



BELVEDERE
INTERNATIONAL SCHOOL



Parent – School Agreement

Academic Year 2025 – 2026





Table of contents

3	Introduction
3	Admission
4	Curriculum and Educational Programmes
5	Assessment
8	Promotion and Retention
8	Extra-Curricular Activity
9	Graduation Requirement
9	Certificate Equivalency
10	Fees
11	Communication for Effective Partnership
13	Attendance and Punctuality
14	Student Attitudes and Behaviour
19	Health and Safety
20	Transportation
21	Complaints and Appeal Process
22	Declaration



Introduction:

A constructive relationship between our school and our families is key to ensuring that our students' well-being is at the core of an effective educational experience. It is beneficial for both parties, the school and the families, if these constructive relationships are based on agreed terms and conditions set out clearly in an agreement form.

In addition to this agreement, our school has procedures to address and mitigate parental concerns and complaints. At the same time, we recognise our parents as a valuable resource in the educational experience of their children.

To ensure that all parties in this relationship are aware of their duties and responsibilities, families are encouraged to read this document carefully and to sign their agreement.

1. Admissions

School is expected to:

Take a fair and transparent approach to admissions and shall not discriminate based on race, gender, special educational needs, disabilities, religion or beliefs, language, or medical conditions, establish protocols to allow prospective parents and students to visit the school's premises.

Communicate clear procedures and timelines for applications, offers, acceptances, and enrollment. In addition, to clarify the documentation that parents are required to submit to enable the admission of their children to the school.

Parents are expected to:

Provide the school with copies of all medical, psychological or educational assessments or reports before entry to the school. Such materials are a prerequisite in enabling us to provide the best education for your child. Failure to disclose any such information, including the deliberate withholding of information, may result in your child not making the expected progress in school.

Notify the principal in writing if they are aware or suspect that their child (or anyone in his or her immediate family) has a learning difficulty, and the parents must provide the school with copies of all written reports and other relevant information.

Parents will be asked to withdraw their child if, in the professional judgment of the principal and the child's teachers, and after consultation with the parents and with the student (where appropriate), the school suspects that such vital information about special needs has been deliberately withheld.



2. Curriculum and Educational Programmes

Mandatory subjects:

As per the rules and regulations in the UAE, it is mandatory for:

1. All Muslim students to study Islamic Education from Year 1 to Year 13 inclusive.
2. All Arab students (registered at the school with an Arab passport) to study Arabic as a first language from Year 1 to Year 13 inclusive.
3. All students registered at the school with a non-Arab passport to study Arabic as an additional language from Year 2 to Year 13 inclusive.
4. All students registered at the school with an Arab passport and are Muslim to study Islamic for Arabs from Year 2 to Year 13 inclusive.
5. All students registered at the school with a non-Arab passport and are Muslim to study Islamic for Non-Arabs from Year 2 to Year 13 inclusive.
6. All Arab students (registered at the school with an Arab passport) to study UAE Social Studies from Year 2 to Year 10 inclusive.
7. All non-Arab students study UAE Social Studies for non-Arabs from Year 2 to Year 10 inclusive.
8. All students to study Moral Education from Year 2 to Year 13 inclusive.
9. All students in Year 1 to Year 9 follow the National Curriculum of England (NCfE) and study Maths, English, Sciences, PE, Computer Science/Information Technology and other subjects such as French, Music, Humanities (Geography & History), Art, Business Studies and others, depending on their stream.
10. All students in FS2 follow the Early Years Foundation Stage standards of development and learning.

IGCSE students starting Year 10 are given choice of subjects:

- Arabic, Islamic education and UAE Social Studies are mandatory but are not recognised as subjects for the equivalency of the high school certificate in the UAE
- Biology, Chemistry and Physics
- Business studies or PE
- Arts and Design or Computer studies
- Geography or Computer Studies
- English as a second language or English First Language
- Mathematics

All IGCSE subjects are given at an extended level.

Subjects chosen in Year 10 will be continued in Year 11, because IGCSE is designed as a -2year programme.



3. Assessment

At Belvedere International School, we consider assessment to be an integral part of effective instruction. We believe that teaching, learning, and assessing are interdependent. Our assessment practices are guided by the following principles:

- Assessment is a judgement about how well a student has attained the aims and objectives of a subject against curriculum standards
- Assessment is standards-based. Students are assessed against learning outcomes that are available to parents and students
- Assessment should account for a variety of learning styles

Assessment, both formative and summative, is an ongoing process aimed at developing and improving student progress in learning. Well-embedded assessment for learning will be considered central to effective teaching and learning.

The aims of assessments at Belvedere International School:

To enhance student learning. This is done through:

- Providing descriptive feedback to students, highlighting strengths and areas for improvement.
- Providing opportunities for self-assessment and reflection.
- Providing opportunities for students to display their learning in a variety of ways.
- Providing information about student progress towards meeting targets. This information is shared with students and parents.
- Assisting teachers in reflecting upon and evaluating the effectiveness of their teaching and students' progress.

For students:

- To empower students to develop as independent, self-reliant, and self-critical learners.
- To help students set targets for their learning and develop learning strategies.
- To build positive self-esteem and a sense of achievement.
- The student evaluate himself from the starting point until the time of evaluation.

For teachers:

- To recognise students' academic strengths and areas of growth so that teachers can better design appropriate lessons to achieve progress.
- To ascertain students' prior knowledge and determine appropriate differentiation in the classroom.
- To strive for consistent and reliable understanding of student work among subject area teachers.
- To identify student support needs.
- To provide external confirmation of classroom practices through standardised assessments.
- To Modify plans to suit students' levels and challenge their true abilities revealed by analysis of different assessments.



3. Assessment

For families:

- To deliver long term data to analyse and evaluate current programs and/or determine the introduction of new programs through the curriculum review process.
- To develop the partnership between home and school in supporting student learning.
- To provide the necessary support at home in order to reach a better level.

Summative Assessment

Year Group	Internal Summative Assessment	External Summative Assessment
FS2	RWI Phonics	
Year 1	RWI Phonics Big Write Assessment End of Term Assessments	Phonics Screening
Year 2	Big Write Assessment Termly Project End of Term Assessments	NGRT
Year 3	Big Write Assessment Termly Project End of Term Assessments	NGRT
Year 4	Big Write Assessment Termly Project End of Term Assessments	NGRT CAT4 ABT and GL Progress Tests: Math (PTM), English (PTE), Science (PTS)
Year 5	Big Write Assessment Termly Project End of Term Assessments	NGRT ABT and GL Progress Tests: Math (PTM), English (PTE), Science (PTS)
Year 6	Big Write Assessment Termly Project End of Term Assessments	NGRT CAT4 ABT and GL Progress Tests: Math (PTM), English (PTE), Science (PTS)



3. Assessment

Summative Assessment

Year 7	Big Write Assessment End of Term Assessments	NGRT ABT and GL Progress Tests: Math (PTM), English (PTE)
Year 8	Big Write Assessment End of Term Assessments	NGRT CAT4 ABT and GL Progress Tests: Math (PTM), English (PTE), Science (PTS)
Year 9	Big Write Assessment End of Term Assessments	NGRT ABT and GL Progress Tests: Math (PTM), English (PTE), Science (PTS)
Year 10	End of Term Assessments	NGRT CAT4 ABT and GL Progress Tests: Math (PTM), English (PTE), Science (PTS)
Year 11	End of Term Assessments Mock Assessments	NGRT ABT IGCSE
Year 12	End of Term Assessments Mock Assessments	AS / A Levels ABT
Year 13	End of Term Assessments Mock Assessments	A Levels ABT

- Internal and external summative assessments are carried out throughout the year to provide age related standardised scores, measure attainment and progress, complete gap analysis, inform interventions and compare performance of cohorts nationally at each moment in time. Trends in data are analysed and actions identified to improve progress and attainment.



4. Promotion and Retention

Mandatory Promotion:

BIS shall promote all students with their peer group sequentially from one grade/year to the next if they fulfill the promotion requirements for the previous year.

Exceptions to Mandatory Promotion:

- Students should not be retained in grade/year in any circumstance, except where a Cycle 2 or 3 student does not meet the promotion requirements as per British curriculum and fails to make progress following interventions identified in the ADEK Educational Risk Policy.
- Students should not be retained in Cycle 2 or 3 in a certain grade/year more than 2 consecutive times. And students should not be retained more than two different grades during the entirety of their school education.
- BIS is authorised to exceptionally allow a student to repeat the school grade/year upon the request of the student's parents, and if deemed in the best interest of the student and their wellbeing, after getting the approval from ADEK.

Exceptions for Students with Additional Learning Needs:

- BIS shall consider, on an exceptional basis, requests by parents of students with additional learning needs for their child to be retained in their grade/year in Cycle 3/2. Such cases must be considered by the school in close collaboration with the parents. This decision must be approved by ADEK.

5. Extra-curricular Activity

Belvedere International School offers a range of extra-curricular activities. These will reflect the diverse skills, interests and enthusiasms of our community, and ensure that students enjoy a well-rounded educational experience. Extra-curricular activities will be offered at least twice a week to students in FS2 to Year 10 and may be delivered by either teachers or specialist providers.

Extra-curricular activities are optional and participation is solely the choice of parents.

Activities delivered by our teachers are free of charge whereas specialist providers' fee charges are variable depending on the type of lesson undertaken.

Bus service will not be available to students who participate in these activities, therefore parents must be prepared to collect their children from the school after the ECA. Once a week for year 5 to Year 10 ECA is embedded into the timetable of the students to give all of them the opportunity to participate in ECA, if parents are unable to collect their child after school hours.



6. Graduation Requirement

Graduation requirements:

Year 11 (IGCSE):

- Minimum 5 IGCSE subjects, approved by the MOE in the UAE, at Grade E or above (Board Exam), excluding Arabic and Islamic Studies
- Pass in Arabic and Islamic Education (school results)
- Maintain at least 94% attendance

Year 12 – 13 (AS/A Level):

- Minimum 2 subjects at AS Level or 1 subject at AL, all at Grade E or above
- Pass in Arabic and Islamic Education (MoE results)
- Maintain at least 94% attendance

7. Certificate Equivalency

As per the latest updates in 2023, to get equivalency students need to have 5 IGCSE subjects from the approved list, 2 AS or 1 A Level subject, all with passing marks of at least E or 3 and above. Successfully pass Arabic and Islamic tests in school and complete Year 13 in school.

For more details for the UAE certificate equivalency requirements, please visit the UAE Ministry of Education website (<https://www.moe.gov.ae>)

8. Fees

It is important to note that fees included in this contract and any increases noted are in line with the Schools Fees Framework published on the BIS website.



8. Fees

Approved Fee Schedule 2025-2026

Year Group	Tuition Fees (AED)	First Installment (40%)	Second Installment (30%)	Third Installment (30%)	Registration (5%)
FS2	26,600	10,640	7,980	7,980	1,330
Year 1	26,600	10,640	7,980	7,980	1,330
Year 2	27,800	11,120	8,340	8,340	1,390
Year 3	27,800	11,120	8,340	8,340	1,390
Year 4	27,800	11,120	8,340	8,340	1,390
Year 5	29,100	11,640	8,730	8,730	1,455
Year 6	29,100	11,640	8,730	8,730	1,455
Year 7	30,400	12,160	9,120	9,120	1,520
Year 8	30,400	12,160	9,120	9,120	1,520
Year 9	30,400	12,160	9,120	9,120	1,520
Year 10	31,600	12,640	9,480	9,480	1,580
Year 11	31,600	12,640	9,480	9,480	1,580
Year 12	32,500	13,000	9,750	9,750	1,625
Year 13	32,500	13,000	9,750	9,750	1,625

Fees are payable in 3 installments which are due as follows:

1st Installment: on or before 15th August

2nd installment: on or before 15th December

3rd installment: on or before 15th March

** Textbook fees are included in tuition fees

** Transport Fees AED 4,750

(A non-refundable registration fee of (5%) of the tuition fees will be deducted from the 1st installment)



8. Fees

The school may retain a certain amount of the tuition fees in any of the following cases:

- If a student attends any day of week one of a term or fails to show up at all with the Parent/Guardian not notifying the school in writing sufficiently in advance before the beginning of a term. In such a case Belvedere International School will retain the value of the registration or re-registration fee
- If a student attends from one week and up to three weeks in a term, Belvedere International School will retain the value of one full month of tuition fees
- If a student attends over three weeks and up to six weeks in a term, Belvedere International School will retain the value of two full months of tuition fees
- If a student attends over six weeks in a term, Belvedere International School will retain the full-term fee
- The school will not dismiss students due to a delay in payment of school fees

Siblings Discount:

All of the siblings, excluding the elder child, will have a 10% discount from the annual tuition fees.

Scholarship program:

A generous Scholarship program is granted for students having outstanding academic achievement as measured by the CAT 4 assessment during the admission process. The scholarship varies in amount depending on the mean score of the CAT4 exam.

9. Communication for Effective Partnership

The responsibilities of the school include:

- Communicating to parents all policies, possible changes and immediate announcements using all contact details provided by parents to communicate key messages
- Updating the information about school policies, expectations, programmes, staff and any other information deemed necessary by the school
- Informing parents of their child's progress through regular assessment reports (3 per year) and Parent Teacher Conferences (3 per year). The school will exercise fairness, objectivity, transparency and credibility in the assessment reports shared with parents
- Providing parents, the opportunity to see and review all of their child's work and assessments



9. Communication for Effective Partnership

**The responsibilities of the parents include/ Parents Code of Conduct:
(Points 1 to 13 below has been obtained from Parental Engagement policy
by ADEK)**

Belvedere International school works in partnership with parents to support their child's learning. In encouraging parents to model appropriate behavior, Belvedere International school require parents to agree to the following code of conduct at a minimum:

1. Respect the vision, mission, and value statements of the school and its learning environment.
2. Treat members of the entire school community including students, staff (including security guards, cleaners, etc.), parents, in a professional and respectful manner and maintain relationships in the best interest of students.
3. Acknowledge that the education and wellbeing of each child whilst in school is a joint responsibility based on a positive school-to-home relationship between the school and the parent and that they will commit to their responsibilities (e.g., ensure their children engage in home learning, get adequate sleep, consume healthy foods in moderate amounts, engage in physical activity).
4. Set a good example with regard to speech and behavior and a willingness to resolve concerns in a professional manner whether verbal or written (e.g., not raising one's tone of voice, using offensive language, or using social status to belittle or threaten others).
5. Refrain from posting culturally inconsiderate or defamatory content about parents, students, or staff of the school on social media as per the ADEK School Cultural Consideration Policy.
6. Seek to clarify a child's version of events with the school's view in order to bring about a peaceful solution to any dispute.
7. Correct their child's behavior (or those in their care), where it could lead to conflict/ unsafe conduct or limit the ability of other children to learn.
8. Commit to and be respectful of the school's general policies and whilst on school premises, behave and dress in a manner that is respectful of UAE national identity and cultural values and its current legislation.
9. Strive to achieve and maintain excellent daily attendance and punctuality of their child, including not taking holidays outside of official school breaks, following up on their child's academic performance, and being respectful of arrival and pick-up timings.



9. Communication for Effective Partnership

10. Respect the school's policy on academic honesty and integrity (i.e., monitoring their child's schoolwork for plagiarism, refraining from providing unnecessary assistance) to ensure the work accurately reflects the child's ability. This includes refraining from providing false information to the school (i.e., submitting fraudulent documents, and making false excuses for absences).
11. Respond to teacher requests to attend parent/teacher meetings as invited and maintain frequent positive communication to benefit their child's growth and steady progress.
12. Cooperate with the school's recommendations for additional learning support, in instances where the school deems learning support is necessary for their child's educational progress and development.
13. Should the above minimum requirements be disrespected or ignored, at the discretion of the school, parents may be asked to leave the school premises or be denied access.
14. Supplying the school with valid and updated contact details, including home and mobile numbers, e-mail addresses and home locations.

Failure to do so may jeopardise their child's progress and learning experience. Parents' level of participation, involvement and responsibility in their child's learning will affect his or her chances for re-enrolment the following year.

10. Attendance and Punctuality

The responsibilities of the school include:

- Clarifying to parents and students the definition of a school day, the start of registration process in the morning, the school's expectations in relation to punctuality all through the school day, the definition of absenteeism and a list of what is considered excused and unexcused absenteeism
- Contacting the parent where a student fails to attend school and the school has not been notified by the parent
- Raising concerns with the parent if consistent or extended absenteeism is impacting the student's learning
- Recording student attendance in the school's eSIS system on a daily basis. Absenteeism and tardiness will be included on each student's Year End Report



10. Attendance and Punctuality

The responsibilities of the parents include:

- Promoting their child's attendance and punctuality and abiding by the timings set by the School for the start and the end of the School day.
- Informing the school promptly if their child is absent.
- Providing the school with a sick note or any medical excuse when their child is absent due to medical reasons.
- Day to day monitoring of attendance:
- The school day will start at 7.40 am to ensure students are in class for the National Anthem which is played at 7:45 am.
- Student supervision starts at 7:15 am, and will be held in the reception area and monitored by security
- At 7:20 am Class and Form teachers will be in their homerooms. Other staff will be on duty in assigned areas
- Students are required to be in class or assembly area prior to the observance of the National Anthem (ADEK Behaviour Policy)
- At 7:45 am the National Anthem is played and the receptionist registers students coming to school after this time as "Late"
- All students arriving after the National Anthem (7:45 am) will receive a late slip from the reception staff to be handed to their class/form teacher, And if a student arrives in class without a late slip, the student needs to return to reception accompanied by a TA or corridor supervisor to be recorded as physically in school
- Teachers take attendance on the school portal "Engage" at 8:00 am
- Parents will be notified that a child is late or absent

11. Student Attitudes and Behaviour

Belvedere International School strives to offer all of our students a hazard free and emotionally safe environment in which they can achieve their full academic and personal potential. Students shall abide by the school's behaviour policy. This policy covers the school's code of conduct during the school timings, during extra-curricular activities, on school buses, during school trips and other activities undertaken during school time.

Ensuring the student understands the school's expectations and possible consequences that may arise due to breach of the behaviour code.

For the School to achieve this objective, the responsibilities of students (Students Code of Conduct) include:

Belvedere International school encourage positive behavior amongst their student body by establishing a Student Code of Conduct that comprises the following, at a minimum:

(Points a –d are sub statements taken from Student Behaviour Policy by ADEK)



11. Student Attitudes and Behaviour

A clear statement of actions defining positive student behavior, which includes:

- a. Showing due care and respect for the school, its staff, students, and the wider community by:
 - 1) Complying with all school rules
 - 2) Behaving safely and responsibly, and with regard to the safety and welfare of oneself and others
 - 3) Caring for the school's property and facilities as well as the property of others
- b. Representing the school on public occasions and promoting a positive school image
- c. Demonstrating a positive mindset and engagement with learning by:
 - 1) Attending school and classes on time and providing an explanation for lateness and absences
 - 2) Fulfilling all responsibilities as a student (e.g., completing classwork and homework) with a good work ethic, personal effort, honesty, and a willingness to learn
 - 3) Behaving responsibly and respectfully so as not to disrupt the learning of others within and outside the classroom
 - 4) Engaging in extracurricular learning opportunities
- d. Demonstrating consideration, respect, and civility to others, including staff, students, parents, and the wider community, by taking actions such as:
 - 1) Speaking politely and behaving courteously with others (e.g., using "please", and "thank you" in speech, holding doors open for others, etc.)
 - 2) Queuing in an orderly way and respecting others' positions in queues
 - 3) Respecting personal space and boundaries, including requesting consent to touch or use the belongings of others
 - 4) Taking personal initiative to act as a "responsible citizen" of the school by not engaging in misconduct and protecting other students from bullying by intervening (when appropriate) and/or reporting incidents of misconduct witnessed
- 5) Showing sportsmanship in winning and losing
- 6) Considering the impact of words and actions on all students, staff, and parents



11. Student Attitudes and Behaviour

- 7) Following good hygiene practices (e.g., washing hands, covering nose and mouth when sneezing/coughing, refraining from spitting, being mindful of unpleasant odours from oneself).
- 8) Being vigilant of, caring for, supporting, and/or mentoring younger students, where appropriate.
- 9) Taking personal initiative to encourage and promote environmental awareness, conservation, and sustainable practice, in line with the ADEK School Sustainability Policy
- 10) Encouraging collaboration and open dialogues by engaging in teamwork and possessing an open and welcoming attitude toward fellow students, particularly those who may feel marginalised (new students, students frequently bullied, etc.)
- 11) Dressing modestly and appropriately and following the school's dress code and grooming rules
- 12) Respecting UAE national identity and cultural values in line with the ADEK School Cultural Consideration Policy
- 13) Recognising the diversity of the school and wider community, and not discriminating against others based on characteristics such as ethnic origin, race, nationality, culture, language, religion, gender, or ability/ disability, in line with the ADEK School Values and Ethics Policy

In case of misconduct in attendance or behavior the misconduct is identified with the level of severity from level one (lowest severity) to level 4 (highest severity) using the following guidelines from ADEK student behavior Policy and appropriate measures will be taken to promote positive behavior.

Levels of Misconduct: Schools shall ensure that their Misconduct Policy and Procedures distinguish between the different levels of misconduct outlined in Article 7 of Ministerial Resolution No. (851) of 2018 Concerning the Code of Behavior Management for Students in General Education Institutions (MOE, 2018):

a. Level One Offenses:

- 1) Being repeatedly late to the morning assembly or failing to participate without an acceptable excuse.
- 2) Failing to attend classes on time repeatedly without an acceptable excuse.
- 3) Non-compliance with the school uniform (regular or PE) without an acceptable excuse.
- 4) Not bringing books and other resources for school without an acceptable excuse.



11. Student Attitudes and Behaviour

- 5) Not following the school's rules as stated in the Student Code of Conduct, both inside and outside the classroom (e.g., eating during class or assembly without permission, not staying calm/disciplined during class time, making inappropriate sounds inside or outside the classroom, not dressing modestly, sporting inappropriate haircuts, if applicable).
 - 6) Sleeping or eating during class time or during the morning assembly without justification or permission (after verifying the student's health status).
 - 7) Not complying with the completion of homework (if applicable) and assignments in a timely manner, if applicable.
 - 8) Misuse of digital devices in school (e.g., playing games, viewing social media, messaging, using head/earphones in the classroom without justification or permission).
 - 9) Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.
- b. Level Two Offenses:
- 1) Leaving or entering the classroom during class time without permission.
 - 2) Not attending mandatory school activities and events without an acceptable excuse.
 - 3) Physical fighting, inciting quarrels, threatening, or intimidating peers in the school.
 - 4) Acting or appearing in a manner that contradicts the ADEK School Cultural Consideration Policy.
 - 5) Causing minor damage to school property (e.g., writing or sticking gum under tables or on bus seats minor tampering with the alarm bell or elevators).
 - 6) Taking out and/or using mobile phones at school without permission or in the case of an emergency.
 - 7) Verbally abusing or insulting any member of the school community (including visitors).
 - 8) Using, promoting, possessing, and/or distributing tobacco and other tobacco-derived products and paraphernalia such as shisha, e-cigarettes/vaping, etc., lighters, and pipes on the school premises, on the bus, or during school activities offsite.
 - 9) Refusing to follow any reasonable safety instructions in line with the ADEK School Health and Safety Policy.
 - 10) Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.



11. Student Attitudes and Behaviour

c. Level Three Offenses:

- 1) Bullying, intimidation, harassment, and/or abuse of members of the school community, including defaming them on social media.
- 2) Fabrication, falsification of documents, and Impersonation.
- 3) Academic dishonesty/plagiarism (including cheating in exams or falsely taking credit for individual work).
- 4) Leaving the school premises without permission.
- 5) Seizure, destruction, and/or vandalism of school property.
- 6) Setting off or activating the school's fire alarm or fire extinguishers.
- 7) Seizure, destruction, and/or vandalism of the school bus (including all furnishings), including causing harm to the driver, supervisor, and/or other road users.
- 8) Assaulting others in the school, on the bus, or during school activities offsite, without causing injury to the victim.
- 9) Driving a vehicle recklessly inside or around the school premises, and not following the security and safety instructions.
- 10) Capturing, possessing, viewing, or distributing media (audio, images, videos, etc.) of staff and students taken without consent.
- 11) Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.

d. Level Four Offenses:

- 1) Using forms of communication (e.g. social media, digital devices) for unlawful or immoral purposes, or in a manner discrediting the school and members of the school community.
- 2) Possessing, using, or distributing weapons or objects used as weapons (e.g. arms, blades), or their equivalent, on the school premises, on the bus, or during school activities offsite.
- 3) Committing sexual assault (including engaging in sexual harassment) inside the school, on the bus, or during school activities offsite.
- 4) Assaulting others in the school, on the bus, or during school activities offsite, and causing injury to the victim.
- 5) Theft and/or engaging in its cover-up.



11. Student Attitudes and Behaviour

- 6) Capturing, possessing, viewing, or distributing information/media (audio, images, videos, etc.) with unlawful content (e.g. pornography, terrorist/extremist videos).
- 7) Leaking exam questions or engaging in related activities.
- 8) Setting fire to the school premises.
- 9) Insulting political, religious, or social figures in the UAE.
- 10) Using, promoting, possessing, and/or distributing alcohol, narcotics, medical drugs, or psychotropic substances, on the school premises, on the bus, or during school activities offsite.
- 11) Disseminating or promoting culturally inappropriate ideas/beliefs that go against the laws of the UAE with malicious intent, as per the ADEK School Cultural Consideration Policy.
- 12) Intrusive and/or illegal digital activity on school IT systems (e.g., hacking into school accounts, installing unauthorised software).
- 13) Trespassing on school premises after school hours.
- 14) Persistent bullying, intimidation, harassment, and/or abuse of members of the school community, including defaming them on social media.
- 15) Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee

Health and Safety

It is the responsibility of the School and the parents to secure a safe and healthy environment for the students. In this regard, the School shall issue and implement various health and safety guidelines that parents are expected to abide by and ensure their children do so as well.

The responsibilities of the school include:

- Providing all students, staff and visitors a safe and secure environment whilst on the School premises
- Providing students with appropriate medical care as per the regulations set by the authorities
- Ensuring that all students receive regular messaging to understand safety guidelines and rules at the school. They will know our expectations which help to keep them safe



11. Student Attitudes and Behaviour

- Providing students with medical conditions the care and attention they deserve while treating cases with confidentiality
- Promoting and reinforcing awareness about healthy lifestyle habits, including choice of food and practice of exercise

The responsibilities of the parents include:

- Sharing with the School all information related to their child's medical condition and history
- Supporting and reinforcing all the school's messages on attitudes, behaviour and expectations that are set to keep all school community members safe. This includes, the way they move around the school, what they say to peers and adults as well as the choices they make for themselves
- Ensuring that meals and snacks provided to students adhere to the School's policies and guidelines in this regard
- Upholding the School's decision to confiscate food and drink items which do not fit the expectations set by the School.

12. Transportation

The School is responsible for ensuring the students' safety while on School buses, whether managed by the School or to an external transport provider. In addition to implementing rigorous safety procedures outlined in the School transport policy, the School will also ensure the full implementation of the guidelines outlined by ADEK and the Department of Transport on the matter.

The following are expectations set by the school for parents at the school:

a) Private vehicles:

- To ensure the safety of all students, parents driving to the School will receive a route map detailing entry and exit points to the School
- Parents must abide by the designated entry and exit routes set by the School
- School members of staff helping in the organisation of students' arrival and dispersal times represent the School and their instructions must be obeyed.

b) Buses:

- For all intents and purposes, School buses, whether managed by the School or outsourced to a third party, are considered part of the School premises when being used by students.



12. Transportation

- All safety rules and behaviour expectations set by the School and enforced by personnel must be adhered to by students and parents

Failure to comply with all transportation rules set by the School will result in disciplinary action as per the misconduct guidelines.

13. Complaints and Appeal Process

Our school has set up a complaints and appeal process to ensure parents and students have the right to raise their complaints with the school and the right to fair and impartial decisions affecting their educational experience at the School. In the first instance, it is best to solve issues informally through meetings and discussions; however, at times, there may be concerns and complaints that need further deliberations.

There is a difference between a concern and a complaint. A concern is likely to require discussion, perhaps involving the teacher, student and parent, and it is hoped that such concerns can be resolved quickly through discussion and alignment on appropriate actions to be taken by either the school, parent or student. A complaint may arise if this does not resolve the concern. In all cases it is our aim to address concerns or complaints promptly, as when allowed to fester, these can develop into confrontations. It is our aim that an acknowledgement of a concern or complaint will be forthcoming within 48 working hours. Complaints may be put in person in the complaint box at the reception at BIS or the complaint or concern may be sent by email to complaints_suggestions@belvedereinternationalschool.com. It is expected that parents refer to this process for any conflict resolution within the School:

- a) If a student/parent wants to question a decision made by the school at any level, then the parent should meet the person directly involved in the decision such as a teacher or grade leader;
- b) If the parent is still not satisfied, then he/she should meet with the Key Stage leader
- c) If the issue is still not resolved, then the parent must meet the Vice Principal and / or Principal of the school to try to resolve the issue;
- d) If the issue is still not resolved after this stage, then the parent shall write an official letter to the Chair of the Board of Governors. The Board of Governors will be required to set up a committee composed of a teacher, a parent, a school leader and a member of the Board of Governors. None of the members of the committee shall have any connection to the original concern or complaint. The committee shall study the matter and subject to the availability of key staff involved, within 10 working days issue a written report to both the Principal of the School and to the parent.



12. Declaration

I/We parent/s of:

Student Name(s)	Year and section

hereby certify that I/we have read the above terms and conditions and agree to abide by them. I/we agree to support the School in all aspects of our child's education and any sanctions that may be deemed appropriate concerning our child.

Please note that signing and returning this contract implies full acceptance of all the above terms and conditions.

Father's name		Signature	
Mother's name		Signature	
Date			

For Belvedere International School:

Principal:		Signature	
Date			

School Stamp