letter home to parents
 - Second time - suspension from riding the bus for three (3) days
 - Third time - suspension from riding school bus for two weeks
 - Fourth time - suspension from riding school bus for three month period

CAFETERIA/SNACKS

During students' break times, the Cafeteria provides a selection of warm and cold foods and drinks for the students from Year 3 to Year 13.

Parents may wish to supplement this by arranging for their child to bring a packed lunch to school. If this is the case, please ensure that your child has a lunch box for his/her lunch items. Cafeteria will only serve food to students during break times or as deemed appropriate by SLT.

As part of our emphasis on healthy food choices, we recommend the following:

- A sandwich containing fresh natural ingredients, such as salad, cooked meats, jam or cheese. Please do not send chocolate spread or peanut butter
- Fresh fruits or vegetables (cucumber, carrot, celery...)
- biscuits (without chocolate)
- Water and/or fresh juice (not nectar). During hot weather it is essential that your child has sufficient water or juice. Please, use non-breakable containers; no glass bottles as these can shatter and possibly result in injury
- Students must bring a reusable water bottle to school which they can refill if needed. Bottles of water will not be available to purchase in the cafeteria
- Sweets, carbonated and/or "high energy" drinks are strictly forbidden in school

CELEBRATIONS

Please note the following for any non-school sponsored activity:

KG and Primary: Class parties are not encouraged. After notifying the teacher, parents may only bring cakes that are pre-cut or cupcakes to celebrate their child's birthday for the last 15 minutes of the day. No gifts or special treats allowed.

Secondary: Students must have written approval from the Principal. No invitations to be given out in class.

Note: Parents may want to thank teachers or staff on occasion. There are many appropriate ways to express appreciation, however, the school requests parents not give teachers or staff expensive gifts.

LIBRARY

The English Modern School Library is committed to helping students achieve success in school and be effective users of information, by providing a wide variety of resources, programmes and services. Through collection development, collaboration with teachers and regular library visits, the library works to support the curriculum, provide information literacy skills, and promote the love of books and reading.

The library makes the students and the school community aware of the resources and services available to them and through promotion and innovation, makes access to these resources easy. The library's flexible spaces respond to the needs of its users to enrich collaborative learning experiences, and to multiply the ways in which students pursue independent research. The library continues to embrace change and align itself to support student learning, assist faculty in their instructional needs and support the academic activities of the school.

Parents play a vital role in order for the library to have success in the development of literacy skills. Parents should encourage a love of reading in their children. Using the library as a source of reading material makes it possible for students to have a regular supply of books. The library values this partnership with parents and as such, the library welcomes parents to visit and borrow books. The librarian helps parents select reading materials for their children of all ages and reading levels. The right choices of books keeps students reading.

LIBRARY HOURS

The library is open from 6:50 am – 2:15 pm Sunday to Wednesday from 6:50 am to 1:00 pm on Thursdays.

BORROWING FROM THE LIBRARY

Parents are provided a library account and can check out a maximum of five (5) books at a time on a two week loan period. Renewals are permitted.

LOST OR DAMAGED BOOKS

Parents are responsible for the care of books checked out under their names. As with all library users, lost/severely damaged books will be subject to a fine of the listed replacement price plus the 10% shipping and processing fee. After the fine is settled, the borrower may keep the book(s) as the title will be removed from the library collection. Failure to pay for lost/damaged books will result in cancellation of borrowing privileges. Please check Policy no. 780.2 Library Resources via [this](#) link.