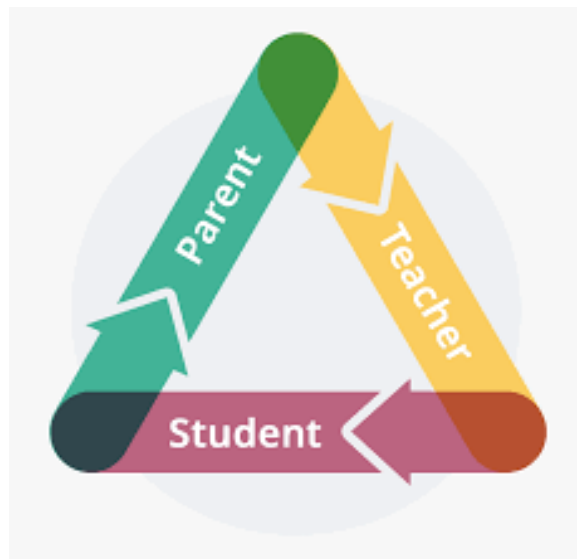




PARENT-STUDENT HANDBOOK

A.Y. 2024-2025



OSCAR ACADEMY MISSION & VISION

Mission

Oscar Academy endeavors towards quality education where students are encouraged to achieve their best potential morally, socially, and intellectually and to be an active member in their community.

الرسالة

تسعى أكاديمية أوسكار نحو جودة التعليم حيث يتم تشجيع الطلاب على تحقيق أفضل إمكاناتهم معنوياً واجتماعياً وفكرياً وأن يكونوا عضواً نشطاً في مجتمعهم

Vision

Oscar Academy aims to provide our students quality educational services and to be motivated to reach their full potentials aligned with National Identity and Islamic practices.

الرؤية

تهدف أكاديمية أوسكار إلى تزويد طلابنا بخدمات تعليمية ذات جودة تحفزهم للوصول إلى إمكاناتهم الكاملة المتوافقة مع الهوية الوطنية والممارسات الإسلامية..

Priorities for Academic Year 2024-2025

1. Promote Qatar Identity among students and teachers and visitors.
تعزيز الهوية القطرية بين الطلبة و المعلم
2. Promote student's personal development, behavior, and welfare in a safe environment.
تعزيز التنمية الشخصية و السلوك الايجابي للطلاب في بيئة آمنة .
3. Improve student's higher order thinking skills by using diversified learning strategies.
تحسين مهارات التفكير العليا للطلبة بإستخدام إستراتيجيات التعلم المتنوعة .
4. Improve students' Arabic and English skills in reading and writing.
تطوير مهارات الطلاب في القراءة و الكتابة للغتين العربية والانجليزية.

Our Values:

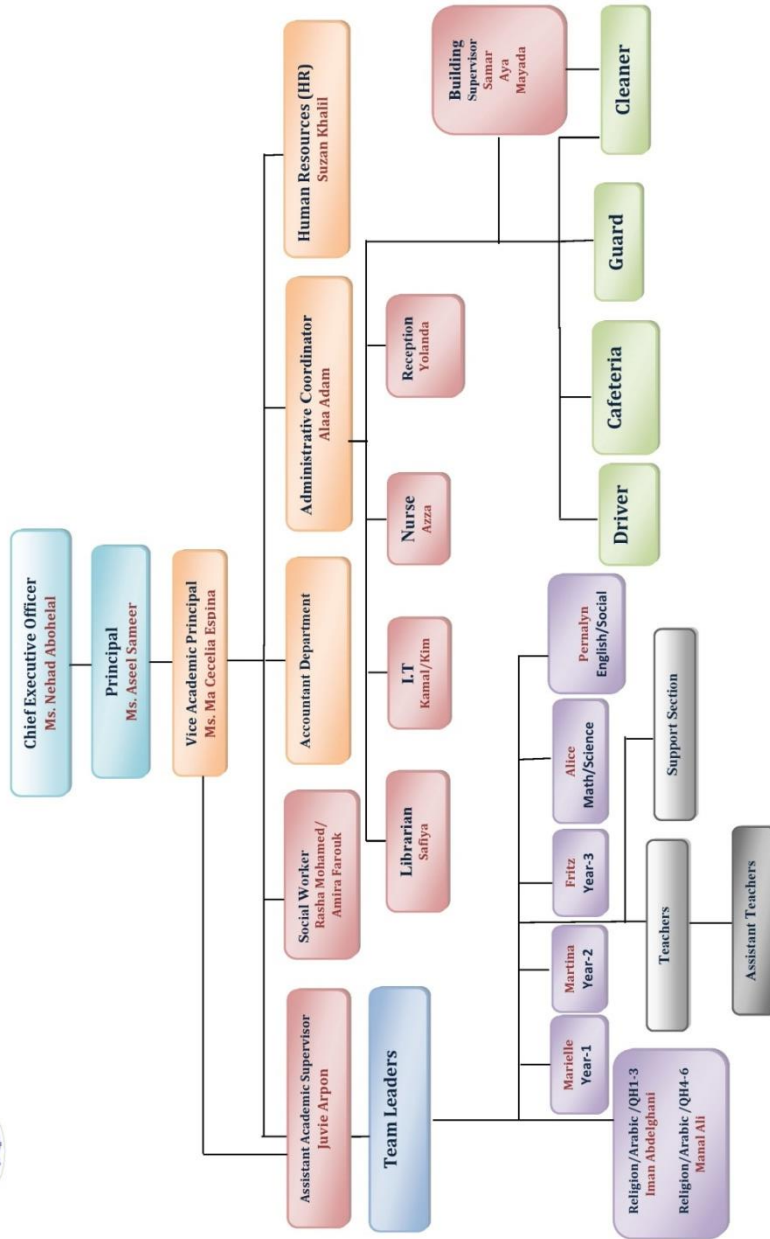
Kindness	اللطف	Leadership	القياد
Honest	الأمانة	Truth	الصدق
Responsibility	المسؤولية	Friendship	الصدائة
Mercy	الرحمة	Respect	الإحترام
Loyalty	الوفاء	Cooperate	التعاون

OSCAR ACADEMY LEARNER'S OUTCOME!!!

“Today a Reader, Tomorrow a Leader...”

Academics	Leaders	Islamic Values
They are lifelong learners.	They are responsible.	They adhere to Islamic values and practices
They are critical thinkers and creative problem solvers.	They are decision makers.	They have good morals.
They are motivated achievers striving for their full potentials.	They are role models.	Respectful
They are bilingual.	They are active members of the community.	Truthful
They are independent.	They are environmentally friendly	Polite
They are confident.	They are cooperative.	

OSCAR ACADEMY ORGANIZATIONAL CHART





Qatar National Vision (QNV) 2030

Sustainable Development Goals in this Handbook

- Goal 3: Good Health and Well-being
- Goal 4: Quality Education
- Goal 5: Gender Equality
- Goal 6: Clean Water and Sanitation
- Goal 8: Decent Work and Economic Growth
- Goal 16: Peace, Justice, and Strong Institutions



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1. INTRODUCTION

STUDENT AND PARENT MORAL CONTRACT

(As per the Code of Ethics for Private Schools and Kindergarten– Ministry of Education and Higher Education, MOEHE)

Aim

To strengthen the partnership between the school, students, and parents by promoting ethical behavior, national identity, and mutual respect, in alignment with the Code of Ethics issued by the Ministry of Education and Higher Education (MOEHE) and the core values of the State of Qatar.

I. School Priorities

1. Student Personal Development, Behavior, and Welfare

- Provide a safe and nurturing environment for every student’s emotional, behavioral, and social growth.

2. Higher Order Thinking Skills

- Encourage the development of critical thinking through diversified and student-centered learning strategies.

3. Arabic and English Language Proficiency

- Improve reading and writing skills in both languages to ensure academic success and effective communication.

4. Qatar National Identity

- Reinforce national identity and Islamic values in both students and staff through academic and extracurricular programs.

II. My Values Identity Program

• Belonging and Loyalty

- Instill a strong sense of allegiance to Qatar’s values, culture, and national principles.

• Arabic Language and Qatari Heritage

- Promote the Arabic language as a foundation of national identity and educate the school community on Qatari heritage.

• Social Responsibility

- Build a role-model society that respects and understands its national and civic responsibilities.

• Positive Initiatives

- Support and implement initiatives that preserve the identity and promote positive engagement in private schools and nurseries.

III. Code of Ethics

Code of ethics for students:

Article 16: Ethical responsibilities of students towards school

1. Adhere to positive behaviors and deal with everyone in a kind and respectful manner.
2. Comply with school's rules and regulations
3. Interact positively with other classmates during school time.
4. Preserve school property and facilities

Code of ethics for parents:

Article 17: Ethical responsibilities of parents towards school

1. Spread awareness amongst their children on the importance of education and respect those in charge of the educational process.
2. Show positive manner and behavior and deal respectfully with other school staff.
3. Wear a decent and appropriate outfit while visiting the school.
4. Never abuse your position or your social status to influence school's decisions.

POLICY FOR PROMOTING QATAR NATIONAL IDENTITIES

Aim

- ✓ To align with Qatar National Vision 2030 and MOEHE's mission and vision.
- ✓ To demonstrate the school's loyalty and respect for Qatar's culture and heritage.
- ✓ To promote understanding, respect, and appreciation for Qatari traditions, Islamic values, and national pride among all students and staff.
- ✓ To help students become familiar with Qatari history, heritage, landmarks, leadership, and currency.
- ✓ To foster mutual respect for diverse cultures and perspectives in alignment with the school's mission.

Policy Guidelines

1. Cultural and Moral Commitment

- All staff must sign the *Moral Contract* committing to respect Qatari traditions, culture, and Islamic values.

2. Cultural Integration and Curriculum

- Arabic, Religion, and Qatar History teachers emphasize the importance of respecting national values.
- Qatar History is taught in both Arabic and English (for non-native speakers) and is evaluated through assessments.
- The national anthem is memorized and recited thrice a week during morning assembly, accompanied by flag hoisting.

3. Dress Code and Conduct

- Staff follow a dress code that aligns with Islamic values and cultural norms of Qatar.
- Students and teachers are encouraged to dress in traditional Qatari attire during national events.

4. Celebrations and School Activities

- Qatar National Day is celebrated annually with school decorations, traditional performances, speeches, songs, and cultural dress.
- Students from all nationalities participate in showcasing Qatari traditions and heritage.

5. Competitions and Projects

- Internal competitions related to Qatari history and values are conducted by Arabic, Religion, and Qatar History teachers.
- Students prepare Qatar-themed projects, which are assessed and awarded certificates and grades.

6. Community Engagement

- Students are encouraged to join national groups like Qatar Scouts and Girls Guide.
- The school collaborates with government organizations to organize cultural activities.
- Participation in MOEHE and other national events is a priority.

Roles and Responsibilities Table – Promoting Qatar National Identity

Stakeholder	Roles & Responsibilities
Students	<ul style="list-style-type: none"> • Show respect for Qatari traditions, culture, and Islamic values. • Participate in Qatar National Day, cultural events, and competitions. • Memorize and recite the national anthem. • Complete projects and assignments related to Qatar's history and heritage. • Join national programs such as Qatar Scouts and Girls Guide.
Parents	<ul style="list-style-type: none"> • Encourage children to respect Qatar's national identity and cultural values. • Support school activities related to national celebrations and cultural awareness. • Dress appropriately and respectfully during school visits and events. • Reinforce appreciation for Arabic language and Islamic values at home.
SMT (Senior Management Team)	<ul style="list-style-type: none"> • Ensure all staff sign the moral contract and follow the cultural code of conduct. • Provide curriculum-based and extracurricular learning about Qatari history and values. • Organize cultural events, national day celebrations, and competitions. • Collaborate with MOEHE and national organizations to promote Qatar's identity. • Monitor and document participation through the Qatar National Identities File. • Ensure the Qatar national flag is changed every semester.
Teachers (Arabic, Religion, Qatar History)	<ul style="list-style-type: none"> • Teach and reinforce knowledge about Qatar's heritage, history, and values. • Organize relevant classroom activities and competitions. • Encourage project-based learning on national topics. • Assess and recognize student participation in identity-promoting activities.
Scout & Girls Guide In-Charge	<ul style="list-style-type: none"> • Encourage student enrollment in national youth programs. • Organize and lead school-based scouting and cultural representation activities. • Support integration of Qatari values in leadership and team-building tasks.

GOVERNING BOARD POLICY

1. Introduction

This manual outlines the responsibilities, practices, and policies of the Oscar Academy Governing Board. It serves to ensure the school's leadership is transparent, strategic, and aligned with national regulations and the academy's vision.

2. Vision, Mission & Values

Vision: To cultivate future-ready, globally minded students through a safe and dynamic learning environment.

Mission: To provide high-quality education that nurtures creativity, critical thinking, and strong moral values.

Core Values: Kindness, Honest, Responsibility, Mercy, Loyalty, Leadership, Truth, Friendship, Respect and Cooperate

OSCAR ACADEMY LEARNER'S OUTCOME!!!

"Today a Reader, Tomorrow a Leader..."

Academics	Leaders	Islamic Values
They are lifelong learners.	They are responsible.	They adhere to Islamic values and practices
They are critical thinkers and creative problem solvers.	They are decision makers.	They have good morals.
They are motivated achievers striving for their full potentials.	They are role models.	Respectful
They are bilingual.	They are active members of the community.	Truthful
They are independent.	They are environmentally friendly.	Polite
They are confident.	They are cooperative.	

3. Board Composition & Roles

- ✓ The Governing Board consists of 14 members, including parents, selected by the school. It includes a Chairperson, Vice Chairperson, Secretary, and general board members.
- ✓ Board members serve a three-year term, renewable once.
- ✓ The Board oversees the strategic plan, ensures the school's alignment with various development plans, and monitors compliance with monthly operational plans.

Board Roles:

- **Chairperson:** Leads meetings, represents the board.
- **Secretary:** Records and maintains meeting minutes and policies.
- **Members:** Provide governance input and oversight.

4. Governance & Leadership

The Board is responsible for:

- ✓ Monitoring school development plans.
- ✓ Monitoring school performance and compliance with laws.
- ✓ Supporting leadership in the implementation of the school's mission.

5. Meetings & Decision-Making

- The Board meets **at least twice per term**, or more frequently as required.
- Quorum: **50% of members plus one** must be present for decisions to be valid.
- Decisions are made by **majority vote**.

6. Policy Development & Review

- Policies are reviewed **annually** or as needed. And updated according to the Evaluation policy and regulation
- Emergency policies may be implemented with interim approval and later ratification.
- Suggestion give to some challenge take the school

7. Academic Oversight

- The Board ensures curriculum alignment with national and international standards.
- Approves key academic initiatives and assessments.
- Monitors school performance data and student achievement.

8. Safety, Well-being & Compliance

- Ensures school compliance with health, safety, and child protection regulations.
- Monitors the implementation of evacuation drills and risk assessments.
- Endorses policies on student behavior and staff conduct.

9. Communication & Community Engagement

- Encourages transparent communication with parents and stakeholders.
- Supports community programs and events that promote school values.
- Maintains a professional relationship with the Ministry of Education.

10. Conflict of Interest Policy

- Board members must disclose any potential conflicts of interest.
- Members may not vote on issues where they have a direct financial or personal interest.

11. Code of Conduct

- Board members must uphold integrity, confidentiality, and professionalism.
- Disruptive or unethical behavior may result in disciplinary action or removal.

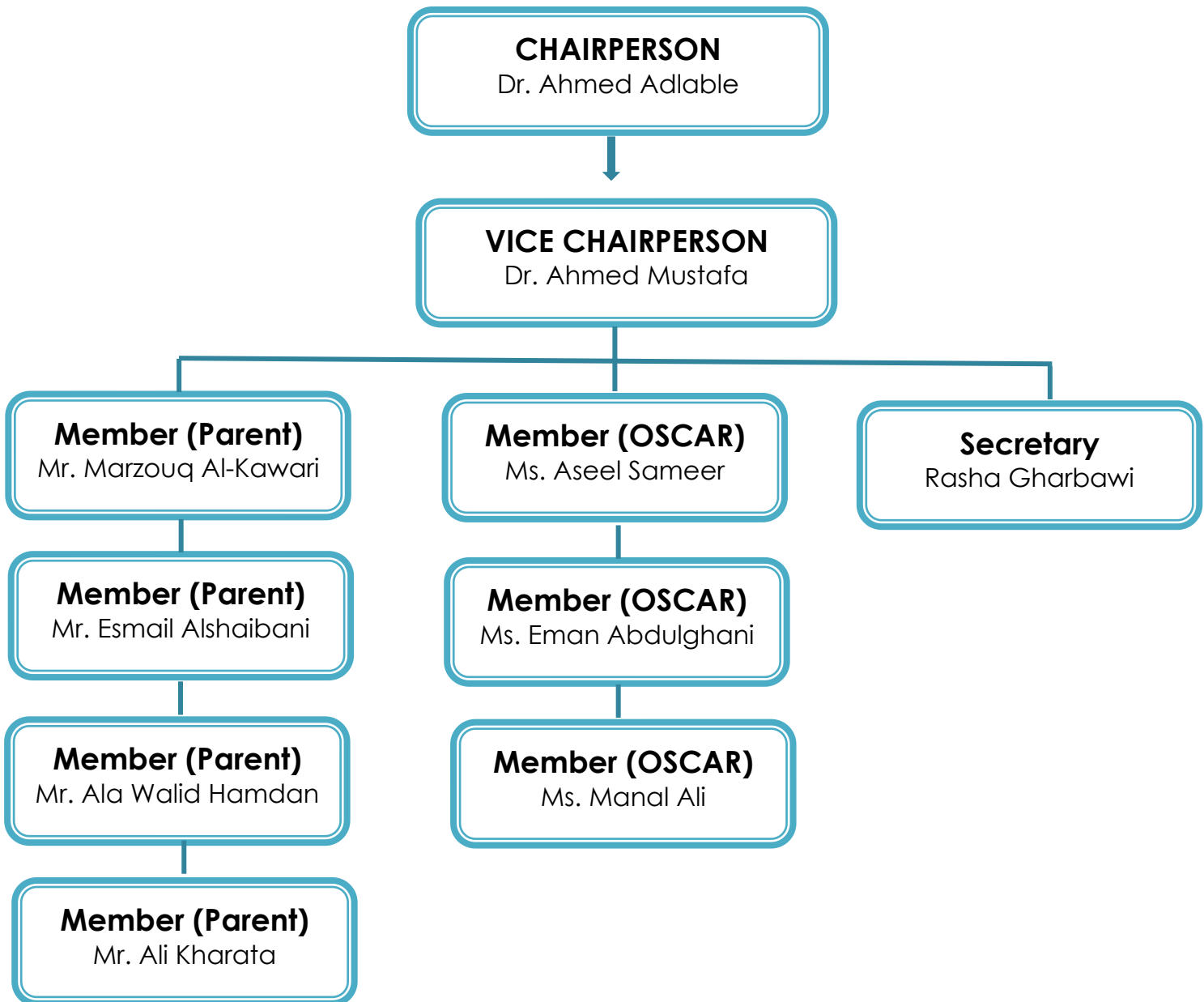
12. Policy Amendment Procedures

- Amendments to this manual require **Board approval** by a two-thirds majority.
- Proposed changes must be circulated to members **at least 7 days prior to a vote**.

Board of Trustees – Participation & Renewal Procedures

Category	Details
Annual Renewal	Each year, a renewal form is provided to existing members to confirm their willingness to continue their participation on the Board.
Orientation on Renewal	During the first meeting of the academic year, renewed and new members are briefed on their roles and responsibilities to ensure clear understanding.
Nomination and Replacement	From September to October, the school opens the nomination period to replace or add new members. This ensures continuity, diversity, and board engagement.

BOARD OF TRUSTEES (BOT) ORGANIZATIONAL CHART





2. STUDENT LIFE

ADMISSIONS POLICY

Aims:

To implement a fair, inclusive, and transparent admission policy that ensures equal access to quality education, supports academic readiness through appropriate placement, maintains an effective learning environment, addresses diverse learner needs, fosters strong school-family partnerships, complies with Qatari educational regulations, and supports the sustainable growth of the academy in alignment with Qatar's 2030 Vision.

Registration Procedure:

(Aligned with the Ministry of Education and Higher Education (MOEHE) registration process for British Curriculum schools)

1. Seat Availability & ID Verification

- ✓ Confirm availability of seats.
- ✓ Verify Qatar IDs and Residence Permits of parents and applicant.

2. Parent Meeting

- ✓ Arrange a meeting with the Academic Vice Principal, Social Worker, or School Nurse if needed after the entrance exam.

3. School Information Session

- ✓ Provide an overview of the school system and curriculum, especially for students transferring from a different educational system.

4. Age Verification

- ✓ Validate the student's age using a birth certificate or passport, as per Ministry guidelines.
- ✓ Age requirement for admission according to Ministry of Education & Higher Education (MOEHE):

YEAR	Minimum Age	Maximum Age		
		Year	Month	Day
KG 1	3	4	11	29
KG 2	4	5	11	29
YEAR 1	5	7	11	29
YEAR 2	6	8	11	29
YEAR 3	7	9	11	29
YEAR 4	8	10	11	29
YEAR 5	9	11	11	29
YEAR 6	10	12	11	29

Year 1 Admission Age Requirement:

The minimum age for admission to Year 1 applies to Qatari students, children of Qatari women, children of Qatari citizens, and students of other nationalities born on or before **September 30, 2020**. The school may choose (but is not obligated) to accept students born between **October 1 and December 31, 2020**, at its discretion.

Only the **first three age groups** (October, November, December) are exempt from the minimum age requirement, and acceptance during these months is optional for the school.

(from Registration Department)

5. Entrance Test

- ✓ Pay the test fee.
- ✓ Students sit for entrance exams in core subjects (English, Math, and Arabic).

6. Application Submission

Submit the completed application form along with the following documents:

- ✓ Applicant's Qatar ID, passport copy, and residence permit
- ✓ Parents' Qatar IDs, passport copies, and residence permits
- ✓ Birth certificate and health record (for KG–Year 2)
- ✓ Last report card from the previous school
- ✓ Behavior report (KG applicants only)
- ✓ Good Moral Conduct Contract (Years 1–6) — to be signed by parents
- ✓ Six recent passport-size photographs
- ✓ NOC from the previous school

7. Document Verification

- ✓ The Registration Officer verifies the completeness and authenticity of all submitted documents.

8. Medical & Social Review

- ✓ The School Nurse signs the student's medical file.
- ✓ The Social Worker reviews the file and contacts parents if additional information is needed.

9. Interview

- ✓ Year 3–6 applicants are interviewed by the Social Worker or the Academic Vice Principal.

10. Fee Payment & Agreement Signing

- ✓ Parents pay the registration fee.
- ✓ Parents must sign the following school policy agreements:
 - Fee Policy
 - Absenteeism Policy
 - Promotion Policy
 - General School Rules

11. Evaluation

- ✓ Academic evaluation is conducted through the Entrance Examination (English, Math, Arabic).
- ✓ Applications are assessed based on:
 - Age
 - Previous school reports
 - Academic performance

Equivalency Guidance

Oscar Academy School follows MOEHE guidelines for admissions. Parents are encouraged to visit the MOEHE website for updated information. For students transferring from non-British curricula, the **MOE Equivalency Chart** should be consulted to determine the appropriate year group.

Interview Procedures

- ✓ All applicants from Year 1 to Year 6 must be interviewed by the Social Worker.
- ✓ The interview assesses behavioral and emotional responses, and a report is submitted to the Academic Vice Principal for final approval.
- ✓ If the application is approved, admission is granted.

- ✓ If concerns arise, the Social Worker will discuss them with the parents before a final admission decision is made.
- ✓ If medical concerns are identified during the review of the health records, the School Nurse may conduct a follow-up assessment and provide input as part of the admission decision process.

Sample Questions for Year 1–2:

1. When is your birthday?
2. Where do you live?
3. Do you have brothers or sisters? Can you name them?
4. What is your favourite colour and why?
5. What is your favourite food?
6. How many hands do you have? Show me your left and right hand.
7. Can you recite the alphabet?
8. Can you name the days of the week?
9. What is the name of your previous school?
10. What do you enjoy doing the most and why?

Sample Questions for Year 4–6:

1. Why do you want to change your school?
2. How did you hear about Oscar Academy School?
3. What are your hobbies?
4. What is your favourite colour and why?
5. What is your favourite subject?
6. What important lesson have you learned from school?
7. Have you faced any problems in school? How did you handle them?
8. Describe a school activity you enjoyed.
9. What would you do if someone hit you in school?
10. Describe yourself in three words.

Admission Prioritization

- ✓ Priority is given to applicants with siblings currently enrolled at Oscar Academy School.
- ✓ All other applicants are admitted in order of electronic registration.

Policy on Shifting Students between Classes

1. Class assignments are based on Oscar Academy School's discretion, considering the student's social, psychological, or health-related needs.
2. Students who are absent at the beginning of the academic year may be reassigned to another class at the school's discretion.
3. Primary students facing challenges in adjusting may be evaluated by the Social Worker. Class reassignment may be recommended and reviewed by the Heads of School.
4. No other class changes are permitted unless approved through this formal process.

Registration Performa

1. Student name: _____ 2. Class: _____

According to the passport

3. Date of birth:

					2	0	
--	--	--	--	--	---	---	--

4. Age: Years months days

5. Age according to SEC: Yes No

6. Is child coming from British curriculum Yes No

If Q6. is "No" than mention the curriculum. _____

7. Interview with the parents: Good Satisfactory No interview

8. Entrance exam result: Good Satisfactory Fail

Documents Checklist:

Applicant Qatar ID	
Applicant passport copy	
Birth certificate	
Applicant residence permit	
Parents Qatar ID	
Parents residence permit	
Behavior report	
Medical file For Kg to 2	

Academic Supervisor

Date

For accountant only:

Amount paid for entrance exam: _____ Receipt Number: _____

Accountant Signature: _____ Date: _____

Note: Payment for entrance exam is not refundable and it's not a guarantee for admission.

Student's Name \ الإسم _____ Grade الصف _____

SEXالجنس : Female: <input type="radio"/> انثى Male: <input type="radio"/> ذكر
Student's Qatar ID Number \ الرقم الشخصي للطالب
Child's HC Number \ الرقم الصحي للطالب
Date of Birth \ تاريخ الميلاد
Nationality \ الجنسية
First Language \ اللغة الأم Non-native speaker
Religion \ الديانة
Name of Child's Sponsor \ اسم كفيل الطالب :
Sponsor's Qatar ID Number \ الرقم الشخصي للكفيل
Sponsor's Relationship to Child \ العلاقة الأسرية
Educational Attainment \ المستوى الثقافي لولي الأمر :
Profession/Job: \ المسمى الوظيفي
Name of Company \ اسم الشركة
Company Address \ العنوان
Mobile Number \ رقم الهاتف للتواصل
P.O Box Number \ صندوق البريد
Work Phone Number \ رقم هاتف العمل
Residential Area \ المنطقة السكنية: Albaladya البلدية
Name \ الاسم المخول بالتواصل معه في حالة الطوارئ
Relationship to the child \ علاقته بالطالب
Mobile number \ رقم الجوال

ولي الامر اي معلومات غير صحيحة .

Father Name

Date

Signature

Mother Name

DateSignature

Family Information

Fathers Details

Father's Name: إسم ولي الأمر (الأب)	
Educational Attainment: المستوى الثقافي لولي الأمر	
Profession/Job: المسمى الوظيفي	
Name of Company اسم الشركة	
Company Address العنوان	
Mobile Number رقم الهاتف للتواصل	
P.O Box Number صندوق البريد	
Work Phone Number رقم هاتف العمل	
Email Address الإيميل	

Mothers Details

Mother's Name: اسم الأم	
Educational Attainment: المستوى الثقافي	
Profession/Job: المسمى الوظيفي	
Name of Company اسم الشركة	
Company Address العنوان	
Mobile Number رقم الهاتف للتواصل	
Work Phone Number رقم هاتف العمل	
Email Address الإيميل	

Father Name

Date

Signature

Mother Name

Date Signature

Guardian Details الشخص المخول بأخذ الطالب (Fill this part only if applicable)

Name:	
Mobile Number	
Details	

Home Address:

Residential Areaمنطقة السكن:	
Home Phone هاتف المنزل #	
Name and Street اسم الشارع #	

Emergency Person Information معلومات الشخص المخول في حالة الطوارئ

Name الاسم	
Relationship to the child علاقته بالطالب	
Mobile number رقم الجوال	
Landline Number الرقم الثابت	

AGREEMENT

I hereby authorize Oscar Academy to send my child to an authorized person in behalf of us for any circumstances that we cannot come to take our children. As parents we need to call the school first, and the person who will take our child will provide his/her Qatari ID and comply the other information and procedure needed.

Father Name

Date

Signature

Mother Name

Date Signature

Please indicate if you need the school bus service. limited seats are available. The transport Dept. Will contact you.

برجاء التأكيد اذا كنتم بحاجة لإستخدام الحافلة المدرسية , حيث تتواجد لدينا أماكن محدودة . سوف يقوم مسؤول قسم التوصيل بالتواصل معكم

Transportation المواصلات

School Bus باص المدرسة

Private Vehicle تنقل خاص

بيانات منطقة السكن (تفصيلي مرفق خريطة المنزل)

معلومات شخصية (سرية) Personal Information

Please note that the information stated in this form is private and only authorized person is allowed to view and is handled with full confidential.

- Is there any a special marital case or situation with the parents?

هل يوجد حالة اجتماعية معينة في عائلة الطالب ؟ Kindly tick if applicable:

Divorced طلاق

Widowed أرمل

- Is the child living with guardian? Yes No

If Yes, Kindly specify the relationship of the guardian to the child

هل يعيش الطالب في غير منزل والديه ؟ الرجاء ذكر المكان

جميع المعلومات المذكورة في هذه الوثيقة سرية ولا يتم الاطلاع عليها إلا من قبل المدرسة .

Father Name

Date

Signature

Mother Name

DateSignature

Health Information

Child's HC Number / الرقم الصحي للطالب: _____

Kindly tick yes/no	Yes	No
Is the child wearing eye glasses? الطالب يرتدي نظارة طبية?		
Does the child have any assistive device such as hearing aid, wheelchair, and crutches? هل يعاني الطالب من اي امراض سمع او حساسية?		
Does the child have any allergies If yes specify: هل لدى الطالب أي نوع من أنواع الحساسية: الرجاء ذكر النوع		
Does the child have any dietary requirements or preferences? Specify: هل لدى الطالب أي متطلبات غذائية خاصة الرجاء الذكر		
Does the child have any febrile convulsion or epileptic seizure? هل لدى الطالب أي نوبات صرع أو تشنجات		
Did the child already experience chicken pox? الجدي		
Did the child already experience measles? العضلات		
Is the child already vaccinated? تطعيمات		
Is there any surgery or surgical procedures the child has undergone?		
Does the child have any speech disabilities? صعوبات تخاطب		
Does the child have any hearing disabilities? صعوبات تعلم		
Does the child have any learning disabilities?		
Is the child diabetic? أي نوع السكري? Specify which type: _____		
The student received the COVID-19 vaccine DATE : _____		
Has the student ever been infected with the Corona virus? هل اصيب الطالب من قبل بفايروس كورونا		
For Diabetic child please specify what are the medical needs we need to give to the child: في حالة وجود مرض السكري الرجاء ذكر العلاج المتبع مع التالي		
Does the child have any other heart related diseases? أمراض قلب		
Does the child have any kidney related illness? أمراض كلى		
Does the child have any food restrictions? Specify: حساسية طعام		
If there is any other medical conditions that needs attention please specify: إذا كان هناك أي حالات طبية أخرى نحتاج إليها نتميز بها التحديد		
Daily Medication هل يوجد علاج يومي يأخذه الطالب / الرجاء ذكر العلاج و السبب		

Father Name

Date

Signature

Interview with Parents

Application's language information الطالب	English الإنجليزية	Arabic العربية	French الفرنسية	Others أخرى	Specify حدد
1. What language did the application speak first? ماهي اللغة الأم للطالب ؟					
2. What language does the family speak most at home? ماهي لغة الحوار بين العائلة في المنزل ؟					
3. What language do the applicants parents speak to the applicant most of the time ? اللغة التي يتحدث بها الأب و الأم مع الطالب أغلب الوقت					
4. What language does the applicant speak to his /her parents most of the time? ماهي اللغة التي يتحدث بها الطالب مع الام اغلب الوقت ؟					
5. What language does the applicant speak to his /her sibling most of the time? ماهي اللغة التي يتحدث بها الطالب مع اخوانه اغلب الوقت					
6. What language does the applicant speak to his /her friends most of the time? ماهي اللغة التي يتحدث بها الطالب مع اصدقائه اغلب الوقت					
Parents language skills / المهارات اللغوية للوالدين					
7. Can the applicant's father speak English? هل يجيد الأب التحدث باللغة الانجليزية ؟	yes / نعم Fluent / بطلاقة No لا Limited محدود				
8. Can the applicant's father read /write English? هل يجيد الاب القراءة و الكتابة باللغة الانجليزية ؟	yes / نعم Fluent / بطلاقة No لا Limited محدود				
9. Can the applicant's mother speak English? هل تجيد الام التحدث باللغة الانجليزية ؟	yes / نعم Fluent / بطلاقة No لا Limited محدود				
10. Can the applicant's mother read / write English? هل تجيد الأم القراءة / الكتابة باللغة الانجليزية ؟	No لا Limited محدود				yes / نعم Fluent / بطلاقة

*is your child right or left handed ? هل الابن / ابنتك أيمن أم أيسر ؟

Right ايمن / left ايسر

*Other Comments ملاحظات أخرى ؟

Father Name

Date

Signature

Mother Name

Date Signature

Registration Performa

1. Student's Name: _____ 2. Class: _____

2. Date of Birth

3. Age: Years _____ months _____ days _____

4. Age according to MoE: Yes No

5. Is child coming from British curriculum: Yes No?

If Q6 is "No" then mention the curriculum. _____

6. School Name _____

7. Interview with the student: Good _____ Satisfactory _____ No interview _____

8. Entrance exam result: Good _____ Satisfactory _____ Fail _____

First Language: _____

9. Religion: _____

9. Nationality: Qatari _____ Non Qatari _____

10. Coupons (MOE) _____ Private _____

Sibling's Details تفاصيل الأشقاء		
Name الاسم	Grade الصف	Branch الفرع

Documents checklist

ID card for child	6 photos	Parents passport	
Child's Passport	Behavior report/Report Card	Parents Qatar ID	
Birth Certificate	Medical file (3-6)	Sponsors letter of Employment	
Pass Certificate		Clearance Letter from old school	

Registrar's Signature / توقيع المسجل _____ Date _____

MoE System administrator (NSIS) _____ Date _____

Academic supervisor Head _____ Date _____

For Accountant only:

Amount paid for entrance exam: _____ Receipt: _____

Amount paid for other Fees: _____ Date: _____

Accountant Signature: _____ Date: _____

Note: Payment for entrance exam is not refundable and it's not guarantee for admission.

To: All Parents,

Subject: New Registration

Kindly be informed that all newly registered students are required to submit all mentioned documents below **before May31, 2022**. Those who fail to submit the following documents are subject **for cancellation**. Thank you for your cooperation.

Required Documents

- **Behavior Report**
- Report Card from previous school. (paper stating that the child **passed the previous school year2021-2022**)
- Copy of ID card for parents and child
- Copy of Passport for child and parents
- 6 personal photos
- Copy of child's Birth Certificate
- Letter of **Employment from a child's sponsors workplace**.
- Medical file (3-6 years old) and Vaccination card.
- **Clearance Paper from the Financial Department of previous school.**

STUDENTS' CANCELLATION POLICY

Aim:

To ensure a transparent, fair, and efficient process for student withdrawal or cancellation, whether initiated by the school or parents, while complying with Oscar Academy's standards and Ministry of Education regulations.

The reasons for cancellation by the school management can be categorized as follows:

Long Absence

If a student is absent from the school for 15(fifteen) days without application or any intimation to the school, the social workers should try to find out the reason by telephone, but if there is no response then she sends a final notice. Finally, the student must be withdrawn

All the other formalities will remain the same except for the application for withdrawal from the parents.

Misconduct

The management may withdraw/expel a student because of his/her behavior or attitude. One or more information slips /warning letters should have been given in the past and they should be filed in the personal file of the student. At the end of the academic session termination can be done, If parents misbehaved with any Oscar Academy staff / Spread or post negative or abusive statement about the school. School will inform the parents of this intention with a prior notice. Official letter will be send to the parents for not renewing the registration of the student.

All other formalities are the same. No fee needs to be paid by the parents after the date of the expulsion i.e. no notice period will apply here.

Failed twice in a class

A student is withdrawn if he/she is required to repeat the same class twice.
All the other formalities are the same.

A student who was withdrawn at the parent's request may not be re-admitted by the above procedure. A fresh application for admission must be submitted. If there was some genuine reason, then prior written approval from the Principal is to be sought. Readmission fee for all categories will be registration fees.

CANCELLATION/CLOSING FILE BY THE PARENTS

- ✓ If parents have not registered for the next session or child has finished grade VI the Student Affairs will close the file
- ✓ If the parents want to cancel the child file, they will fill in a cancellation form available at reception

- ✓ The form will be sent to Student Affairs.
- ✓ Student Affairs will check the dues of all the payments with the accountant.
- ✓ If dues are cleared and the reason for cancellation is transferring the child to another school within Qatar Student Affairs will request for acceptance letter from that school from the parents.
- ✓ After submission of the acceptance letter Student Affairs will hand over the file to the parents.
- ✓ Follow the Ministry of Education in all updates and rules related to students' cancellation policy.

Roles and Responsibilities

Role	Responsibility
Parents	<ul style="list-style-type: none"> - Notify school of cancellation or absence - Submit cancellation form - Clear dues - Provide acceptance letter (if transferring)
Reception	<ul style="list-style-type: none"> - Provide cancellation form - Direct parents to Student Affairs
Student Affairs	<ul style="list-style-type: none"> - Verify form and dues with accountant - Communicate with social worker (if needed) - Process file closure - Hand over file to parents
Social Worker	<ul style="list-style-type: none"> - Contact absent students - Issue final notices - Document communication attempts
Accountant	<ul style="list-style-type: none"> - Confirm all dues are paid
Principal	<ul style="list-style-type: none"> - Approve re-admission in special cases
School Management	<ul style="list-style-type: none"> - Initiate withdrawals due to absence, misconduct, or failure - Issue expulsion/non-renewal letters

ABSENTEES POLICY FOR STUDENTS

Aim:

To maintain high attendance levels and ensure students do not miss critical learning opportunities. The school mandates a **minimum of 90% attendance** annually.

General Rules:

- Students are expected to maintain regular attendance throughout the academic year.
- Absences must be justified with valid documentation (especially medical).
- Any student exceeding the allowed number of days may face academic consequences.

Step-by-Step Action Plan Based on Number of Absences:

(without medical certificate/ without approval)

No. of Days Absent	Time Frame	Action Taken
5 Days	Sept–Oct	- Building Supervisor informs Social Worker - Social Worker informs Admin - Call to Parents - Verbal Warning - Promissory note required
7 Days (Before Exams)	Sept–Nov	- Student not allowed to sit for November Monthly Exam
8–9 Days	Sept–Dec	- Admin & Social Worker meeting with parents - Discuss reasons - Promissory note - Warning that 12 days absence leads to exam ineligibility
12 Days (Before Exams)	Sept–Dec	- Student not allowed to sit for December Semester Exam
14 Days	Sept–March	- Admin & Social Worker contact parents - Reason investigation - Promissory note - Warn that 16-day absence leads to March exam ineligibility
16 Days (Before Exams)	Sept–March	- Student not allowed to sit for March Monthly Exam
18 Days (Before Exams)	Sept–May	- Student not allowed to sit for Final Exam

Medical Absence:

- Medical leave must be supported by a valid medical certificate from Hamad Hospital or government health centers.
- No re-exam will be granted without valid medical documentation.

Long Leave / Vacation Policy:

Condition	Policy
Emergency Leave (max 1 week)	Only with management approval
Unapproved Leave > 9 days	Student must attend a mandatory parent-management meeting before returning
Long Leave during Exams	Strictly prohibited / not allowed
Missed Lessons Due to Long Absence without approval	School is not responsible for helping the student catch up

Absence during Examination:

- Students are not permitted to be absent during exam sessions.
- In case of illness, only a Hamad Hospital or certified health center medical certificate will be accepted.
- No re-exams will be granted without this documentation.

Responsibilities:

Role	Responsibility
Building Supervisor	Send SMS to inform students are absent. Monitor attendance and report issues to the Social Worker. Call parent daily to know the reasons of absent.
Social Worker	Communicate with parents, issue warnings, record responses, escalate to admin when necessary.
Administration	Approve long leaves, enforce exam restrictions, and update student records if registration is cancelled due to excessive absence.
Parents	Ensure regular attendance, respond promptly to school communication, submit medical notes, attend meetings when requested, and support school policy.

Approval for Long Absence

Name of student:	Class:	Sec:
Requesting person name:	Date:	

Type of absence (Please tick the box)	Medical	Vacation	Travel	Other
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If other specify				

Parents reasons for this absence: _____

Parents Name: _____ Signature: _____

For office use only.

Duration of Absence:	From :	to:	No of school days missed:
----------------------	--------	-----	---------------------------

Total absences of the student until this request:
(To be filled by the class teacher)

Academic Supervisor comments': _____

Approved Not Approved

If not approved
(Reason) _____

Parents undertaking

I, _____ parent of _____ understand that my child will miss _____ days. I will take full responsibility that I will complete the missing work including worksheets and H.W with my child with cooperation from the teacher.

Parents Name: _____ Signature: _____

Note: Parents are requested to attach the following documents:

- Medical file if applicable
- Tickets if applicable

APPRAISAL POLICY FOR 100% ATTENDANCE FOR STUDENTS

Aim:

To promote regular school attendance by appreciating students and parents who demonstrate full-term commitment, fostering a positive school culture around punctuality and consistency.

Eligibility:

- ✓ Students with 100% attendance for a full academic term (no absences, late arrivals, or early leaves).
- ✓ Verified and recorded by the Admin Department.

Recognition and Rewards (Each Term):

Category	Recognition Method
Student Appreciation	- Certificate of Appreciation presented during the Top Achievers Ceremony
	- Student's name displayed on the building's notice board
	- Student's name and photo posted on the school Facebook page/Website
	- Breakfast with the Principal
Parent Appreciation	- Invitation to attend the ceremony
	- Certificate of Thanks to the parent

Responsibility:

Role	Duties
Admin Department	Monitor and document attendance data accurately each term.
Academic Coordinator	Prepare the list of eligible students and coordinate with event organizers.
Events Committee	Organize the appreciation ceremony and breakfast.
IT/Social Media Team	Post approved student photos and names on the school's platforms.

STUDENTS' LATE ARRIVAL, EARLY OUT & LATE PICKUP POLICY

Aim:

- ✓ To ensure safety and security of students as the first priority of the school.
- ✓ To promote punctuality, discipline, and responsibility among students and parents, while ensuring safety and smooth school operations.

1. LATE ARRIVAL POLICY

Definition:

- A student arriving **after 7:25 a.m.** is considered **late**.

Procedures:

Step	Action
1	Student enters through the Social Worker's .
2	Student reports to Social Worker.
3	Social Worker records the student's name in the Lateness Book.
4	Social Worker issues a Blue Lateness Card for the student.
5	Student hands the Blue Lateness Card to the Building Supervisor.
6	Building Supervisor and Class Teacher mark the student as late.
7	SMS is sent to the parent after the first lateness.
8	After 6 lateness incidents in a month, an official letter is sent to parents.
9	Parents are called for a meeting with the Social Worker to sign an undertaking.

Consequences of Lateness:

- Students with 3 or more lateness in a month will not receive a 100% attendance appreciation certificate.
- Lateness is recorded in the student's monthly behavior report.
- A meeting with parents will be arranged, and a formal notice letter regarding the lateness will be issued.

2. EARLY OUT POLICY

Conditions for Early Out:

Early dismissal is **only allowed** for the following **valid reasons**:

Reason	Documentation Required
1. Medical Appointment	Appointment slip (before or after visit)
2. Illness	Parent must inform the school and pick up the child
3. Family Emergency	Approval from Academic Supervisor/Principal

Procedures:

- Only a parent or legal guardian is allowed to collect the child.
- The receptionist must log the child's name for early out.
- Parent or guardian must fill out the Early Out Form at the reception.
- A copy of the medical appointment should be submitted before or after the visit.
- The record is analyzed monthly to identify habitual early outs.
- If a student has more than 2 early outs in a month, the Social Worker will meet with the parents to express concern and document it.

3. LATE PICKUP POLICY

Timing:

- All students must be picked up by **2:30 p.m.**

Procedures:

Time	Action
From 2:15 p.m.	Begin calling parents to remind them to collect the child.
After 2:30 p.m.	Record student's name in the Late Pickup Book.
Weekly	Analyze the Late Pickup Book.
More than 2 times/month	Issue a notice letter to the parent.
Repeated offenses	Management reserves the right to cancel registration due to repeated late pickups.

Roles & Responsibilities

Role	Responsibilities
Social Worker	Records lateness, conducts parent meetings, maintains Early Out and Lateness Books, and communicates with parents regarding late arrivals.
Building Supervisor	Monitors and manages late arrivals, maintains overall attendance records.
Receptionist	Logs Early Outs, provides and collects Early Out Form, initiates parent communication.
Teachers	Mark attendance/lateness in the attendance form.
Parents	Ensure child arrives and is picked up on time; provide documentation and complete the Early Out Form when needed.

STUDENT'S UNIFORM POLICY

Aim:

To ensure that all students maintain a clean, neat, and presentable appearance at all times, promoting discipline, school identity, and respect for the learning environment. This policy also complies with the standards and expectations set by the Ministry of Education and Higher Education (MOEHE) in Qatar.

General Policy Guidelines:

- All students must wear the **full and correct school uniform** while attending school.
- The **proper P.E. uniform** must be worn during all physical education and sports activities.
- Shirts must always be **tucked in**.
- Students may wear a **plain white vest or round-necked undershirt** under their uniform.

Uniform Requirements

A. Boys' School Uniform

Item	Description
Pants/Shorts	Blue
Shirt	White with lines, school logo on pocket
Shoes	Black or white
Socks	Black or white
Winter Cardigan	Navy blue or black

B. Boys' P.E. Uniform

Item	Description
T-shirt	Light blue polo shirt
Tracks	Blue
Trainers	White or black

C. Girls' School Uniform

Item	Description
Pants/Skirt	Black checked
Shirt	White with lines, school logo on pocket
Shoes	Black or white
Socks	Black or white

Item	Description
Winter Cardigan	Navy blue or black

D. Girls' P.E. Uniform

Item	Description
T-shirt	Light blue polo shirt
Tracks	Blue
Trainers	White or black

Grooming and Appearance Rules:

1. Hair:

- Long hair must be **tied back** during science, art, and P.E. sessions.
- Hair must be **neatly styled**; extreme styles, dreadlocks, beads, shaved patterns, and dyed hair are not allowed.
- Minimum haircut for boys is a **number 2 cut**.

2. Make-up & Nail Varnish:

- Not permitted** under any circumstances.

3. Jewelry:

- Students with pierced ears may wear **one set of plain, small stud earrings only**.
- **No rings, bracelets, necklaces, or visible jewelry** allowed.
- Excess jewelry will be **confiscated**, and **parents will be notified**.

BEHAVIOR POLICY

Oscar Academy sets high standards and expectations through highlighting and praising good behavior. We encourage students to respect themselves, each other, adults and property. Under no circumstances do we use any form of corporal punishment, nor is it our intention that a student is belittled or shamed before their peers. In the case of a particularly serious incident or persistent unacceptable behavior we will always Endeavour to involve parents in resolving the situation. The home /school partnership is seen as vital in establishing and maintaining high standards of behavior and appropriate conduct.

1. Behavior for Learning

1.1 We aim:

- ✓ To promote the values of the school and the good behavior of students
- ✓ To establish a positive, friendly ethos based on mutual respect and trust
- ✓ To ensure students, parents and staff understand and uphold the values and expectations of the school
- ✓ To reinforce good behavior for learning through recognition, praise and rewards. To diminish poor behavior by reinforcing positive values, and using sanctions when appropriate. To establish clear routes of communication
- ✓ To ensure systems of recording and reporting support the effective implementation of the procedures for rewards and sanctions.

1.2 Our principles are:

- ✓ The behavior of students reflects the values upheld by the school community
- ✓ The spiritual, moral, social and cultural development of students is demonstrated through their behavior
- ✓ Students need clear guidance and consistent consequences
- ✓ The partnership between home, school and student is essential to promote positive behavior.

2. Scope

2.1 The Behavior and Sanctions Policy will be applied to all students on school premises, but will also form the foundation for acceptable behavior outside the school where students are in uniform and / or taking part in organized trips and events or where their behavior is violent, illegal, may bring the reputation of the school into disrepute or may place other students at risk.

2.2 By its design the Behavior and Sanctions Policy is intended to describe the acceptable behavior of Oscar Academy students. We expect our students' parents to support and model acceptable behavior themselves.

2.3 If a parent of a student at Oscar Academy displays aggressive, abusive or unlawful conduct towards a member of staff or student, we reserve the right to permanently exclude that parent's child as our responsibility has to be to ensure the safety and well-being of all members of the school.

3. Examples and classification of levels of misbehavior

3.1 Examples of misbehavior are given below. The list is by no means exhaustive. Repetition of the same type of misbehavior, lying about misbehavior and failing to comply with instructions when challenged over misbehavior will raise the level. Modifying circumstances will reduce the level.

3.2 Whilst misbehavior outside the classroom may not directly impact on teaching and learning it does damage the ethos and social structure of the school community and is taken just as seriously.

Duties of behavior committee:

- ✓ To monitor the behavior of the students
- ✓ To investigate the behavior complaints registered by the parents, students and teachers
- ✓ To submit unbiased written behavior report for any incident happened in the school.
- ✓ To conduct workshop for teachers to improve students' behavior.
- ✓ Maintain the behavior file
- ✓ Communicate with the parents regarding any incident
- ✓ Communicate with the parents regarding the decision of the committee
- ✓ Investigate the incident when reported.
- ✓ Motivate students who have improved their behavior
- ✓ Maintain the behavior of student
- ✓ Monitor behavior of the students
- ✓ Counsel students with behavior issues

INAPPROPRIATE BEHAVIOR

Level	Types of behavior
1 to 3	<ul style="list-style-type: none"> • Talking whilst the teacher is speaking to the class • Failure to complete work to an appropriate standard • Not paying attention • Talking persistently • Inappropriate use of ipads or other educational equipment • Not completing sufficient work in class • Horseplay • Throwing items across the class • Arriving late to class without excuse. • Shouting/calling out and interrupting teaching and learning • Not completing homework. • Chewing gum
4 to 7	<p>Repetition of any Level 1 to 3 behaviours.</p> <ul style="list-style-type: none"> • Teasing and taunting classmates • Arguing with members of staff • Absence • Deliberate damage to school property such as graffiti (e.g.Ondesks) • Deliberatedamageto textbooks or other students' work • Verbal or physical intimidation amounting tobullyingboth in person and over the internet • Behavinginawaythat is likely to cause injury to one's self or others • Serious, Repeated or extended verbal abuse of another student or member of staff.

8 to 10	<p>Repetition of any Level 4 to 7 behaviors</p> <ul style="list-style-type: none"> • Racist behavior • Serious or repeated physical intimidation, • Actual assault/fighting • Any sharp object, • Petty theft.
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BEHAVIOR RECTIFICATION GRID

Steps	Consequences
Level 1	If an incident of unacceptable behaviour occurs a verbal warning from the teacher will be given teacher should record in the class behavioral tracking record.
Level 2	If this behaviour occurs again on the same day , verbal warning from building supervisor will be given.
Level 3	If the inappropriate behaviour continues then the student will be transferred to the social worker and incident will be recorded .
Level 4	If this behaviour persists then the student will be referred to the social worker and formal letter will be send to parents requesting a meeting between them in school, students will choose the sanction he/she will take.
Level 5	If the pattern of inappropriate behaviour continues, a formal letter will be sent to parents by social worker requesting a meeting between them in school. The academic principal will be present at this meeting.
Level 6	If the pattern of inappropriate behaviour continues, a formal letter will be sent to parents by social worker requesting a meeting between them in school A formal written warning will be given to the parents about the child's behaviour.
Level 7	If the inappropriate behaviour continues further, parents will be phoned to come into school to have a meeting with the social worker . A second formal written warning will be given.
Level 8	If there is no improvement in behaviour, the school principal will meet again with parents and a third and final written warning will be given.
Level 9	If there is no improvement in behavior, temporary separation will be given for the students according to the situation form (1-3) days and letter will be send to parents regarding this matter.
Level 10	Continuing misbehavior will result in parents being called to attend a meeting with the social worker and students affairs where a formal letter will be given requesting the student find an alternative school to attend for next year.
<ul style="list-style-type: none"> • It should also be noted that full investigations should be mounted into the all incidents especially when the more serious consequences and stages are being dealt with. • In all cases behavior committee members should be informed about series incidents during meeting time and take actions and decisions towards these cases. • Study case and individual behavior action plan should be design for the case. 	

Roles and Responsibilities Table

Role	Responsibilities
<p>SMT (Senior Management Team)</p>	<ul style="list-style-type: none"> - Provide overall leadership and uphold school-wide behavioral standards - Set and communicate expectations for respectful behavior - Attend meetings at advanced behavior stages (Levels 5–10) - Make final decisions on major actions (e.g., suspensions, transfer requests) - Ensure thorough investigation of serious incidents - Support and review decisions made by the Behavior Committee
<p>Social Worker</p>	<ul style="list-style-type: none"> - Intervene from Level 3 behavior cases onward - Meet and counsel students with persistent or serious behavior issues - Maintain behavior records and communicate with parents formally - Develop and implement individualized behavior plans - Coordinate with SMT and teachers on case management - Report updates to the Behavior Committee
<p>Teacher</p>	<ul style="list-style-type: none"> - Establish and maintain positive classroom behavior - Provide verbal warnings and track incidents (Levels 1–2) - Use praise and rewards to encourage good conduct - Refer students for further intervention when behavior persists - Communicate with parents when appropriate - Contribute to behavior reports and support follow-up plans
<p>Parent</p>	<ul style="list-style-type: none"> - Support the school’s behavior policy at home - Attend meetings and respond promptly to school communication - Reinforce respectful conduct and consequences with their child - Collaborate with the school in creating and applying behavior strategies - Model respectful and lawful behavior in school interactions
<p>All School Staff</p>	<ul style="list-style-type: none"> - Model respectful behavior at all times - Promote school values through consistent actions - Report any behavior concerns to relevant staff - Support students in making positive behavior choices - Uphold the behavior policy consistently across all settings (classroom, corridors, playground, events)

ANTI BULLYING POLICY

Aim:

Oscar Academy is committed to fostering a safe, respectful, and inclusive environment where students are encouraged to actively participate in a learning atmosphere that values individuality and ensures that all learners are supported according to their unique needs. This policy is aligned with the Ministry of Education and Higher Education (MOEHE) Circular No. 9 – Guidelines for Security, Health, and Safety (Child Protection) in Private Schools and Kindergartens, 1st Edition, dated 27 May 2024.

Policy Statement:

Bullying in any form is strictly prohibited and will be addressed promptly and appropriately. Oscar Academy is dedicated to preventing bullying and ensuring that all students feel safe, valued, and supported.

✓ **Types of Bullying:**

- ✓ Physical or Verbal Abuse: Hitting, pushing, name-calling, mocking, threats.
- ✓ Cyberbullying: Harassment via email, messaging apps, social media, or text.
- ✓ Discrimination-Based Bullying: Based on race, nationality, religion, gender, disability, or perceived differences.
- ✓ Emotional and Social Bullying: Isolation, spreading rumors, manipulating friendships.
- ✓ Other Forms: Humiliation, victimization, intrusion into personal belongings, exclusion, and persistent undermining of others.

Warning Signs and Symptoms:

- ✓ Anxiety or fear of attending school
- ✓ Avoidance of specific days or lessons
- ✓ Unexplained changes in behavior or academic performance
- ✓ Withdrawal from previously enjoyed activities
- ✓ Punctuality problems
- ✓ Unexplained injuries or damaged belongings
- ✓ Reluctance to explain reasons for distress

Prevention and Awareness Measures:

Oscar Academy promotes a culture of kindness, empathy, and accountability through:

- ✓ Competitions between classes to create anti-bullying posters
- ✓ Assemblies and classroom discussions
- ✓ Well-being programs and school-wide initiatives
- ✓ Regular staff training to recognize and manage bullying
- ✓ Ongoing training for students and parents on anti-bullying
- ✓ Partnership with the Amman Red Crescent in Qatar to conduct programs for students

Reporting and Investigation Procedures:

Step	Action
1	Bullying incidents are reported to the Class Teacher, Social Worker, or Academic Supervisor.
2	All incidents are documented and categorized.
3	Investigations are conducted by the Social Worker and relevant staff.
4	Parents are notified and called for a meeting if needed.
5	A Bullying Incident Form is filled out detailing the incident and actions taken.
6	Follow-up support and monitoring are implemented.

Monitoring and Evaluation:

- All cases are logged in the **Bullying Register** and monitored regularly.
- Patterns are reviewed to improve preventive strategies.
- The policy is reviewed annually in alignment with Ministry standards and feedback from staff and parents.

BULLYING RECTIFICATION GRID

Steps	Consequences
Level 1	If an incident of bullying occurs a verbal warning from the teacher will be given teacher should record in the class behavioral tracking record.
Level 2	If this bullying occurs again on the same day, verbal warning from building supervisor will be given.
Level 3	If the inappropriate bullying continues then the student will be transferred to the social worker and incident will be recorded .
Level 4	If this bullying persists then the student will be referred to the social worker and formal letter will be send to parents requesting a meeting between them in school, will choose the sanction he\she will take.
Level 5	If the pattern of bullying continues, a formal letter will be sent to parents by social worker requesting a meeting between them in school. The academic principal will be present at this meeting.
Level 6	If the pattern of inappropriate bullying continues, a formal letter will be sent to parents by social worker requesting a meeting between them in school

	A formal written warning will be given to the parents about the child's behavior of bullying.
Level 7	If the bullying continues further, parents will be phoned to come into school to have a meeting with the social worker. A second formal written warning will be given.
Level 8	If there is no improvement in behaviour, the school principal will meet again with parents and a third and final written warning will be given.
Level 9	If there is no improvement in behavior regarding bullying, temporary separation will be given for the according to the situation form (1-3) days and letter will be send to parents regarding this matter.
Level 10	Continuing bullying will result in parents being called to attend a meeting with the social worker and affairs where a formal letter will be given requesting the student find an alternative school to attend for next year.
<ul style="list-style-type: none"> • It should also be noted that full investigations should be mounted into the allincidents especially when the more serious consequences and stages are being dealt with. • In all casesbehavior committee members should be informed about series incidents during meeting time and take actions and decisions towards these cases. • Study case and individual behavior action plan should be design for the case. 	

VALUES PROGRAM POLICY

My Value Draw My Identity

Aims:

To promote and enhance educational, ethical, and social values among students in private schools through structured initiatives, engaging activities, and comprehensive evaluation systems, in alignment with national identity, Islamic values, and 21st-century life skills.

The Ministry of Education and Higher Education witnessed the launch of the “My Values Draw My Identity” project, which will run for three years (2024–2027). The project continues the values-based education efforts initiated in 2021 under the supervision of the Department of Schools and Kindergartens in the private education sector, in cooperation with the Education Center.

The initiative seeks to instill positive values in students through integrated school campaigns and activities, building upon scientific principles to identify and address educational challenges. It focuses on fostering an environment that nurtures character, critical thinking, and ethical behavior—supporting students’ growth into responsible and value-driven individuals.

I. Core Initiatives and Objectives

Initiative	Objective
Aseel Initiative	Strengthen Islamic and national identity.
Fitra Initiative	Promote innate values and common sense.
Ikhaa Initiative	Raise awareness and educate on anti-bullying.
Nafsi Amana	Educate about harmful behaviors and how to prevent them.
Safe Sailing	Raise digital awareness and promote safe use of technology.

II. Program Implementation

Component	Description
Character Building Series	Life skills-based value education using international standards in age-appropriate learning.
Events & Activities	Islamic/national celebrations, social campaigns, trips, camps, and talent-oriented programs.
Community Engagement	Involving speakers from institutions and celebrating international awareness days.
Monthly Competitions	Aligned with Tarbeya Center calendar to foster engagement and reinforce values.

III. ROLES AND RESPONSIBILITIES

Role	Responsibility
Extracurricular Activities Department (ECA)	Supervise program execution, curriculum alignment, and activity integration across all grade levels.
School Administration	Provide support, approve plans, allocate resources, and ensure coordination with national education goals.
Teachers (Life Skills/Values)	Deliver character building content, monitor student behavior, and organize value-related activities.
Class Supervisors	Track student progress, manage Oscar Star Book, and encourage classroom discipline and engagement.
Students	Actively participate, adhere to values curriculum, and strive to collect points through positive behavior.
Parents	Reinforce program values at home and support student participation in activities and events.
Community Institutions	Participate in awareness events and provide resources or sessions aligned with school values.
ECA Committee	Collect evaluations, tally Oscar Book points, and select top-performing classes for awards.

IV. Evaluation

Evaluation and Monitoring are guided by the Ministry of Education and Higher Education (MOEHE) and in collaboration with the Tarbeya Education Center. These include:

- Alignment with MOEHE's National Identity and Values Framework
- Use of digital dashboards to track student progress and engagement
- Periodic reviews based on feedback from students, teachers, and parents
- School-wide audits to ensure proper implementation of each core initiative
- Monthly and term-based reporting tied to Tarbeya Center's values calendar and rubrics

Our Values:

Kindness	اللفظ	Leadership	القياد
Honest	الأمانة	Truth	الصدق
Responsibility	المسؤولية	Friendship	الصداقة
Mercy	الرحمة	Respect	الإحترام
Loyalty	الوفاء	Cooperate	التعاون

STUDENT PRAYER POLICY

Introduction:

Prayer is the foundation of religion, an obligation from the Lord of the worlds, and the ascension of the believers. Whoever preserves it will have light, evidence, and salvation on the Day of Judgment. Prayer is a sign of the connection between the servant and his Lord. Based on this, and in line with Oscar Academy's vision and mission to enhance national identity and Islamic practices, a daily prayer program (Dhuhr prayer) has been organized within the school campus.

Objectives:

1. Activating the rituals of Islam to strengthen national identity and Islamic values.
2. Instilling in students the belief in the importance of prayer and the reason for its obligation at its designated time.
3. Training students to preserve prayer at its prescribed time (through the daily prayer program).
4. Correcting common mistakes in prayer through (practical application of prayer and ablution).
5. Encouraging students to repeat certain supplications and remembrances offered after prayer.
6. Paying attention to the developmental stage of students (through awareness lectures for mothers).

Procedures:

The academy has focused on encouraging students to pray through:

1. Allocating time for prayer from 12:05 PM to 12:20 PM, from Sunday to Wednesday each week.
2. Providing a designated area for prayer that accommodates all students.
3. Reminding and guiding students toward good behavior and manners after prayer.
4. Reciting the supplications after prayer.
5. Encouraging and rewarding students who perform prayer correctly.



3. ACADEMICS

CURRICULUM DESCRIPTION FOR OSCAR ACADEMY

School Overview

Oscar Academy is a primary school offering education from Foundation Stage through Year 6, committed to delivering a balanced and holistic learning experience to students of all nationalities and religion, creating a diverse community. The school provides a challenging, coherent and relevant international curriculum for each student that fulfils the schools' purpose and results in student achievement of the desired outcomes: schoolwide learner outcomes, global competencies, academic standards, and major student learner needs.

Curriculum Framework

Oscar Academy provides a comprehensive curriculum directly linked to Schoolwide Learner Outcomes (SLOs), academic leadership and Islamic Values. For core subjects like English, Math, Science, and Computer Studies, the academy employs a rigorous, modified version of the National Curriculum in England. Simultaneously, subjects such as Arabic, Religion, and Qatar History adhere to the curriculum framework established by Qatar's Ministry of Education and Higher Education. This dual approach ensures the fulfilment of the school's mission and vision, alignment with global competencies and academic standards, and the reinforcement of Islamic values throughout the educational experience.

The curriculum is further structured into key components as outlined below:

- The school follows modified curriculum aligned to the National Curriculum in England for core subjects including English, Mathematics, Science, and Computer. This includes dedicated Mental Math and Spelling & Creative Writing programs, also aligned to the National Curriculum of England aimed at strengthening foundational skills and mental strategies. This framework ensures international academic standards and progressive skill development enriched by current educational research, promoting mastery learning, higher-order thinking skills, and technology integration.
- The curriculum is further enhanced by the inclusion of Arabic Language, Islamic Studies, and Qatar History, delivered in accordance with the Qatar Ministry of Education and Higher Education (MoEHE). This instils national identity and supports values integration, reinforcing students' spiritual and moral development in line with Islamic values. In addition, Social Studies is integrated into the program to build awareness and appreciation of the local and regional heritage.
- Oscar Academy also runs a comprehensive Values Program in collaboration with the Tarbeya Center, which supports character education and the integration of Islamic values into students' daily lives across all year levels.
- To meet the diverse learning needs of students, Oscar Academy implements support curriculum such as Road to Success (for Non-Muslim Students) Easy Arabic (for non-native speakers), and Islam is My Deen (For non-Arabic Muslim students) designed to enhance foundational skills, language acquisition, and moral development

- Oscar Academy also offers French as a foreign language, enriching linguistic skills and global readiness.
- Oscar Academy's Modified Physical Education curriculum aligned to the National Curriculum in England and Cambridge Primary Physical Education promotes students' physical well-being, teamwork, and healthy lifestyle choices through structured age-appropriate activities that develop motor skills, coordination, and fitness. It fosters discipline, cooperation, and resilience, contributing to students' holistic development.
- The Modified Arts curriculum, aligned to the National Curriculum of Ireland Art Education, nurtures creativity, self-expression, and cultural appreciation through engaging lessons in visual arts and design integrating Qatar National Identity and Islamic Values. Students explore various artistic techniques while developing critical thinking and fine motor skills in a supportive and inspiring environment.

Schoolwide Learner Outcomes (SLOs)

In line with the school's Schoolwide Learner Outcomes (SLOs), Oscar Academy ensures that all students develop the skills, knowledge, and dispositions required to succeed in a globalized world. Our emphasis on integrating technology, including AI, aligns with research that highlights the role of digital tools in personalising learning and equipping students for the demands of the 21st century and Qatar Vision 2030. These outcomes are explicitly embedded across subjects, with students expected to demonstrate various abilities

By the time students complete their primary education at Oscar Academy, they will have:

1. Academic Excellence
 - Demonstrate higher-order thinking skills (application, analysis, synthesis, evaluation).
 - Achieve proficiency in core subjects (English, Math, Science) aligned with UK and MoEHE standards.
2. Global Competencies
 - Critical Thinking & Creativity: Solve problems innovatively using interdisciplinary approaches.
 - Cyber Security Awareness: Practice safe digital habits (password hygiene, privacy protection)
 - Collaboration: Work effectively in teams, respecting diverse perspectives.
 - Communication: Express ideas clearly in English, Arabic, and digital platforms with confidence.
3. Citizenship & Values Development
 - Values integration: Uphold Islamic values (integrity, empathy, resilience) fostering moral and spiritual growth through Islamic teachings
 - Moral and Social Growth: Demonstrate ethical behavior and foster respectful relationships in diverse communities.
 - Citizenship: Act as responsible members of Qatar's community and global society while developing national pride and identity.
 - Digital Citizenship: Demonstrate responsibility in online spaces (cyberbullying prevention, source evaluation).
4. Leadership & Identity

- Exhibit leadership in academic and social contexts.
- Celebrate Qatar’s national identity while having a sense of pride in personal and cultural identity and embracing intercultural understanding.
- Demonstrate initiative by taking on leadership roles.

OSCAR ACADEMY LEARNER’S OUTCOME!!!

“Today a Reader, Tomorrow a Leader...”

Academics	Leaders	Islamic Values
They are lifelong learners.	They are responsible.	They adhere to Islamic values and practices
They are critical thinkers and creative problem solvers.	They are decision makers.	They have good morals.
They are motivated achievers striving for their full potentials.	They are role models.	Respectful
They are bilingual.	They are active members of the community.	Truthful
They are independent.	They are environmentally friendly	Polite
They are confident.	They are cooperative.	

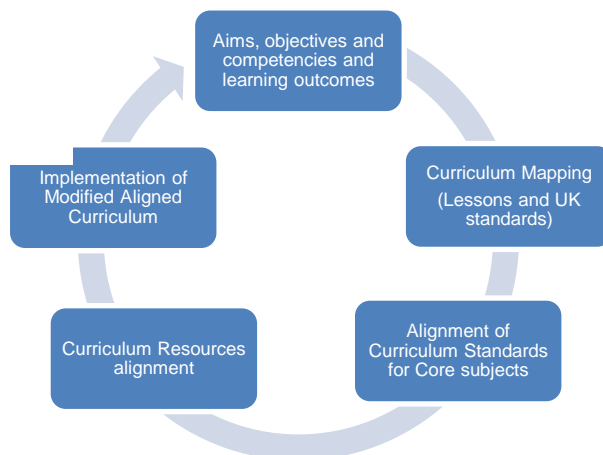
Curriculum Implementation & Evaluation

Oscar Academy ensures a systematic, evidence-based approach in the implementation and evaluation of the curriculum. Oscar Academy ensures effective delivery & continuous improvement through:

A. Monitoring & Compliance

1. Semester-wise Curriculum Review – conducted at the end of every semester by teachers and team leaders to monitor curriculum implementation, address immediate gaps, and make timely adjustments to teaching strategies and resources.
2. Annual Curriculum Review Process - conducted by the Curriculum Review Committee to evaluate curriculum effectiveness.
 - a. Reviews include:
 - i. Alignment with Schoolwide Learner Outcomes (SLOs).
 - ii. Updates based on educational research (e.g., mastery learning, AI integration).
 - iii. Feedback from teachers, students, and parents.

Fig. Curriculum Implementation & Evaluation



CURRICULUM REVIEW PROCESS

- Semester-wise & Annual Curriculum Teaching & Learning Resource Review – Textbooks, digital tools and other resources are audited for cultural sensitivity (e.g., inclusive narratives in English/Arabic texts) and MoEHE compliance (especially for Arabic/Islamic subjects) based on the Guide for Approving Core & Supplementary Learning Resources 2021
- Ministry of Education and Higher Education (MoEHE) Audits - Mandatory evaluations for Arabic, Islamic Studies, and Qatar History to ensure compliance with national standards, cultural relevance and adherence to Qatar’s educational policies.
- TarbeyaCenter Integration – To embed Islamic values and ethics across subjects. Workshops for teachers and students are conducted on character education.
- Leadership Oversight - Senior Management Team (SMT) & Board of Trustees (BOT) conducts walk throughs to observe classroom implementation of the curriculum. Board of Trustees (BOT) also reviews academic progress quarterly for strategic alignment and alignment with Schoolwide Learner Outcomes (SLOs) .

B. Data-Driven Enhancements

- Internal Assessments
 - Formative Assessments:
 - Weekly quizzes, spelling tests, oral exams.
 - Project-based learning evaluations.
 - Summative Assessments:
 - Mid-term and semester exams.
 - Diagnostic tests to identify learning gaps.
- External Assessments
 - GL Assessments: To measure progress in English, and Math, against international standards.
 - TIMSS (Trends in International Math & Science Study): To evaluate STEM competency.

- PIRLS (Progress in International Reading Literacy Study): To assess reading comprehension.
- Stakeholder Feedback (Surveys, Staff Input, Parent Newsletters)
 - Student Surveys: To gather input on engagement and difficulty levels.
 - Parent Surveys: To assess satisfaction with curriculum clarity and rigor.
 - Teacher PLCs (Professional Learning Communities): To conduct collaborative reviews of assessment data to adjust teaching strategies.

C. Vertical & Horizontal Alignment

Oscar Academy ensures both horizontal and vertical alignment of its international curriculum through structured schemes of work, collaborative planning, and alignment with international benchmarks.

1. Structural Alignment

- Schemes of Work: Standardized across year groups for horizontal consistency
- Progression Pathways: Mapped skills from KG-Year 6 (vertical articulation)
- Standards Alignment Checklist: Regular mapping against UK National Curriculum and Qatar MoEHE standards

SAMPLE CURRICULUM MAPPING



Oscar Academy
Under The supervision Of Ministry of Education and Higher Education
عطاء من أجل... ووقتة تتجدد
2022-2023
'Oscar Builds Readers and Leaders'

CURRICULUM MAPPING

ENGLISH 1-6, AY 2022-2023

SKILL	Grade 1	Grade 2	Grade 3-4	Grade 5-6
Word Reading	apply phonic knowledge and skills as the route to decode words	continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	apply their growing knowledge of root words, prefixes and suffixes	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet
	respond speedily with the correct sound to graphemes (letters or groups of letters)	read words containing common suffixes		
	read accurately by blending sounds in unfamiliar words containing gpc	read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes		
	read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	

2. Collaborative Processes

- Cross-Grade Planning: Weekly departmental meetings to align instruction
- Curriculum Mapping: Tracking of content/skill coverage each semester
- Professional Development: Workshops on alignment strategies and curriculum review process for the teachers

3. Supporting Tools

- Unit / Chapter Summaries Topic overviews distributed

Ensuring Student Success: Access & Differentiation

Through a well-structured, multi-tiered support system, differentiated instruction and diverse programmes, Oscar Academy ensures that all students have access to a challenging, relevant, and coherent international curriculum regardless of their abilities, interests, backgrounds, or learning styles. All teachers are trained to integrate strategies to further support students on their learning. Differentiated instruction and the use of diverse resources to supplement teaching and learning is evident across departments.

- Enrichment for High Achievers are done through tiered assignments, peer- coaching, project-based learning, choice boards, higher order thinking challenges and extracurricular competitions like debates, mental math champion, super speller, Quran recitation, Quran memorization and weekly Islamic ethos awards, Best reader of the week and Mental Math Superstar. Access arrangements are also applied to both internal and external exams (TIMS/PIRLS/GL).
- Support plans are in place to address specific needs of the underperforming students, and these are compiled collaboratively by the Homeroom Teacher and the Learning Support staff. Morning and Afternoon Support lessons are in place to provide targeted assistance for students who need additional help in core subjects, reinforce key skills, close learning gaps, and offer personalized guidance to ensure all learners can progress confidently and achieve their full potential.
- Online enrichment classes are provided to support students in the enrichment of English language and Math skills every Saturday through Zoom Platform.
- Support Curriculum is provided to support students from diverse linguistic and cultural backgrounds.

Non-native speakers	Easy Arabic curriculum that focuses on practical language skills, and foundational literacy, enabling them to engage meaningfully without prior exposure to the language.
Non-native Muslims	Islam is My Deen (Religion in English) using simplified vocabulary, visual aids, and interactive teaching methods to promote inclusivity and understanding of moral and ethical values.
Non- Muslim students	"Road to Success" program offered as a character development and life skills alternative, focusing on universal values such as respect, honesty, responsibility, and community engagement.

Measuring Impact: Standards & Progress Tracking

To measure effectiveness, ensure academic growth, and maintain high standards, Oscar Academy employs a comprehensive system of monitoring, evaluating, and tracking learning outcomes is implemented. This framework includes the following key elements:

A. Learning Objectives (Shared in Every Lesson)

- Clearly defined and communicated to students at the start of each lesson.
- Ensures transparency and helps students understand expectations.
- Aligns with curriculum goals and skill development.

B. Unit / Chapter Summaries (Shared After Completion)

- Recap of key concepts, skills, and takeaways at the end of each unit/chapter.
- Reinforces learning and helps students consolidate knowledge.
- Guides targeted revision and may include visual summaries.

C. Formative & Summative Assessments

- Formative Assessments (Ongoing Checks) - Quizzes, exit tickets, class discussions, and peer reviews are used to adjust teaching strategies.
- Summative Assessments (End-of-Unit Evaluations) - Exams, projects, and performance tasks are conducted to measure mastery of content against set benchmarks.
- Rubrics - Clear grading criteria facilitate and measure student academic growth. With the internal exam grading system revised in the past year, it now ensures greater consistency and fairness while providing a more accurate and effective assessment of student learning.

D. Data-Driven Analysis

- Classroom Observations – Regular class observations monitor teaching effectiveness, student engagement, and curriculum alignment. The resulting feedback informs targeted professional development and instructional improvement. Classroom observation checklists are periodically updated to include students' role along with the teacher's role to measure both the student learning outcome and the impact of professional development on teaching practices
- Weekly Department Meetings – Department meetings are held regularly to review weekly practices, reflect on curriculum standards, and evaluate extracurricular activities and competitions.
- Exam Results & Performance Trends – The exam results are analysed to identify student strengths, monitor academic progress, and highlight areas that require targeted improvement after every internal and external exam.
- Teachers' Self-Reviews – Teachers regularly engage in reflective self-evaluation to enhance instructional practices and support professional growth. A structured self-review questionnaire is completed, and findings from these evaluations guide targeted professional development sessions conducted each semester.
- Parent & Student Feedback (Questionnaires/Surveys) - Structured surveys conducted twice a year gather valuable insights on teaching quality, student support, school practices, policies & facilities and overall satisfaction from both parents and learners.

E. External Benchmarks (Standardized Assessments)

- TIMSS (Trends in International Mathematics and Science Study) – TIMSS assesses Year 5 students’ proficiency in mathematics and science, allowing comparison with international performance standards.
- PIRLS (Progress in International Reading Literacy Study) – PIRLS evaluates reading comprehension skills in Year 5 students, focusing on how well they understand and interpret written texts.
- GL Assessments – GL Assessments, initiated and funded by the school, provides standardized and externally validated data on student achievement in core subjects, English and Maths, to support benchmarking and targeted intervention typically conducted in Years 3 and 5. However, they were extended to Years 4 and 6 to measure continuous improvement and learning progression.

Alignment of Curricular and Co-Curricular Activities

The curriculum at Oscar Academy is purposefully interwoven with a rich array of co-curricular activities to create a holistic and impactful learning experience. This deliberate alignment, guided by academic standards, Schoolwide Learner Outcomes, and the Qatar National Vision 2030, ensures that learning extends beyond the classroom. The academy implements annual activities plan that strategically incorporates programmes from the Ministry of Education and Higher Education, nurturing national pride and identity through:

Academic Enrichment Activities:

- *Mathematics:*
 - Math Breaktime Activities
 - Multiplication Challenge
 - Interclass Math Competition
 - Inter-School Math Competition
 - Mental Math Superstar
- *Language & Literature:*
 - Best Handwriting Competition
 - Dictation Competition
 - Journal Essay Writing
 - Essay Writing Championship (Years 4-6)
 - Spelling Bee
 - Story telling
 - Character Day
- *Science & Innovation:*
 - Science Breaktime Activities
 - 5-Minute Science Experiments
 - Science Experiment Day

Cultural & Creative Pursuits:

- Stories of the Prophets Competition
- Hadith Competition
- Qatari Heritage Activity
- Photography Contest (Qatari Landmarks)
- Arts Competition
- Arab Country Day
- Recycling Competition

- Value Based Activities

Performance & Leadership Development:

- Debate Competition
- Talent Show
- Qatar History Competition

Sports & Physical Development:

- Interclass Sports Tournaments
- Friendly football match
- Inter-school Sports Competitions
- Physical Fitness Challenges during breaktimes

Curriculum Committee

At Oscar Academy, the Curriculum Committee plays a pivotal role in shaping a curriculum that remains dynamic, inclusive, relevant, and aligned with national and international educational standards, the preservation of Qatar identity, and actively supporting the objectives of of Qatar Vision 2030 to meet the diverse needs of our students

This collaborative team consisting of members from the Senior Leadership Team (SLT), Senior Management Team (SMT), and teaching staff, works collaboratively to plan, evaluate, and enhance curriculum design and delivery. Through regular meetings, data- driven reviews, integration of stakeholder feedback, the committee ensures the curriculum supports high academic standards, nurtures 21st-century competencies, and reflects the academy’s core values and vision for student success, all while fostering an understanding and appreciation of Qatar's heritage and future aspirations as outlined in Qatar Vision 2030. The committee fosters innovation and continuous improvement in our teaching and learning environment.

Staff	Roles
SLT (BOT-CEO-Principal)	<ul style="list-style-type: none"> • Establishing the strategic goals and priorities for curriculum development and review to inform curriculum effectiveness. • Overseeing the strategic direction and alignment of the curriculum with national and international standards. • Monitoring students’ academic performance through result analysis and progress reports each semester. • Monitoring the impact of professional development on teaching practices through classroom observations. • Reviewing feedback from student and parent questionnaires regarding curriculum and extracurricular activities to ensure alignment with stakeholder needs. • Allocating and overseeing the budget allocated for curriculum development, resources, and related professional development.
SMT (AVP – Team Leaders/ Academic	<ul style="list-style-type: none"> • Designing and conducting professional development for all teachers regarding curriculum planning, review, and

<p>Secretary)</p>	<p>effective teaching strategies aligned with curriculum.</p> <ul style="list-style-type: none"> • Ensuring availability of teaching resources aligned with British curriculum and complying with Qatar Ministry of Education and Higher Education • Analysing student results and teaching practice outcomes each semester to identify trends, areas for improvement, and the impact of curriculum implementation. • Monitoring teacher performance and monitoring the extent to which curriculum standards are being applied in the classroom, as well as measuring the effectiveness of school curriculum mapping. • Facilitating communication and collaboration among teachers and teams regarding curriculum matters. • Leading, supporting and collaborating subject-specific curriculum development and review initiatives through Team Leaders.
<p>Teachers</p>	<ul style="list-style-type: none"> • Actively participate in curriculum planning, review, and development based on student needs and curriculum standards. • Providing valuable insights into the practical implementation of the curriculum and its impact on student learning to inform ongoing curriculum improvement. • Sharing timely feedback on the curriculum implementation, challenges, materials and resource needs • Contributing to the development and revision of curriculum documents. • Collaborating with colleagues to ensure coherence and alignment within and across grade levels and subject areas. • Bringing innovative ideas and best practices from their classroom experiences to the committee discussions. • Participating in pilot programs or trials of new curriculum approaches and providing feedback.

The booklist we used at OSCAR Academy which aligned with the UK curriculum:

CLASS	English	Math	Science	Social	Computer
Year 1	Macmillan level 1	Abacus evolve level 1	Macmillan Science1	for A better Word level 1	Computer Club – Win 7
Year 2	Macmillan level 2	Abacus evolve Level 2	Macmillan Science2	for A better Word level 2	Computer Club – Win 7
Year 3	Macmillan level 3	Abacus evolve level 3	Macmillan Science3	for A better Word level 3	Computer Club – Win 7
Year 4	Macmillan level 4	Abacus evolve level 4	Macmillan Science4	for A better Word level 4	Computer Club – Win 7
Year 5	Macmillan level 5	Abacus evolve level 5	Macmillan Science5	for A better Word level 5	Computer Club – Win 7
Year 6	Macmillan level 6	Abacus evolve level 6	Macmillan Science6	for A better Word level 6	Computer Club – Win 7

Curriculum Committee:

Name	Designation	Delegation
Ms. Aseel Sameer	Principal	Leader
Ms. Maria Cecelia Espina	Vice Principal	Assistant
Ms. Pernalyn Cabasal	Team leader	Member
Ms. Temitope Alice	Team leader	Member
Ms. Fritz Rodriguez	Team leader	Member
Ms. MarielleCenidoza	Team leader	Member
Ms MartinaUgbor	Team leader	Member
Ms. Manal Ali	Team leader	Member
Ms. Eyman Abdulghani	Team leader	Member
Ms. FrancaEnamayo	Teacher	Member
Ms. Rose Malik	Teacher	Member
Ms. Sushi Guan	Teacher	Member
Ms. Esmeralda Santos	Teacher	Member
Ms. Coker Opeyemi	Teacher	Member
Ms. Fazeela Farook	Teacher	Member
Mr. Kamal Javel Mohamed	Head IT Department	Member

HOMWORKPOLICY

Aim:

To develop students' self-discipline, independent learning skills, and confidence while ensuring that homework supports academic progress and reinforces the home-school relationship. Homework should be meaningful and manageable, allowing students to engage in extracurricular activities and manage their time effectively.

Category	Details
Purpose of Homework	<ul style="list-style-type: none"> - To encourage students to develop confidence and self-discipline to work independently, an essential skill for adult life. - To consolidate and reinforce skills and understanding. - To extend school learning, for example, through additional reading. - To enable students to devote time to particular demands such as project work. - To support the home/school relationship.
Amount of Homework	<ul style="list-style-type: none"> - Fixed homework timetable allocating time for various subjects throughout the week. - English and Math homework assigned daily. - One additional subject assigned per day. - Each subject's homework should take 30 minutes to 1 hour. - Students are expected to manage their time, including weekends and exam periods. - Homework should be submitted usually by the next day, with at least two days given for substantial tasks.
Types of Homework	<ul style="list-style-type: none"> - Writing assignments - Learning exercises - Oral presentation preparation - Reading assignments - Research or project-based tasks
Homework Organization	<ul style="list-style-type: none"> - All students must maintain a Personal Organizer/Diary to record homework. - Tutors and parents are required to check the diary daily.
Non-Completion of Homework	<ul style="list-style-type: none"> - If homework is not completed, teachers will deduct points or assign a score of "0". - It must be noted in the student's diary. - Persistent issues are escalated to the social worker and parents. - If plagiarism or cheating is identified, a "0" will be given for the assignment.
School's Responsibilities	<ul style="list-style-type: none"> - Teachers must set appropriate, timely homework and correct it promptly. - Ensure students record homework accurately in diaries. - Provide enough time for students to complete substantial tasks. - Allow time for test preparation and avoid assigning homework the

Category	Details
	week before exams. - Homework must not be used as a form of punishment.
Parents' Role	- Support students with homework but allow increasing independence. - Provide a quiet and suitable work environment at home. - Encourage students to meet deadlines. - Communicate concerns about homework volume or difficulty to class or subject teachers. - Reinforce the value of homework and praise completion efforts.

QUIZ POLICY

Purpose/Aims:

Quizzes are a tool to reinforce learning, assess student understanding, and help identify areas needing improvement. They are designed to be age appropriate, encouraging engagement and confidence aligned to the standards of the Modified National Curriculum of England and to GL Competencies (International Exams) for English and Math.

Frequency

- * Quizzes are held **once** during the Mid Term Period; **twice** during Final Term every semester.
- * Students and parents will receive notice a week before notice before a quiz.

Quiz Format:

- * Formats may include:
 - multiple choice
 - true/false
 - fill-in-the blanks
 - short answers
 - Qatar Identity Questions
 - Critical Thinking Questions

Grading:

* Quizzes are good for **10 (Marks)** during Mid-Terms and **20 (Marks)** for Final Term as part of the total Accumulative Marks for each grading terms. Feedback will be given promptly to support learning

Guidelines:

1. Quizzes must be made by the subject teachers and will be submitted to their respective Team leader for checking. Team leaders will submit to the Quiz committee for final approval and photocopying.
2. Quizzes will last NO longer that 15-20 minutes.
3. Students who miss a quiz due to illness or an approved absence can take a **make-up quiz** within 5 school days or once the student resumes school from absence.
4. Make-up quizzes may differ in format but will asses the same skills.
5. Students with learning needs will receive appropriate support (extra time, read-aloud) and they will be given a revision material for practice.
6. Students should do their best and follow quiz rules

STORAGE OF EXAM PAPERS POLICY

Purpose/Aims:

To ensure the secure handling, storage and disposal of exam papers before and after assessments, safeguarding the integrity of the examination process.

Scope: This policy applies to all teaching staff, administrative staff and exam committee involved in the preparation, administration and handling of exam papers..

Policy and Guidelines:

A. Before the Exams:

Preparation & Printing:

* Exam Papers should be prepared by authorized teachers and approved by the academic VP and Principal

Storage Location:

*Printed Exam papers must be stored in a locked cabinet in the Academic office.

Access Control:

*Only authorized personnel may handle or view exam paper before the Exam.

B. After the Exams: Storage of Exam papers:

*Corrected Exam papers will all be kept and locked in the storage room in the cabinet in Bldg 1 for three (3) years.

* Only authorized person is allowed to open the Exam's storage room.

* Disposal:

*At the end of the retention period, outdated exam papers and answer sheets will be kept in the storage for three years.

* On the fourth year all outdated Exam Papers must be disposed of securely (shredded or incinerated).

* Disposal should be documented and overseen by the designated Exams' Committee member.

C. Breach of Policy:

*Any breach of exam paper policy or improper handling will be investigated and may lead to disciplinary action in line with school policies

Roles and Responsibilities

Role	Responsibilities
Teachers	- Prepare exam papers and submit for approval. - Maintain confidentiality.
Academic Vice Principal	- Review and approve exam papers. - Ensure secure storage before exams.
Principal	- Final approval of exam papers. - Oversee overall policy compliance.
Administrative Staff	- Handle physical printing under supervision. - Ensure secure placement in storage.
Exam Committee	- Monitor access control and security procedures. - Document storage and disposal. - Supervise the secure disposal process. - Maintain disposal records.

STUDENT'S MONTHLY PROGRESS REPORT POLICY

(Academic and Behavior)

Aim:

The aim of this policy is to foster a strong partnership between parents and Oscar Academy, promoting active involvement in the student's academic and behavioral development. The Monthly Progress Report serves as an essential tool to monitor and improve the student's learning progress, encourage continuous improvement, and strengthen communication between the school and parents.

Purpose:

1. To strengthen the partnership and involvement of parents in their child's daily learning.
2. To motivate students and parents to be actively engaged in the school's learning achievements and progress.

Policy Guidelines:

1. Accuracy and Transparency:

- The Student's Monthly Progress Report must accurately reflect the student's daily academic and behavioral performance. It should be a true representation of the student's efforts and achievements.

2. Review of Quizzes and Assessments:

- Team Leaders must ensure that the results of quizzes and assessments in all core and minor subjects are thoroughly reviewed before being uploaded to the system.

3. Encouraging Comments:

- Comments provided in the report should be positive, encouraging, and designed to motivate the student to improve both academically and behaviorally. The focus should be on growth and development rather than solely on weaknesses.

4. Behavioral Insights:

- Social Workers should input their comments on the student's behavior to ensure that any behavioral weaknesses are identified and appropriately addressed. This ensures a holistic view of the student's progress.

5. Review and Approval:

- The Senior Management Team (SMT) must review all progress reports and affix their signature as a form of approval, ensuring that all reports are accurate, complete, and in line with the school's standards.

6. Distribution and Discussion:

- The Monthly Progress Report must be distributed to students and parents at the end of every month. A discussion with both the student and their parents should take place to ensure thorough monitoring of the student's academic and behavioral progress. This will promote transparency and active involvement from parents in the improvement process.

Roles and Responsibilities for Monthly Progress Report

Role	Responsibilities
Teachers	<ul style="list-style-type: none"> - Accurately assess and document student's academic and behavioral progress. - Write constructive and motivating comments to encourage student improvement. - Review quizzes and assessments to ensure accuracy before uploading. - Collaborate with social workers to address behavioral aspects and include their comments. - Submit completed reports to Team Leaders for review.
Parents	<ul style="list-style-type: none"> - Review the progress report carefully to understand their child's academic and behavioral progress. - Provide support and encouragement based on the feedback. - Participate in meetings or discussions about the report, if needed. - Provide feedback or insights related to their child's performance.
Senior Management Team (SMT)	<ul style="list-style-type: none"> - Oversee the monthly progress report process for consistency and effectiveness. - Review and approve final reports, ensuring they meet quality standards. - Address recurring concerns in student performance and collaborate with teachers and parents. - Provide support to teachers regarding feedback formulation and action plans.
Students	<ul style="list-style-type: none"> - Actively engage in academic activities and work towards improvement in both academic and behavioral aspects. - Reflect on the feedback provided in the report and identify areas to improve. - Discuss the report with parents and set personal improvement goals. - Implement suggestions and work to enhance academic and behavioral performance. - Maintain consistent effort to achieve progress.

Note: A box is placed in each building for complaints and suggestions, which will be directed to the Principal.

Conclusion:

The Monthly Progress Report is an essential tool for tracking and fostering the development of students at Oscar Academy. By ensuring that the reports are accurate, constructive, and collaborative, this policy supports the continuous growth of students both academically and behaviorally, while strengthening the partnership between the school and parents

STUDENT'S APPRAISAL POLICY

Aims:

- To appreciate and celebrate achievement and outstanding performance in class and school in general.
- To encourage all to achieve their best potentials morally, spiritually and intellectually.

Types of Appraisal

Academic	Non- Academic
Class Dojo Master	
Top 10 Achievers per class	Stars of the Week
Academic Excellence by subject	Best Artist
Spelling Bee both English and Arabic	Oscar Star Program
Math Spelling Bee	Best Class
Academic Achievement for Underperforming student	Talented
Best Essay Writer	Show and Tell Best Performer
Best Story Teller	Prayer Organizer
Mental Math Superstar	Value Achievers
Best reader of the Week	Quran Competition
	Islamic Ethos Award

Ways of Appraisal Announcement:

- Thru facebook
- Broadcasts
- Honor Board
- Sending appreciation cards to parent
- Appraise parents with their students weekly

Appraisals appreciations:

- Certificates
- Free trips
- Trophies
- Medals
- Free coupons
- Educational gifts

Committee:

- SMT
- Team Leaders
- Teachers
- Social Workers
- Building Supervisors

EXAMINATION POLICY (ASSESSMENT POLICY)

Exam System

- * The school session has been divided into two (2) terms :
 - First term from August to December
 - Second term from January- June
- * Each term has two exams,
 - 1) Monthly Exams
 - 2) Second Monthly Exams (2nd Semester)
 - 3) Final Semester Exams (1st and 2nd Semester)



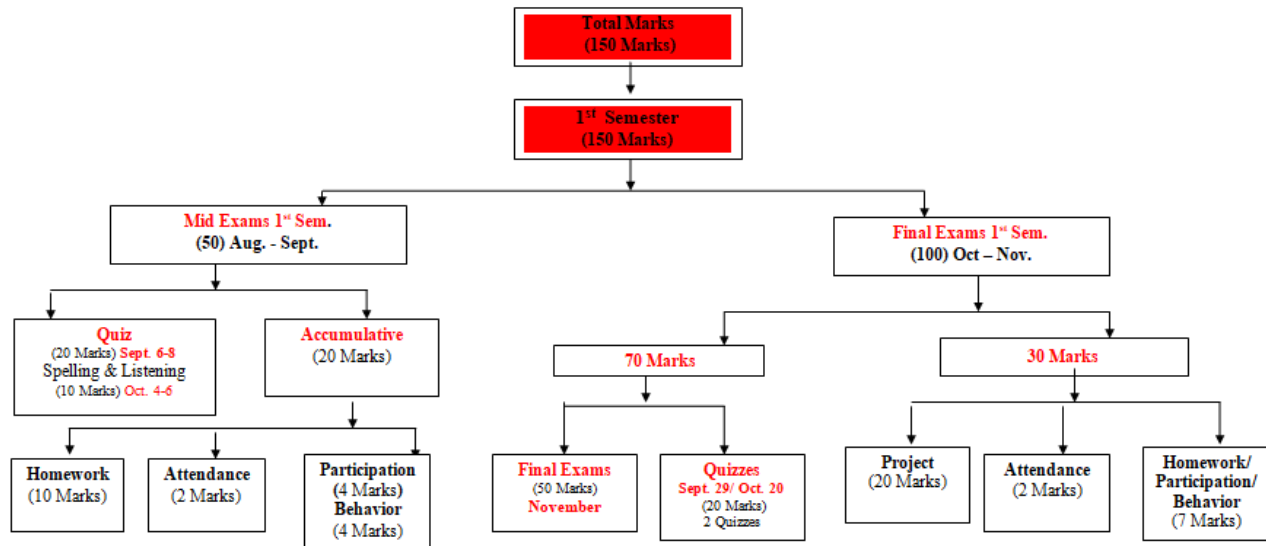
Oscar Academy
Under The supervision Of Ministry of Education and Higher Education
قطاع مزاريد...وقفة تتجدد
2022-2023
'Oscar Builds Readers and Leaders'



Grading System 1st Semester

English

Academic Yr. 2022-2023



رسالتنا تهدف نحو جودة التعليم حيث يتم تشجيع الطلاب على تحقيق أفضل إمكاناتهم من أجل نجاحهم ورفاهيتهم وأن يكونوا أعضاء نشطين في مجتمعهم.
Our Mission is to endeavor towards quality education where students are encouraged to achieve their best potentials
www.oscacademy.com.qa Mobile: 30386600/30389900 Office: 44710060/44163950

Distribution of Marks for the Second Monthly, and Final Semester Exams

Subject	Monthly October	Semester December	Monthly March	Final June
English	50	150	50	150
Math	50	150	50	150
Science	50	150	50	150
Social	50	150	50	150
Arabic	50	150	50	150
Religion	50	150	50	150
Religion in English for non native	50	150	50	150
Road to Success for Non Muslim	50	150	50	150
Computer	50	50	50	50
Q. History	50	50	50	50
French(from year 3 to 6)	50	50	50	50
Art	50	50	50	50
Physical Education	50	50	50	50

*Arabic, Religion and QH Exams are patterned according to the guidelines set by the MOEHE.

*Other subjects like English, Math and Science are based according to the standards by **the Uk curriculum**

Type of Exams:

1. Entrance test
2. Diagnostic Examination
3. Formative Exams:

The goal of formative assessment is to *monitor student learning* to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning. Formative assessments are generally *low stakes*, which means that they have low or no point value.

- ✓ Quizzes
- ✓ Spelling
- ✓ Mental math
- ✓ Oral
- ✓ Small competitions among students groups

Summative Exams:

The goal of summative assessment is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark.

Summative assessments are often *high stakes*, which means that they have a high point value.

- ✓ Diagnostic test
- ✓ Monthly exam
- ✓ Semester exam
- ✓ Projects
- ✓ Dictation
- ✓ Oral Exam
- ✓ Mental Math

International Exams:

It is important for us to evaluate student level with international exam and analyze the results to improve the weaknesses if any.

- Students participate in TIMSS/PERLS when ever conducted to compare the level of students in Math and English
- Students also participated in **Granada Learning (GL Exam)** .GL Assessment is the **leading** provider of **formative** assessments to UK schools, as well as providing assessments for overseas ministries and British, bilingual and international schools in over 100 countries worldwide. This exam provides us analysis to check the level of student in English and compare to other countries.

Academic Result

Academic result is send to the parents after each exams followed by the parents' teacher meeting to discuss the progress of the student. (Except for Final Exams)

MONTHLY AND SEMESTER EXAM REPORT CARD:

Monthly and semester report card has marks from the exam and class accumulative marks added together.

Final Exam Report Card:

The final report card reflects the overall performance of a child throughout the year. It includes the marks from first semester as well as second semester. The child is graded on combine marks of both the semester.

Sample report card:

OSCAR ACADEMY
Under the Supervision of Ministry of Education and Higher Education
A.Y. 2024-2025

FINAL REPORT CARD
A.Y. 2023-2024

NAME : ALI BOLBOL
YEAR : 4A
STUDENT ID NO. : 31442200817

SUBJECTS	TOTAL MARKS	FIRST SEMESTER	SECOND SEMESTER	TOTAL	ACADEMIC GRADING
ENGLISH	300	150	150	300	A+
MATHEMATICS	300	150	150	300	A+
SCIENCE	300	150	150	300	A+
SOCIAL STUDIES	300	150	150	300	A+
RELIGION	300	150	150	300	A+
ARABIC	300	150	150	300	A+
QATAR HISTORY	200	90	100	190	A+
COMPUTER	200	100	100	200	A+
FRENCH	200	100	100	200	A+
ARTS	200	100	100	200	A+
P.E	200	100	100	200	A+

AVERAGE : 100.0% REMARKS : A+ RESULT : PASS

Behavior Report	Class Teacher's Comments	Behavior Grid
Socializes with other	Always	Always
Shows respect for property	Always	Most of the time
Behaves responsibly	Always	Sometimes
Concentrates and work independently	Always	Rarely
Follow instructions	Always	

ACADEMIC GRADING			
A+	95-100%	C	61-70%
A	80-94%	D+	57-63%
B+	63-79%	D	50-56%
B	47-62%	F	<50
C+	71-86%	EX	EXEMPTED

TOTAL DAYS : 181
TOTAL DAYS PRESENT : 181
TOTAL DAYS ABSENT : 0

18th June, 2024

Aseel Sameer
Principal

Academy Vision:
Oscar Academy aims to provide our students quality educational services and to be motivated to reach their full potentials aligned with National Identity and Islamic practices.

Academy Mission:
Oscar Academy endeavors towards quality education where students are encouraged to achieve their best potentials morally, socially and intellectually and to be an active member in their community.

ANALYSIS OF STUDENT'S PROGRESS

English, Math, Science, Social Studies, Religion, Arabic, Qatar History, Computer, French, Arts, P.E

Behavior Report

Monthly Behavior Report is given to Parents every month to sign and write comments if there is any concern during the Parent's-Teachers conference.

Sample:

OSCAR ACADEMY
Under the Supervision of Ministry of Education and Higher Education
A.Y. 2024-2025

Monthly Behaviour Report
MONTH OF JANUARY, 2025

Name: ASHEL MABROUK Class: 2 Section: C

Scale	F - Excellent	G - Good	A - Average	N - Needs Improvement
	Always	Most of the time	Sometimes	Rarely

Subject	Socializes with other	Shows respect for property	Behaves responsibly	Concentrates and work independently	Follow instructions	Teachers' Name
English	E	E	E	E	E	Ms.Martina
Math	E	E	E	E	E	Ms.Martina
Arabic	E	E	E	E	E	Ms.Nancy
Science	E	E	E	E	E	Ms.Martina
Soc. Studies	E	E	E	E	E	Ms.Martina

Homework: She needs to be encouraged to complete her homework.

Teacher's Comment:
Asael demonstrates responsibility daily by caring for the materials in our classroom carefully and thoughtfully and also shows enthusiasm for classroom activities. She needs to be encouraged to complete her class assignments in a timely manner.

Social worker's comments: اشكر والتقدير على اهتمامك الدائم بمتابعة ابنكرا التزم بالواجب وحركته على دعه: ومحتاجه وتكثرت فوفقه الاكاديمي والسلوكي وتكثرت القيم الايجابية لديه وتتمنى له دوام النجاح والتفوق.

Parent's Comment: _____
Parent's Name & signature: _____

Ms.Martina
Homeroom Teacher
Date: _____
Social Worker's Signature

OSCAR ACADEMY
Under the Supervision of Ministry of Education and Higher Education
A.Y. 2024-2025

Student's Monthly Academic Achievement Report
Month of January
Academic Yr. 2024-2025

Subject	Quizzes			Others	Total Marks
	Q1	Q2			
English	9.5	Spelling/Listening			/10
Math	10	Mental Math			/10
Science	10	Experiment			/10
Soc. Studies	9	Project			/10
Arabic	10	Oral/Dictation			/10
Religion	10	Oral			/10
Q. History	20				/10
Computer		Practical			/10
French					/10

Vision:
Oscar Academy aims to provide our students quality educational services and to be motivated to reach their full potentials aligned with National Identity and Islamic practices.

الرسالة:
تهدف أكاديمية أوسكار إلى تزويد طلابنا بخدمات تعليمية ذات جودة تتواءم مع الممارسات الإسلامية المتوافقة مع الهوية الوطنية.

Mission:
Oscar Academy endeavors towards quality education where students are encouraged to achieve their best potentials morally, socially and intellectually and to be an active member in their community.

الإرسالة:
تسعى أكاديمية أوسكار نحو جودة التعليم حيث يتم تشجيع الطلاب على تحقيق أفضل إمكاناتهم معروفا واجتماعيا وفكريا وأن يكونوا أعضاء نشطين في مجتمعهم.

Priorities for the Academic Year 2024-2025

- Promote student's personal development, behavior and welfare in a safe environment.
- Improve student's higher order thinking skills by using diversified learning strategies.
- Improve students' Arabic and English skills in reading and writing.
- Promote Qatar Identity among students and teachers.

Teacher's Signature: _____
Parent's Signature: _____

Class Accumulative Marks:

Class accumulative marks are included in monthly as well as semester exam. The accumulative marks are distributed among the following:

- ✓ Quizzes
- ✓ Projects
- ✓ Dictation
- ✓ Oral exam
- ✓ Mental math
- ✓ Spellings
- ✓ Class participation
- ✓ Homework
- ✓ Discipline
- ✓ Attendance

Sample accumulative:

FINAL (FIRST SEMESTER) -ACCUMULATIVE MARKS 2019-2020

TEACHER : _____ SUBJECT : ENGLISH GRADE : 6C

S.NO	STUDENT NAME	MED. TOTAL(50)	DAILY WORK (10)				QUIZZES (10) Spelling (10)				PROJECT (20)	EXAMS (50)	FINAL-TOTAL (150)	MARKS	MARKS BOUND UP	GRADE	
			ATTEN (5)	PART. (5)	DEFL. (5)	HLW (5)	TOTAL (10)	Q.1	Q.2	Spelling (5)							TOTAL (10)
1																	
2																	
3																	
4																	
5																	
6																	
7																	
8																	
9																	
10																	
11																	
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23																	
24																	
25																	
26																	
27																	
28																	
29																	
30																	

Teacher's Name and Signature: _____ Date: _____

Absentees:

For any student absent from the exam following policy will be followed.

- ✓ No special exam is given without approval from the school.

- ✓ Student absent due to medical reason must provide medical certificate from Hammad hospital. Rexam will be conducted for the student
- ✓ A student travelling for emergency must get the approval from the school. Rexam will be conducted for the student

Collection of Examination paper

- ✓ Teachers and coordinators will be sent a memo regarding exam paper with due date.
- ✓ Coordinator will check and edit the exam paper and email it to Academic Vice-Principal for approval. Academic VP will check the exam papers and submit to the Principal for final approval. Exam papers will be returned to the Team leaders for the feedback made by the SMT .
- ✓ Coordinator and teacher assigned will make the desired changes and send the paper back to the Academic Vice Principal for Answer key and Printing.
- ✓ Teachers will be called to make an answer key for all the papers.
- ✓ After answer key is made, changes will be made for any mistake if found in the paper.
- ✓ Paper will be printed again after changes for filing.
- ✓ Final paper will be printed and filed and for photocopy.
- ✓ Photocopy will be made and paper will be sealed in envelopes in the presence of Academic Vice-Principal.
- ✓ Papers will be locked in Academic Vice-Principal's office. Keys will remain with the AVP.

Distribution and collection of Exam papers on Examination Day:

1. Teachers will be assigned with an exam room in a duty paper.
2. Exam paper distribution is assigned to the committee.
3. Papers are distributed 10 mins before the exam to the building Supervisors.
4. Papers are collected as soon as it is finished.
5. Building Supervisor will count the papers and hand over to exam committee.
6. Papers will be counted again in presence of Academic Supervisor in her office. Papers will be shifted to checking room.

Monitoring Of Examination:

1. Examination committee will take a round during exam to monitor exam.
2. For any issue regarding exam paper Academic Supervisor should be called.
3. Academic Supervisor will resolve the issues.
4. If subject teacher is required, she/he can be called after informing the exam committee.

Checking Procedure:

1. Teachers will be assigned with checking and rechecking.
2. Teachers will use red pen for checking and green/blue pen for rechecking

3. Teachers are provided with the specific answer keys, rubrics and criteria for checking in each subject.
4. After rechecking coordinators and AVP will recheck randomly Exam papers.
5. For any dispute in checking or answer AV's decision will be final.
6. Marks will be recorded in accumulative by the subject teacher.
7. After checking procedure exam will be shifted to the Exam's room.

Exam and Promotion Policy

To ensure a fair, transparent, and consistent approach to student promotions, examinations, and academic progress in alignment with the Ministry of Education and Higher Education's standards. The policy aims to support student success, hold students accountable for their academic performance, and maintain clear guidelines regarding exams, promotions, and attendance.

Category	Details
Promotion Criteria	- A student must secure at least 50% in each subject and 50% in aggregate to be promoted to the next class.
	- A student failing in more than two core subjects (English, Math, Science, Social Studies, Religion, Arabic) will not be promoted.
	- Students who miss any term due to late admission or approved medical leave will have their following terms' weightage adjusted accordingly.
Re-test Policy	- Students failing in two or more subjects will be offered a re-test for the failing subjects. Parents will receive a letter about this.
	- Promotion will be granted only after meeting the re-test and promotion criteria.
Attendance Policy	- Students with less than 90% attendance will not be allowed to sit for the final exam.
	- Students who are absent for the final exam but have passed the accumulative exams will not be promoted unless approved by the Principal/Academic Principal.
Retake Exams	- Retake exams will be conducted for students who fail or are absent with valid approval from the Principal/Academic Principal.
	- Early exams will not be conducted unless approved by the Principal/Academic Principal.
Medical Leave for Re-exams	- Only medical certificates from Hamad Hospital are accepted to request a re-exam for absent students.
Behavior and Exam Rules Compliance	- Students must comply with the behavior and exam rules during exams. Failure to follow these rules will disqualify the student from

Category	Details
	taking the exam.
Reviewing of Exam Papers by Parents	- Parents can request to review their child’s exam papers within one week of the result being issued. Requests must be in writing.
	- The Academic Vice Principal will review the papers, and parents will be invited to the library between 1:00 p.m. and 2:00 p.m. within two days of the request.
	- Parents cannot use mobile phones or take photos of the exam papers during the review session.
	- For any errors or issues, parents will provide comments, and the Academic Supervisor will discuss them with the respective teachers.
	- If any changes to the result are made, a new result card will be issued after approval from the Principal.

PROMOTION AND RETENTION POLICY (YEARS 4–6)

Aim:

This policy outlines the academic standards and procedures related to student promotion and repetition for Years 4 to 6 at Oscar Academy. It ensures that promotion decisions are based on academic performance, attendance, and compliance with school expectations.

Promotion Criteria

A student will be **promoted to the next academic year** based on the following conditions:

- **Attendance:** A minimum of **90% attendance** is required. Students falling below this threshold **will not be allowed to take the exams** unless they have:
 - Approved medical leave from Hamad Hospital
 - Justified late admission
 - Other exceptions approved by the school administration
- **Academic Performance:**
 - **Promotion Level 1:** Student secures **greater than 50% in all subjects**
 - **Promotion Level 2:** Student secures **less than 50% in 2- 3 subjects**, and:
 - Is eligible for a **re-take exam** (subject to approval)
 - Parental support and follow-up are required through a signed undertaking
 - **Retained Year:** Student scores **less than 50% in more than 2 or 3 subjects**, or fails to meet other academic and attendance standards.

3. Year-End Examination Policy

- All students are required to take year-end exams.
- Failure in **multiple exams** will lead to **retention of the year**.

4. Parental Commitment

Parents/guardians of students at risk of academic failure must sign a **Parental Undertaking Letter**, agreeing to:

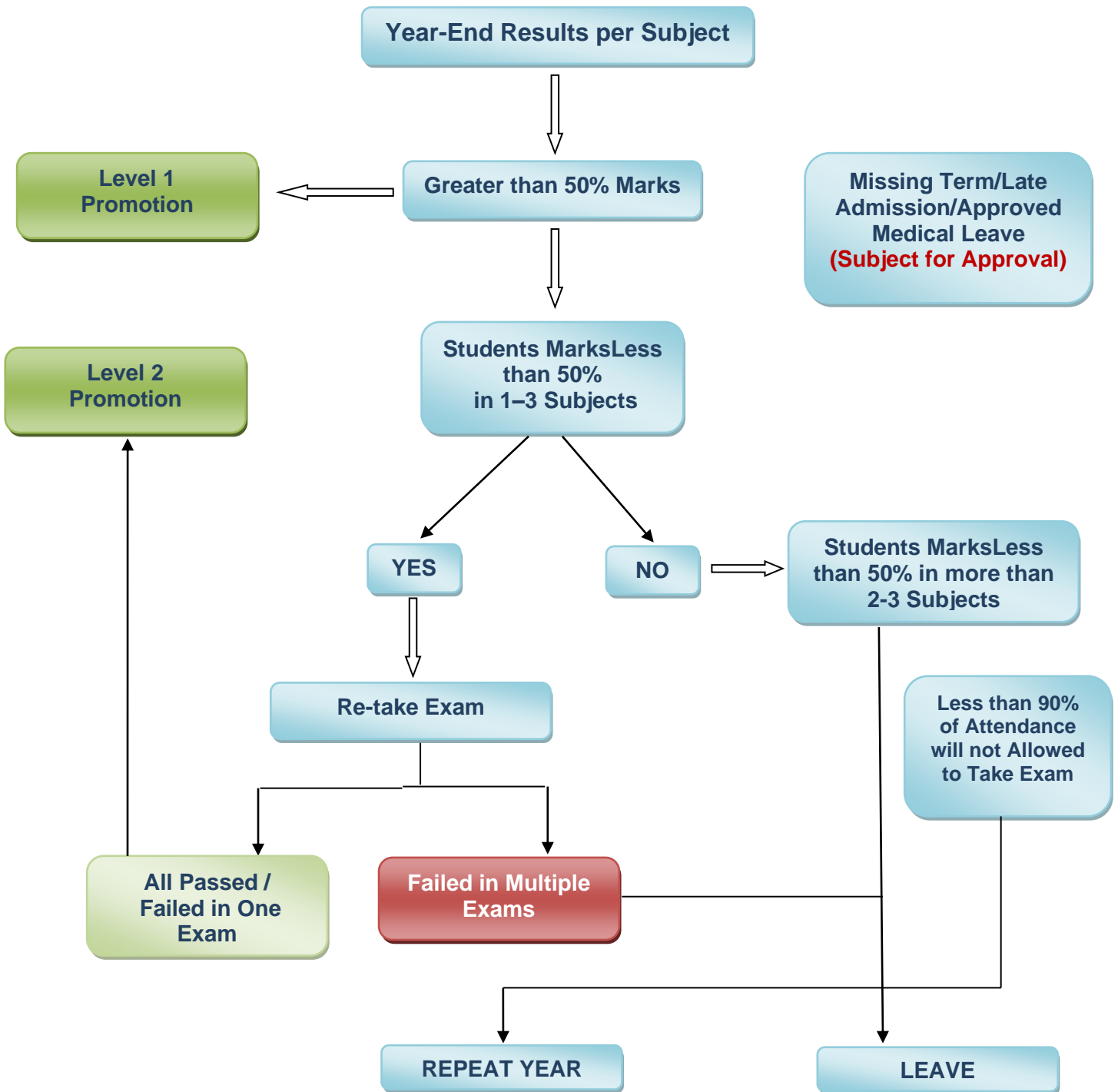
- Monitor academic performance and behavior
- Maintain communication with teachers
- Ensure completion of homework, assignments, and projects
- Support regular attendance and adherence to school expectations

5. Subjects of Focus

The following core subjects are considered in the promotion evaluation:

- English
- Mathematics
- Arab

PROMOTION AND RETENTION POLICY (Year 4-6)



Parental Undertaking Letter

AY 2024-2025

I, the undersigned parent/guardian of _____ (Student's Name),
_____(Class) hereby undertake and agree to provide all necessary support to
assist in the development of my child's academic performance, attendance, and behavioral
expectations for the completion of the required subjects for the Academic Year 2024-2025.

The subjects include:

- English
- Mathematics
- Arabic

I further commit to:

- Monitoring and following up on my child's academic progress and overall performance.
- Maintaining regular communication with my child's classroom/subject teachers.
- Supporting my child in completing all assigned work, projects, and academic requirements within the set deadlines.
- Encouraging positive behavior and consistent attendance to help meet school expectations.

By signing below, I acknowledge and accept my role in actively supporting my child's educational journey at the school.

Parent/Guardian Name: _____

Signature: _____

Date: _____

ENTRANCE EXAMINATION POLICY

Purpose

The Entrance Examination is conducted for **new applicants** to assess their academic readiness and determine appropriate grade placement prior to admission.

Aims

- ✓ Assess academic readiness of applicants based on core subject knowledge.
- ✓ Ensure appropriate grade placement and identify any special learning needs.
- ✓ Support informed admission decisions based on standardized criteria.

Note: The entrance exam is *not* a pass-or-fail test. It is purely diagnostic and is used to support action planning, personalized learning strategies, and academic interviews when needed.

Procedure

Step	Description
1	Test Design: Created by subject specialists aligned with the UK curriculum.
2	Subjects Covered: English, Mathematics, and other relevant core subjects.
3	Timing: Scheduled prior to admission or within the first week of joining.
4	Evaluation: Results are reviewed by the Academic Team for grade placement or remedial recommendation.
5	Communication: Outcomes are shared with parents and recorded in the student's admission file.

Roles and Responsibilities

Role	Responsibilities
Admissions Team	Schedule tests and coordinate with academic departments.
Subject Teachers	Prepare and review test materials; mark assessments.
SMT	Final approval of results and placement recommendations.
Parents	Support students during the process and provide required documentation.
Students	Attempt the test honestly and to the best of their ability.

Timeline

- Conducted **before admission** or immediately after enrollment.
- Evaluation completed within **3 working days** of the test.
- Placement and feedback shared with parents after assessment.

DIAGNOSTIC TEST POLICY

Purpose

The Diagnostic Test is an internal assessment to identify students' academic strengths and weaknesses and to inform teaching strategies accordingly.

Aims

- ✓ Identify knowledge gaps at the beginning of each semester.
- ✓ Enable teachers to plan targeted lessons and support interventions.
- ✓ Enhance student learning outcomes and track academic progress.
- ✓ Provide data for ongoing curriculum development and teaching refinement.

Procedure

Step	Description
1	Pre-Diagnostic Test: Conducted at the start of Semester 1 .
2	Post-Diagnostic Test: Conducted at the start of Semester 2 to compare progress.
3	Test Design: Aligned with UK curriculum and year-level expectations.
4	Administration: Tests given by subject teachers in core areas like English and Mathematics.
5	Analysis: IT Department analyzes results and provides feedback to SMT and teachers.
6	Action Planning: Teachers develop intervention strategies and learning plans.
7	Progress Monitoring: Comparison between pre- and post-tests to evaluate student improvement.

Roles and Responsibilities

Role	Responsibilities
SMT	Approve test content; oversee analysis and implementation.
Assessment Committee	Design, review, and revise tests each academic year.
IT Department	Analyze results and generate data reports.
Teachers	Administer tests, create individualized action plans, monitor progress.
Parents	Engage in follow-up support based on test feedback.
Students	Participate seriously and follow through with learning plans.

Timeline

- **Pre-Diagnostic Test:** Week 1 of Semester 1.
- **Post-Diagnostic Test:** Week 1 of Semester 2.
- **Data Analysis & Planning:** Within two weeks of each testing period.

EXTERNAL EXAM POLICY (GL / TIMSS / PIRLS)

Aim:

To provide a standardized, data-driven evaluation framework through external assessments (GL, TIMSS, PIRLS) that supports evidence-based improvements in teaching, learning, and leadership. This policy ensures consistency in measuring student achievement across grades and curricula, and informs strategic decision-making to enhance school performance.

Objectives:

- ✓ To obtain a reliable, external measure of the school's overall academic performance.
- ✓ To benchmark student achievement and cognitive ability against international standards.
- ✓ To ensure consistency in assessments across school locations, curricula, and student cohorts.
- ✓ To analyze individual student profiles for targeted interventions and academic support.
- ✓ To identify disengagement or risk of underachievement through student attitude surveys.
- ✓ To support school self-evaluation, improvement planning, and accreditation processes.

Target Group:

- ✓ Students from Year 3 to Year 6

Justification (as per QNSA Recommendations – February 2020):

According to the Qatar National School Accreditation (QNSA), external standardized testing (such as GL assessments) should be strategically administered at critical transition stages.

- Year 3 represents the end of Key Stage 1, providing an early benchmark of foundational knowledge and skills.
- Year 6 represents the end of Key Stage 2, allowing the school to evaluate academic readiness for the next educational phase.
This targeted implementation ensures meaningful tracking of student attainment and progress, while maintaining cost-effectiveness, data reliability, and consistency across schools.

Subjects Covered:

- Core subjects (such as English, Mathematics, and Science, depending on the exam framework)

Assessment Tools & Features:

Assessment	Purpose	Features
GL Assessments	Measures cognitive ability and academic progress	Curriculum-independent; provides a student learning profile
TIMSS (Trends in International Mathematics and Science Study)	Evaluates knowledge and skills in Math and Science	Benchmarks performance internationally
PIRLS (Progress in International Reading Literacy Study)	Assesses reading comprehension and literacy skills	Tracks reading trends and teaching effectiveness

Data Use and Analysis:

- ✓ Student performance is analyzed at individual, class, and school level.
- ✓ Results help in identifying high-achieving students and those needing additional support.
- ✓ Data supports the development of personalized learning plans.
- ✓ Leadership uses the results to plan teacher training and allocate resources effectively.

Exam Duration & Administration:

- ✓ Duration and format of exams are based on the official guidelines of each external assessment provider.
- ✓ Exams are conducted in a secure, monitored environment to ensure fairness and integrity.
- ✓ Students and parents are informed in advance about the exam schedule and preparation expectations.
- ✓ Review sessions are conducted for each class prior to the exams to reinforce key concepts and help students prepare effectively.

STAR OF THE WEEK POLICY AND SELECTING CRITERIA

Aim:

The Star of the Week program aims to celebrate students who demonstrate outstanding academic performance, exemplary character, strong work ethic, and leadership qualities. It encourages positive behavior, fosters a culture of recognition, and strengthens home-school connections.

Policy Procedures

Step	Action	Responsible Person	Deadline / Day
1	Submit selected student's name in the given form	Class Teacher to Building Supervisor	Every Tuesday by 9:00 a.m.
2	Forward the selected name to Academic Supervisor to prepare the certificate	Building Supervisor	Every Tuesday by 9:30 a.m.
3	Invite parents of selected student to the Thursday assembly	Social Worker	Every Tuesday
4	Distribute certificates in morning assembly	Academic Supervisor / Principal	Every Thursday
5	Display selected student's photo and description	Building Supervisor	Every Thursday

Criteria for Selection

Students must fulfill at least one attribute from each of the four categories:

Category	Criteria
Academic Performance	<ul style="list-style-type: none"> - Works to full potential - Demonstrates class participation - Completes assignments on time - Shows academic improvement - Displays responsibility in projects - Willing to help peers - Shows genuine effort - Is respectful to peers and teachers
Responsibility / Work Ethic	<ul style="list-style-type: none"> - Submits all work on time - Brings necessary materials to class - Good attendance and punctuality - Demonstrates self-control and accountability - Exhibits honesty and integrity - Comes to class prepared and motivated

Category	Criteria
Citizenship / Character	<ul style="list-style-type: none">- Shows kindness, gratitude, and respect- Participates in community service- Demonstrates good sportsmanship- Is polite and cooperative- Avoids blame and promotes harmony
Leadership	<ul style="list-style-type: none">- Leads by example- Displays fairness and responsibility- Participates and motivates others- Shows school pride and respect- Demonstrates problem-solving and initiative- Accepts leadership opportunities with humility

SUPPORT POLICY

Aim:

To enhance the academic performance of students in core subjects (Arabic, Math, and English), provide accessible content to non-native speakers, and offer appropriate alternatives for non-Muslim students in Religion classes.

Purpose:

- To support underperforming students in Arabic, Math, and English.
- To assist non-native students by offering Qatar History and Religion in English.
- To offer a substitute subject ("Road to Success") for non-Muslim students.

Support and corresponding resources:

Category	Identification Criteria	Purpose	Type of Support	Resources
Underperforming Student	<ul style="list-style-type: none"> - Entrance exam results (new students) - Diagnostic test in September - Teacher feedback by October - Class performance (quizzes, homework, participation) 	To support underperforming students in Arabic, Math, and English by providing targeted academic intervention that bridges learning gaps and builds student confidence and achievement.	Support classes in Arabic, Math, English	Support Booklets tailored to student needs
Non-Native Speaker	<ul style="list-style-type: none"> - Confirmed via student nationality records from Affairs Department - Passport copy must be attached 	To assist non-native students by offering Qatar History and Islamic Religion in English, making cultural subjects accessible—aligned with the school's vision and national values.	Qatar History & Religion lessons in English	<ul style="list-style-type: none"> - Qatar History: MOE Books (in English) - Religion: <i>Islam My Deen</i> (Eclipse Publishing Co.)
Non-Muslim Student	<ul style="list-style-type: none"> - Confirmed via religious data from Affairs Department - Parent confirmation during registration 	To offer an alternative subject ("Road to Success") that promotes personal growth, ethical understanding, and global citizenship in a values-based environment.	Alternative subject class	<i>Road to Success</i> by Eclipse Publishing Co.

Monitoring Committees & Roles

Position	Role
Principal	<ul style="list-style-type: none"> - Oversee the entire support program and ensure effective policy implementation. - Analyze student results and parent feedback regarding the implemented program.
Academic Supervisor	<ul style="list-style-type: none"> - Identify students needing support (underperforming, non-native, non-Muslim) - Design action plans - Assign teachers and venues - Monitor plans and curriculum - Analyze exam performance and provide feedback to the principal - Meeting parents and finalize parents consent approval form
Subject Teachers	<ul style="list-style-type: none"> - Track student performance in class - Coordinate with support teachers on learning needs and updates
Social Worker	<ul style="list-style-type: none"> - Contact parents for consent and updates - Communicate student progress/issues
Coordinators	<ul style="list-style-type: none"> - Monitor effectiveness of support teachers - Provide suggestions - Revise curriculum - Analyze results

Sample Consent Form

SUPPORT CURRICULUM (ARAB -MUSLIM NON NATIVE SPEAKERS)

Dear Parents,

Oscar Academy seeks to meet all our students' needs. In this regard, the school is offering an option to all non-native speakers to take **Religion** and **Q. History** Subjects using **English** as its medium of instruction or they can take it in **Arabic** with the whole class; and the **Arabic Subject** with **Easy Arabic** or in the **Normal class** aligned to the Curriculum of the Ministry of Education.

If you would like to attend your child in this class, please fill up the consent slip and return as soon as possible.

Thank you and please do not hesitate to contact the school for any further queries.

Oscar Academic Team

Support Curriculum Approval

We hereby agree that my son/daughter _____ of
Year _____ will take the following subjects as follows:

Subject	English	Arabic
QH		
Religion(Islam is My Deen)		
	Easy Arabic	Normal
Arabic		

Parent's Name & Signature

Date: _____

SUPPORT CURRICULUM (ARAB -Non-MUSLIM NATIVE SPEAKERS)

Dear Parents,

Oscar Academy seeks to meet all our students' needs. In this regard, the school is offering an option to all non-native speakers to take **Religion** and **Q. History** Subjects using **English** as its medium of instruction or they can take it in **Arabic** with the whole class; and the **Arabic Subject** with **Easy Arabic** or in the **Normal class** aligned to the Curriculum of the Ministry of Education.

If you would like to attend your child in this class, please fill up the consent slip and return as soon as possible.

Thank you and please do not hesitate to contact the school for any further queries.

Oscar Academic Team

Support Curriculum Approval

We hereby agree that my son/daughter _____ of
Year _____ will take the following subjects as follows:

Subject	English	Arabic	RTS
QH			
Religion (Islam is My Deen)			
	Easy Arabic	Normal	
Arabic			

Parent's Name & Signature

Date: _____

SUPPORT CURRICULUM (NON -MUSLIM NON NATIVE SPEAKERS)

Dear Parents,

Oscar Academy seeks to meet all our students' needs. In this regard, the school is offering an option to all non-native speakers to take **RTS instead of Religion and Q. History Subjects** using **English** as its medium of instruction or they can take it in **Arabic** with the whole class; and the **Arabic Subject** with **Easy Arabic** or in the **Normal class** aligned to the Curriculum of the Ministry of Education.

If you would like to attend your child in this class, please fill up the consent slip and return as soon as possible.

Thank you and please do not hesitate to contact the school for any further queries.

Oscar Academic Team

Support Curriculum Approval

We hereby agree that my son/daughter _____ of Year _____ will take the following subjects as follows:

Subject	English	Arabic	RTS
QH			
Religion			
	Easy Arabic	Normal	
Arabic			

Parent's Name and Signature

Date: _____

DEAR PROGRAM POLICY (Drop Everything and Read)

To improve skills in reading fluency both for English and Arabic and **supporting the UK Reading Curriculum Standards to achieve for all grades**, the Drop Everything and Read (DEAR) Program is continued in the School Program. In strict implementation of the said activity, the following regulations are bound:

1. Homeroom teachers should gather their respective at 7:00-7:25 am to read fiction or non-fiction texts from the Library or any planned online reading materials as per UK Curriculum support.
2. The activity shall be taken two days in a week; every Mondays and Thursdays.
3. A worksheet must be answered by the reflecting the elements of the short story or the reading texts.
4. The evaluation of ' progress in Reading shall be undertaken by the Homeroom Teacher once a month starting the second semester.
5. Teachers and who religiously carry over the DEAR Program shall be rewarded with gifts and certificates monthly every First Week of the next month. Homeroom teachers shall give a copy of their Best Dear Readers to the Academic Supervisor for appraisal purposes.

MONITORING and EVALUATING:

- Admin supervisors and Building supervisors are responsible in monitoring the activities done by all the teachers during this program.
- Academic Team evaluates the effectiveness and implementation of the DEAR Program in each class.
- Analysis of ' results in Reading Comprehension in GL Exams at the key stages and Internal exams are strictly monitored by the SMT.

UK Reading Standards:

Year	Standards
Year 1:	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. • Being encouraged to link what they read or hear read to their own experiences
Year 2:	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways .
Year3 and 4:	<p>Develop positive attitudes to reading, and an understanding of what they read by:</p> <ul style="list-style-type: none"> ○ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

	<ul style="list-style-type: none">○ reading books that are structured in different ways and reading for a range of purposes○ using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none">○ checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context○ asking questions to improve their understanding of a text○ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence○ predicting what might happen from details stated and implied
<p>Year 5 and 6:</p>	<p>Maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none">• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• reading books that are structured in different ways and reading for a range of purposes• increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions• recommending books that they have read to their peers, giving reasons for their choices. <p>Understand what they read by:</p> <ul style="list-style-type: none">• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context• asking questions to improve their understanding• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• predicting what might happen from details stated and implied

MENTAL MATH POLICY

Aim:

To strengthen students' ability to perform mathematical operations mentally with speed and accuracy, and to promote reasoning, estimation, and real-life application through consistent practice and strategy-based learning.

Rationale:

In a modern, technology-driven society, developing mental computation skills is essential. While technology has replaced paper-and-pencil for complex calculations, individuals must still be able to:

- Use mental strategies for everyday tasks.
- Judge the reasonableness of answers produced by technology.
- Build a strong foundation for mathematical understanding and confidence.

Definitions & Connections:

Term	Definition
Fact Learning	Acquisition of 100 basic number facts (0–9) in all four operations. Mastery = correct response in 3 seconds or less.
Mental Computation	Using strategies to calculate exact answers mentally, occasionally supported by quick sub-step jottings.
Computational Estimation	Using strategies to mentally approximate answers, often involving rounding.
Thinking Strategies	Approaches used to retrieve or calculate facts, essential for automatic recall and estimation skills.

Practice & Reinforcement:

- Reinforcement must occur after a strategy is introduced.
- Activities should include:
 - Varied question formats.
 - Real-life contexts (money, measurement, data).
 - Visual and oral prompts.
 - Exposure to diverse mathematical language (e.g., “5 add 4”, “sum of 5 and 4”).

Response Time Guidelines:

Type	Time Expectation	Notes
Basic Facts	3 seconds or less	Start with more time, reduce as proficiency improves. Avoid causing anxiety.
Mental Computation	5–10 seconds	Depends on complexity; quick jottings allowed to support memory.

Techniques:

- Show of hands, individual responses, or use of dry-erase boards to check all students simultaneously.

Parent & Guardian Involvement:

- Communicate strategies being taught.
- Encourage mental math in daily activities (shopping, cooking, etc.).
- Partner with the school to support student confidence and fluency in math.

Guidelines for Implementation:

#	Guideline
1	Mental Math is conducted once a week.
2	Students must bring their Mental Math Booklet according to the schedule.
3	Mental Math has three parts: Listening, Written, and Problem Solving.
4	Booklets must be answered only in school under teacher supervision .

Committee Members:

- Academic Supervisor
- Team Leaders
- Teachers

SPELLING GUIDELINES AND POLICY

Aims:

1. To provide children with spelling strategies that support their everyday writing.
2. To develop children's spelling skills through varied and meaningful experiences.
3. To equip students with a range of phonological and orthographic strategies to recognize appropriate spelling patterns.
4. To ensure children have a secure grasp of grammar and can demonstrate linguistic accuracy in both spoken and written language.
5. To help students respond to and use punctuation accurately in reading and writing, according to age expectations.
6. To support the UK National Spelling Curriculum and prepare students for GL assessments.
7. To follow the Ministry of Education Arabic Curriculum Spelling Guidelines, as applicable.

Implementation Strategies:

Spelling is embedded in a variety of enjoyable and educational activities to ensure effective learning:

- **Rhyme Recognition** – e.g., mouse → house.
- **Chunking Words** – Write words using different coloured pens to segment them into manageable parts.
- **Visual Aids** – Use coloured post-it notes or large-format paper to visualize tricky words.
- **Kinesthetic Activities** – Finger painting, chanting, and drawing help with memory and engagement.
- **Mnemonics & Memory Hooks** – e.g., *big elephants can always understand small elephants* = because.
- **Illustrated Words** – Turn words into pictures (e.g., “bed” shaped like a bed).
- **Syllable Chanting** – Break words into syllables (e.g., Wed-nes-day) and use actions for reinforcement.

Home Learning

- Weekly spelling lists are sent home with tricky and high-frequency words.
- Games, reading, and practice activities at home are encouraged.
- Words align with UK National Curriculum common exception words and phonics expectations.
- Key Stages 1 and 2 students take home tailored spelling lists based on individual needs and year group targets.

Classroom Guidelines

1. A dedicated Spelling Class is held once a week (45 minutes per session).
2. Spelling Booklets are provided for in-class exercises, including activities and games.
3. Weekly Spelling Quizzes assess understanding and retention.
4. Pronunciation and accent support is provided via online resources.
5. Active teacher monitoring ensures proper engagement with activities.

Spelling Word Counts Per Year (UK National Curriculum Standards)

Year Group	Weekly Spelling Word Count	Source / Focus Areas
Year 1	5–8 words	High-frequency words, phonics-based patterns, common exception words
Year 2	8–10 words	Common exception words, suffixes, contractions
Year 3	10–12 words	Prefixes/suffixes, homophones, common misspellings
Year 4	10–12 words	Word families, prefixes/suffixes, silent letters
Year 5	12–15 words	Morphological patterns, etymology, advanced homophones
Year 6	12–15 words	Revision of all key rules, challenging exceptions, vocabulary enrichment

Note: Additional support is provided for EAL (English as an Additional Language) learners and students needing intervention.

GIFTED AND TALENTED POLICY

Aims:

1. Ensure gifted and talented students are challenged and supported to reach their full potential.
2. Identify and record gifted and talented students, including underachievers with potential.
3. Raise staff and parent awareness of the intellectual and social needs of these students.
4. Develop strategies and programs that support high expectations and achievement.
5. Offer enrichment and extension opportunities to build core competencies.
6. Provide ongoing staff development and access to resources.
7. Support students' social, moral, and emotional development.
8. Accurately assess and track progress to inform interventions.
9. Build partnerships with other schools and agencies for further development.

Definition of Gifted and Talented

Students who demonstrate abilities significantly above their peers, or who show the potential to develop such abilities in areas such as:

Domain	Examples
Intellectual	Linguistic, mathematical, specific academic subjects
Creative	Problem-solving, scientific, technical
Social	Personal insight, leadership qualities
Physical	Sports, dance, movement
Artistic	Art, music, drama
Practical	Technological, hands-on tasks

Identification Strategies

- ✓ Teacher judgment with checklists
- ✓ Student work samples
- ✓ Evidence from out-of-school activities
- ✓ Observations and monitoring
- ✓ Parent, peer, and self-nominations

Provision Strategies

In-Class

- ✓ Differentiation (tasks, questioning, homework)
- ✓ Enrichment tasks, open-ended questions, expert talks
- ✓ Problem-solving and higher-order thinking tools
- ✓ Independent research and study skills
- ✓ Risk-taking and meta-cognitive development
- ✓ Flexible grouping and opportunities for peer challenge

In-School

- ✓ Acceleration, curriculum compacting, and fast-tracking
- ✓ Mentorship or work with older students
- ✓ Withdrawal groups and specialist teaching
- ✓ Extra-curricular clubs and campus collaboration
- ✓ Celebrating achievements and raising university aspirations

Out-of-School

- ✓ Competitions, musicals, drama, and sports events
- ✓ Community-based learning opportunities
- ✓ Networking with other schools

Roles and Responsibilities

Role	Responsibilities
Principal	<ul style="list-style-type: none"> - Overall responsibility for implementation across the school - Aligns the policy with strategic priorities - Oversees periodic policy reviews - Ensures international best practices are applied
Vice Principal	<ul style="list-style-type: none"> - Ensure all faculty are aware of individual G&T needs - Set and monitor challenging academic targets - Support professional development and inter-faculty collaboration - Develop enriched curricula and subject opportunities - Ensure consistent implementation and monitor effectiveness
Team Leader of ECA	<ul style="list-style-type: none"> - Maintain a comprehensive G&T database - Track and monitor student progress - Coordinate interventions with Progress Leaders - Organize enrichment opportunities - Share research, training, and resources with staff - Ensure accurate target setting and intervention plans - Build aspiration toward elite universities
Teachers	<ul style="list-style-type: none"> - Identify G&T students and understand their needs - Provide classroom differentiation and challenge - Encourage problem-solving, critical thinking, and independence - Assign challenging and enriching homework
Parents	<ul style="list-style-type: none"> - Communicate out-of-school achievements via newsletters or reports - Attend meetings with staff to discuss progress and support
Students	<ul style="list-style-type: none"> - Fill in the questionnaire/ survey regarding their kids - Participate in school ECA and Clubs

MORNING ASSEMBLY POLICY

Aim:

The aim of this policy is to establish a structured and respectful morning assembly routine every Sunday, which sets the tone for the school week. The morning assembly serves as an important opportunity to promote positive values, foster a sense of community, and reinforce the Academy's vision and mission. It is an essential part of the school's culture, helping students to develop respect, discipline, and a sense of belonging.

Assembly Timing and Schedule:

- The morning assembly will take place every **Sunday**.
- Students must arrive on time to ensure the assembly begins promptly.
- All students are expected to be seated in their designated areas by **6:55 AM**.

General Conduct:

- No food or drinks (except water) are allowed during the assembly.
- Students should be dressed in their full school uniform and be in a presentable manner.
- Students must line up quietly in their designated class groups before the assembly begins.
- Students should maintain silence and be attentive throughout the assembly.
- Any student arriving late should enter quietly and join the assembly without causing disruption.

Roles and Responsibilities:

Stakeholder	Responsibilities
Principal/VP	<ul style="list-style-type: none"> - Lead the morning assembly or designate a staff member to do so. - Ensure that the assembly reflects the values and vision of Oscar Academy. - Address the students with relevant messages for the week.
Teachers	<ul style="list-style-type: none"> - Supervise students during assembly to ensure discipline and proper behavior. - Ensure that students are in uniform and properly lined up. - Support the principal or other speakers during the assembly.
Students	<ul style="list-style-type: none"> - Attend the assembly on time and be seated by 6:55 AM. - Maintain silence and respect while the assembly is in session. - Participate actively when asked (e.g., singing the school anthem, reading announcements).
School Administration	<ul style="list-style-type: none"> - Organize and coordinate the assembly schedule. - Ensure that the assembly space is prepared in advance (e.g., microphone, seating arrangements). - Ensure all students are aware of the assembly schedule and any special events.

Assembly Structure:

1. Opening:

- The assembly will begin promptly at 7:00 AM.

- A brief introduction and welcome address by the Principal or designated staff member.
- 2. **National Anthem and School Anthem:**
 - Students will stand in silence while the National Anthem and Oscar Academy's Anthem are played.
- 3. **Daily Announcements:**
 - The Principal or another designated speaker will share important school news, upcoming events, and achievements.
 - Announcements related to class schedules, competitions, or school activities will be made.
- 4. **Student Participation:**
 - Occasionally, a student or group of students may be selected to give short speeches, share news, or lead a prayer (if culturally appropriate).
- 5. **Reflection/Inspirational Message:**
 - A brief reflection, motivational speech, or positive message will be shared with the students to inspire them for the week ahead.
- 6. **Closing:**
 - The assembly will conclude with a final reminder or message, and students will be dismissed to their classrooms.

Health and Safety Guidelines:

- ✓ Students must remain in their designated assembly areas and avoid running or pushing.
- ✓ Any student with a medical condition that may affect their participation should inform their teacher or the school nurse.
- ✓ In case of inclement weather, the assembly will be held indoors in a designated area, and students will be informed in advance.
- ✓ Social distancing and health protocols will be followed as per the Ministry of Education and Higher Education (MOEHE) guidelines during periods of public health concerns (e.g., pandemics).

Special Events:

- ✓ On special occasions (e.g., holidays, celebrations, or school events), the morning assembly may include performances, speeches, or other activities designed to celebrate the occasion.
- ✓ Students may be invited to participate in special presentations or performances as part of the assembly.

Consequences of Misconduct:

- ✓ Students who fail to adhere to the assembly rules will be reminded of the importance of respectful behavior.
- ✓ Repeated disruptions during the assembly may result in disciplinary action, such as a verbal warning or a note home to parents.

Review and Adjustments:

- ✓ The Morning Assembly Policy will be reviewed annually to ensure its continued relevance and alignment with the Academy's values and goals.
- ✓ Adjustments may be made based on feedback from students, parents, and staff to improve the assembly experience.

WEEKLY PLANNER POLICY

Aim:

The aim of this policy is to ensure clear and organized communication of the weekly teaching schedule, homework, assessments, and class activities to both students and parents. This will foster better engagement and support for students' learning, ensure transparency, and enhance the effectiveness of lesson planning and delivery.

Guidelines:

Role	Responsibilities
Teacher	- Keep the weekly planner concise, highlighting important information using underlining, bold, and italics.
	- Enter the topics to be taught in the upcoming week, including page numbers from the pupil's book and workbook.
	- Include daily homework assignments and details of any quizzes or assessments.
	- List materials needed for the week if any activities are planned.
	- Add learning tips, links, or additional resources, if available.
	- Include specific recognitions in the weekly planner: <ul style="list-style-type: none"> • Star of the Week (homeroom teacher) • Class Dojo Masters (homeroom teacher) • Best Student in Islamic Ethos (religion teacher) • Best Student in Mental Maths (maths teacher) • Best Reader for the Week (English teacher)
	- Update the weekly planner in the template available in the shared folder by every Tuesday, ensuring all lessons are accurate and formatted according to the school's guidelines.
Coordinator	- Ensure the weekly planner includes activities and events scheduled for the week.
	- Announce important dates within the planner, such as field trips, assemblies, or other special events.
Academic Vice Principal (AVP)	- Review the weekly planner to ensure it is complete, aligned with school policies, and in compliance with Qatar's regulations.
	- Oversee that all planners are accurate and provide the necessary instructional detail for the week.
Senior Management Team (SMT)	- Ensure that the weekly planner is in line with the academic goals and regulations of the school.
	- Monitor that the weekly planners are updated and sent out to parents timely.
Parent	- Review the weekly planner sent by the school each week, ensuring they are informed about their child's academic progress, upcoming homework, and any events.

Role	Responsibilities
	- Support their child in completing the homework and preparing for quizzes or special activities.
	- Engage with the weekly planner by providing feedback or asking questions during parent-teacher meetings.

4. HEALTH, SAFETY, ENVIRONMENT

HEALTH AND SAFETY MANUAL

List of Abbreviations

Term	Definition
CoSHH	Control of Substances Hazardous to Health
DSE	Display Screen Equipment
PD	Professional Development
SLT	Senior Leadership Team
MoPH	Ministry of Public Health (Qatar)
HR	Human Resources
SMT	Senior Management Team
IT	Information Technology
DPIA	Data Protection Impact Assessment
HVAC	Heating, Ventilation, and Air Conditioning
PPE	Personal Protective Equipment

Definition of Terms

Term	Definition
First Aider	A staff member trained to provide immediate care during medical emergencies until professional help arrives.
Risk Assessment	The process of identifying hazards and implementing measures to control risks associated with school activities.
Manual Handling	Activities that involve lifting, moving, or supporting loads by hand or bodily force.
Lone Working	A situation where an individual works alone without close or direct supervision.
Evacuation Drill	A planned, practiced procedure to evacuate the premises in case of an emergency such as a fire.
Hazardous Substance	Any chemical or material that can pose health risks if not properly handled or stored.
Cybersecurity	Measures and protocols implemented to protect school digital systems and data from unauthorized access or attacks.
Accident Log	A documented record of all accidents, near-misses, or safety-related events that occur on school premises.
Incident Log	A documented record of all classroom incidents, completed by the teacher at the time of the incident. It also serves as a communication tool with the social worker and administrators. Examples include: missing books, not listening, leaving the classroom without a pass card, speaking in a different language, or using foul language.

1. Introduction

Oscar Academy is fully committed to providing a safe, healthy, and supportive environment for all students, staff, visitors, and stakeholders. In alignment with the Health and Safety regulations and requirements of the Ministry of Education and Higher Education (MOEHE) in the State of Qatar-Guideline to Security, Health and Safety in Private Schools and Kindergarten (Circular No. 9, issued 27th of May 2024), this policy outlines our proactive approach to identifying, managing, and minimizing risks across all areas of school operations.

We recognize that the physical and emotional well-being of every child and adult in our school community is fundamental to achieving high standards of learning and personal development. Therefore, we aim to maintain a culture of safety, responsibility, and continuous improvement, ensuring that everyone is aware of their role in upholding health and safety standards.

Our aims and objectives include:

1. Ensure full compliance with all applicable health, safety, and environmental laws, regulations, and Ministry of Public Health requirements.
2. Prevent accidents and incidents through proactive planning, risk assessments, and effective communication.
3. Provide and maintain safe and healthy working conditions, equipment, and systems of work that minimize risks across all academy operations.
4. Empower staff and students through awareness and training to actively contribute to a culture of safety and well-being.
5. Establish clear and effective procedures for responding to emergencies, including first aid, fire safety, and other critical incidents.
6. Allocate safety responsibilities appropriately, based on comprehensive risk assessments and in compliance with legal and organizational standards.
7. Continuously review and improve our safety policies and practices to align with best practices, updated guidance, and changes in the school environment.

This Health and Safety Policy applies to all school activities, both on-site and off-site, and serves as a framework for a safe, inclusive, and nurturing school environment.

This policy will be reviewed by the Oscar Academy Governing Authority:

1. At regular intervals
2. After accidents, incidents, and near misses
3. After any significant changes to the workplace, working practices, or staffing
4. After any form of official notice has been served

2. Key Health and Safety Areas

This section outlines the key health and safety areas that form the foundation of the school's overall approach to maintaining a safe and healthy environment. These areas are designed to address the diverse risks and challenges that can arise within the school setting, ensuring the well-being of students, staff, and visitors alike.

Each key area focuses on specific aspects of health, safety, and well-being, from the physical environment to the management of daily school activities. By identifying and addressing these key areas, the school ensures that health and safety practices are embedded in every aspect of school life.

The following sections provide detailed guidelines and protocols for managing each of these key areas, in alignment with the standards set by the Ministry of Education and Higher Education in Qatar. These measures will help raise a culture of safety, prevent accidents and injuries, and create a secure learning environment for all.

2.1 Safeguarding and Safe Behavior

This policy outlines Oscar Academy's commitment to maintaining a safe and supportive environment, in full compliance with the laws of the State of Qatar and international safeguarding standards. We are dedicated to promoting safe behaviour and advancing a culture of vigilance, ensuring that all members of our community are always protected and respected.

Staff Responsibilities

1. All staff must follow the school's code of conduct and safeguarding policies
2. Staff must never use physical punishments or any form of degrading treatment
3. Staff must report any concerns about colleagues' conduct toward students
4. Staff must complete mandatory safeguarding training annually

Student Responsibilities

1. Students must follow school rules and behave responsibly
2. Students must report any concerns about their safety or the safety of others
3. Students must not bring prohibited or dangerous items to school
4. Students must follow instructions given by staff during emergencies

Bullying Prevention

Oscar Academy has a zero-tolerance approach to bullying. All incidents are taken seriously and dealt with promptly according to the school's anti-bullying policy.

Role	General Responsibilities
<p style="text-align: center;">Principal</p>	Ensure that safeguarding and behavior policies are in place, up to date, and effectively implemented.
	Promotes a whole-school culture of safety, respect, and accountability.
	Ensures clear procedures are in place for reporting concerns (including to the Ministry of Education if required).
	Make sure all staff receive regular training in child protection and safe behavior practices.
	Acts as the key contact for external safeguarding authorities and supports investigations where needed.
<p style="text-align: center;">Teacher</p>	Identifies and responds to signs of abuse, neglect, bullying, or unsafe behavior among students.
	Integrate health and safety in informal and formal setup
	Models respectful, safe, and inclusive behavior at all times.
	Builds trust with students so they feel safe to report concerns.
	Maintains a physically and emotionally safe classroom environment.
<p style="text-align: center;">HR Team</p>	Ensures that all staff hired has proper background checks in order to ensure that there is no evidence of offences involving children or abuse.
	Makes sure staff understands and sign off on the school's safeguarding and behavior policies.
	Organizes ongoing training and ensures compliance with legal safeguarding requirements in Qatar
<p style="text-align: center;">Senior Leadership Team (SLT)</p>	Collaborates in creating and reviewing safeguarding and behavior policies.
	Ensures the consistent application of policies across year levels and departments.
	Provides structures for student support, such as pastoral care, counselling, and behavior intervention plans.
	Conducts risk assessments related to student safety (e.g., trips, school buses, playgrounds).

2.2 School Security

Oscar Academy prioritizes the safety and protection of all students, staff, and visitors. In accordance with the Health and Safety guidelines of the Ministry of Education and Higher Education in Qatar, the school implements strict security measures, including controlled entry, visitor registration, and regular site monitoring. These procedures ensure a safe, secure, and supportive environment where education can thrive.

Access Control

1. All visitors must fill in the visitor's book at the security guard post
2. All visitors must report to the main reception upon arrival
3. Visitors must sign in, wear visible identification, and be escorted if necessary
4. Access to the school premises is controlled through electronic access systems
5. CCTV cameras monitor key areas of the school

Perimeter Security

1. The school perimeter is secured with appropriate fencing and gates
2. Gates are locked during school hours except for designated entry/exit times
3. Security personnel monitor the perimeter throughout the day

Staff Responsibilities

1. Staff must wear identification badges at all times
2. Staff must challenge unidentified visitors and report concerns
3. Staff must not share access codes or keys with unauthorized individuals
4. Staff must ensure doors and gates close securely behind them

Emergency Lockdown Procedures

1. Lockdown procedures are in place for situations requiring immediate security
2. Staff and students practice lockdown drills regularly
3. Clear communication systems are established for lockdown situations

Role	General Responsibilities
Principal	Oversee the implementation of effective measures to keep the school campus secure from unauthorized individuals, ensuring a safe learning environment for all students and staff.
	Monitors the arrival and dismissal of students to ensure that parents or guardians remain within designated pick-up and drop-off zones.
	Conducts routine checks on the maintenance of the visitor logbook and reviews the daily incident report, sharing important information with the Administration Officer, relevant staff, and Oscar Academy leadership as required.
	Communicate any significant updates or developments regarding school safety with staff members when appropriate.
	Ensures that the school premises are locked and secured promptly after school hours. No students should remain on-site without prior approval from the Section Head and proper notification to the Administration Officer.
	Ensure there are designated waiting and meeting areas for guests and that all administrative and teaching staff understand how to direct visitors appropriately.
Security Guard	Monitors and secures the school entrance during official school hours, including designated times before and after school.
	If positioned at the school gate, verifies that all individuals entering the premises have proper authorization. This includes parents or guardians picking up students, visitors with appointments, scheduled guests, or Oscar Academy staff.
	Requires all visitors to identify themselves before entering the building. Denies access uncooperative or suspicious individuals and immediately informs the Principal if such action is taken.
	Issues visitor badges to guests who are not acting as guardians, are not employed by Oscar Academy, or are not present solely for student pickup. (Reception staff may issue passes depending on the academy's structure.)
	Directs visitors to the appropriate area — whether for student collection or to the Reception for further assistance.
	When stationed inside the building, ensures that all visitors arriving outside of dismissal times report to Reception to sign in. Restricts any unauthorized adult from entering classroom areas unless they have properly registered. Ensures all individuals collecting students remain within the approved waiting zones.
Staff members	Remain alert and attentive to any potential security risks or suspicious activity on the school premises.
	Immediately report any concerns or suspicions of unauthorized individuals or potential trespassers to the Principal and on-duty security personnel.
	Document any incidents that may impact the safety and well-being of students, staff, or visitors by completing an entry in the incident log at the school office.

	When holding meetings with external visitors, ensure the discussions take place in designated meeting rooms — not in corridors or open school areas — to maintain security and minimize disruption.
Administration Officer	Collaborate with the Principal to implement actions addressing any identified security risks, including overseeing the placement of evacuation signage by the Fire Marshall or other designated staff.
	Ensure all security access systems, such as the intercom/entry phone and key codes, are functioning properly. Regularly update electronic key codes for doors and alarm systems, especially when staff changes occur.
	Monitor visitor presence during evacuations, ensuring that all visitors are accounted for and that all rooms are cleared, with clear signs indicating room status.
	Assist the Principal in maintaining the security of the school by ensuring that scanners or detectors are in place, and support the enforcement of policies that restrict students from bringing phones onto school premises.
Teachers	At the beginning and end of each school day, ensure that any adults dropping off or picking up students remain in designated or permitted areas only.
	Prevent any unauthorized adult from entering a classroom if their visitor badge does not clearly identify them or if the adult is behaving in an aggressive or hostile manner.
Receptionist	Ensure that all adult visitors sign in and out of the Visitors Book at the reception area and wear an identification badge at all times while on school premises. (Note: In some academies, security may oversee the Visitors Book.)
	Direct visitors to the designated waiting area or room as advised by the Head of School/Principal.
	In the event of a fire or other emergency requiring evacuation, pass visitor information to the Administration Officer to ensure that all visitors are accounted for.
Senior Leadership Team (SLT)	Assist the Principal in ensuring the security of the campus and the well-being of staff and students. Review and approve requests for funding aimed at improving security measures on school grounds.
	Regularly monitor and assess the effectiveness of security and safety procedures to maintain a secure environment for everyone on campus.

2.3 First Aid and Accidents

The health, safety, and well-being of all students, staff, and visitors are of utmost importance. The school is committed to providing immediate and effective first aid support in the event of illness, injury, or accidents. In line with the Ministry of Education and Higher Education guidelines in Qatar, trained personnel, appropriate equipment, and clear procedures are in place to ensure that incidents are managed promptly, professionally, and with care. All accidents are recorded, reported, and reviewed to maintain a safe and responsive school environment.

First Aid Provision

1. Designated first aiders are available at all times during school hours
2. First aid kits are located at strategic points throughout the school
3. A medical room is available for treating injuries and illness
4. The school nurse is on duty during school hours

Accident Reporting

1. All accidents must be reported in the accident book
2. Serious accidents must be reported to the Health and Safety Coordinator immediately
3. The Principal must be informed of all serious incidents
4. Major incidents will be reported to the relevant authorities as required by law

Emergency Medical Procedures

1. In case of serious injury, school nurse will call emergency services (999)
2. Parents/guardians will be contacted as soon as possible
3. A staff member will accompany the injured person to hospital if necessary
4. All emergency contact information is stored securely and is accessible to authorized staff

Medication Administration

1. Only prescribed medication will be administered by authorized staff
2. Written parental consent is required for administration of any medication
3. All medication must be stored securely in the clinic
4. Records of all medication administered will be maintained

Role	General Responsibilities
Principal	Holds overall responsibility for managing First Aid provision and accident response procedures across the school, ensuring a safe and supportive environment for students, staff, and visitors.
	Ensures that there is an adequate number of trained First Aiders (minimum of eight) available on-site and that their names and roles are clearly communicated to all staff.
	Ensures all staff are familiar with the school's First Aid procedures, the location of First Aid Kits, and the process for reporting incidents and injuries.
	Oversee the maintenance of up-to-date medical information for students, ensuring that staff are made aware of specific medical needs and that First Aid Kits are readily available for use during break times and off-site school activities.
	Takes leadership in the event of an accident or medical emergency, ensuring that appropriate first aid is administered, emergency services are contacted if needed, and proper communication is established with parents or next of kin.
	Ensure that all accidents and incidents are recorded accurately in the school's official log and that these records are stored securely and confidentially in the school office.
	Reviews the accident and incident logs regularly, identifies any trends or recurring issues, and takes corrective actions where needed, including updating risk assessments and staff protocols.
Nurse	Responsible for managing the administration of medication and supporting the school's First Aid and health care procedures, ensuring that all practices align with approved safety standards and parental consent requirements.
	Maintains awareness of each student's medical history, including known allergies and prescribed medications, and conducts appropriate risk assessments before administering any treatment.
	Maintains accurate and up-to-date medical records for all students, regularly reviewing and updating them as new information is received.
	Shares relevant medical information with teaching and support staff at the start of each semester and provides immediate updates if changes occur during the school year.
	Ensures that medical details of students participating in extracurricular activities and school trips are communicated to supervising staff, and that appropriate medical resources and plans are in place.
	Maintains fully stocked First Aid Kits, ensuring availability for staff during break times and off-campus activities. Regularly checks kits for completeness and expiry of supplies.
Coordinates, or in collaboration with the Administration Officer, arranges for basic or specific medical training for relevant staff, such as training in the use of EpiPens or other emergency medications.	

	<p>Provides immediate first aid when necessary, monitors students recovering from minor ailments, and advises on further medical steps if required, referring serious cases to the Principal and/or emergency services as needed.</p>
<p>Nominated First Aider</p>	<p>The Nominated First Aider is responsible for providing immediate assistance in the event of an injury or medical emergency involving a student, staff member, or visitor.</p>
	<p>Provides Basic First Aid support promptly and effectively, remaining calm and reassuring while managing the situation until further medical help is available.</p>
	<p>Immediately notifies the Principal, School Nurse, or the next available senior leader of any incident requiring medical attention or further intervention.</p>
	<p>In coordination with the Principal or senior leader, contacts emergency services (ambulance or medical assistance) when required, ensuring clear communication of the nature and severity of the incident.</p>
	<p>Completes a detailed and accurate incident report, ensuring it is recorded in the school's official log. The report must include the date, time, nature of the incident, actions taken, and any follow-up required.</p>
	<p>Maintains confidentiality and ensures that the incident log is submitted to the appropriate school authority for secure filing and further review if necessary.</p>
<p>Administration Officer</p>	<p>Responsible for overseeing the logistical coordination and support of the school's First Aid and health safety systems, ensuring that all procedures and resources are maintained to a high standard.</p>
	<p>Ensures that notices identifying the location of First Aid containers and the names of trained First Aiders are clearly displayed in prominent areas throughout the school for easy reference in an emergency.</p>
	<p>Regularly checks that a First Aid container is stationed in the appropriate school office and that it includes a current First Aid guide and emergency procedures manual.</p>
	<p>Oversee the maintenance of all First Aid containers across designated areas of the school, ensuring they are fully stocked at all times. Works with assigned staff in each area to monitor stock levels and replenish supplies as needed.</p>
	<p>Organizes and coordinates First Aid training and refresher courses for staff, ensuring that a minimum of eight trained First Aiders are always maintained on-site. Ensures that the names and contact information of these individuals are clearly displayed in key locations around the school.</p>
	<p>Verifies that enough trained First Aiders are present during all school operating hours and that at least one trained First Aider accompanies students and staff during trips, excursions, and school events.</p>
	<p>In the event of the presence of bodily fluids (e.g. blood, vomit, or excrement) on school grounds, ensures the area is immediately cordoned off and properly cleaned in accordance with hygiene and infection control protocols.</p>

	<p>Take all necessary safety precautions when dealing with any biohazard material, including the use of disposable gloves and adherence to basic hygiene procedures.</p>
<p>All School Staff</p>	<p>Expected to read, understand, and comply with the Health and Safety Policy, and report any situation they believe could compromise the safety of students to the Principal or Head of School without delay.</p>
	<p>Staff are responsible for ensuring that all curriculum-related and extracurricular activities under their supervision are conducted in a safe manner. If any risk to student safety is identified, the staff members must conduct a risk assessment and share it with the Head of School before the activity begins.</p>
	<p>Maintains awareness of relevant medical information for students under their care—whether during regular classes, extracurricular activities, or school excursions.</p>
	<p>Collects First Aid Kits for use during break duties and school trips as directed by senior leadership.</p>
	<p>In the event of an incident or injury, contacts a Nominated First Aider immediately. If none are available, the School Nurse or Principal must be contacted without delay.</p>
	<p>Provides immediate assistance to injured students where appropriate, including offering comfort and support while waiting for First Aid personnel to attend.</p>
	<p>For students feeling unwell (e.g. experiencing a headache, stomach ache, asthma symptoms, nosebleeds, or vomiting), escorts or refers them to the school office or health clinic, where the Nurse or a First Aider can provide appropriate care.</p>
	<p>Reports all accidents and injuries immediately to the Head of School and cooperate fully with any investigation into the cause or circumstances surrounding the incident.</p>
	<p>Completes the appropriate First Aid Log and communicates with parents regarding any minor accidents, illnesses, or injuries. Staff are responsible for filling in and sending home the relevant First Aid Form (standard accident/sickness form or head injury form). While this task is typically carried out by the School Nurse, staff may be required to complete the documentation if they are the first responder.</p>
	<p>Ensure that First Aid and Accident forms are completed immediately and in sufficient detail following treatment and that the documentation is added to the First Aid and Accidents Folder.</p>
<p>Notifies the Administration Officer in the event of any bodily fluid (e.g. blood, vomiting, excrement) being found on site to ensure proper hygiene measures are taken.</p>	
<p>Does not administer any short-term medication (e.g. painkillers) to students unless written parental consent has been provided. In emergency situations, verbal parental consent via a phone call is required and must be documented accordingly.</p>	

Senior Leadership Team (SLT)	Plays a key strategic role in overseeing and maintaining high standards of safety for students, staff, and visitors across the school.
	Works collaboratively to review existing Health & Safety and First Aid policies and procedures, ensuring they are up-to-date, relevant, and compliant with current regulations and best practices. Updates are made in consultation with relevant staff and stakeholders.
	Ensures that all approved and revised policies are circulated to the school Principals, who are responsible for disseminating them to all staff members and ensuring awareness and implementation.
	Undertakes quality assurance checks on Health & Safety and First Aid systems, procedures, and records to verify consistency, effectiveness, and compliance.
	Supports the Principal and designated staff in the implementation and evaluation of safety protocols, and facilitates access to necessary resources, training, and support.

Qualified First Aid certified by Red Crescent last September 5, 2024	
Ma. Cecelia espina	Pernalyn Cabasal
Mohammad Kamal Javed	TirhasHaddush Kahsay-KG
Kim Jerico Victorino	Yolanda De Guia Mendoza
AmiraHanafy Farouk	Maria Pilar De Guzman-KG
Mayada Ezz Farag	Florence Lazatin
Martina Ugbor	Nashwa Abdelmoniem Abdelaziz-KG
Nancy Mohamed Farid	Eugenia Castro-KG
Jeremy Villanueva	Rasha Nagi Ibrahim
Fritz Ann Rodrigues	Esmeralda Santos

2.4 Managing Infections, Communicable Diseases, and Head Lice (Covid-19 Policy)

The school is committed to effectively managing the risks associated with infections, communicable diseases, and head lice in accordance with the guidelines of the Ministry of Education and Higher Education in Qatar. Clear procedures are in place to prevent the spread of illnesses, ensure timely communication with parents, and maintain a healthy school environment for everyone.

Prevention Measures

1. Enhanced cleaning protocols for high-touch surfaces
2. Hand hygiene facilities available throughout the school
3. Education on hygiene practices for students and staff

4. Regular health checks and monitoring for signs of illness

Response Procedures

1. Immediate isolation of suspected cases
2. Communication protocol with parents and health authorities
3. Implementation of enhanced cleaning protocols
4. Possible closure of affected areas or temporary school closure

Notification Requirements

1. Reportable diseases will be notified to Qatar public health authorities
2. Parents will be informed of any infectious disease outbreaks
3. Regular updates will be provided during any outbreak
4. Confidentiality of affected individuals will be maintained

Return to School Guidelines

1. Clear criteria for when students/staff may return after illness
2. Medical clearance requirements where applicable
3. Accommodation for extended absences due to illness
4. Support for students returning after prolonged absence

Roles	General Responsibilities
<p style="text-align: center;">Principal</p>	<p>In the event of an outbreak or suspected outbreak of a communicable disease (defined as an unusual number of cases within a specific time frame), the Principal is responsible for immediately contacting the Ministry of Public Health (MoPH) to seek guidance and support.</p>
	<p>Maintains a detailed record of all communication with MoPH, including the names of officials contacted and the advice provided. The Principal follows all instructions issued by MoPH and any additional directives from relevant governmental agencies they are referred to.</p>
	<p>In the case of a head lice outbreak, ensures that any affected student is discreetly removed from the classroom environment and that they are prevented from having prolonged head-to-head contact with other students until the issue is resolved.</p>
	<p>Communicates promptly and respectfully with the parents or guardians of affected students, clearly outlining the concern and providing relevant health information and treatment guidelines.</p>
	<p>Follows up with families to confirm that appropriate treatment has been administered, and that the student is clear of infection before returning to the classroom setting.</p>
<p style="text-align: center;">Nurse</p>	<p>Ensure that students and staff exhibiting signs of illness remain at home in accordance with health guidelines and recommendations from medical professionals to prevent the spread of infection.</p>

	<p>Implements and monitors appropriate health precautions for pregnant staff members, including conducting individual risk assessments and advising staff to consult their General Practitioner (GP) should they have any medical concerns related to communicable disease exposure.</p> <p>In the event of a head lice outbreak, they communicate with parents to request that a thorough lice check is conducted at home for the affected student and all household members, offering guidance on treatment where necessary.</p> <p>If a student is identified as having recurrent cases of head lice, initiates a referral to an appropriate community health professional and follows up with any recommended actions to safeguard the wider school community.</p>
Receptionist / Registration Staff	<p>Ensures that emergency contact details for all students and staff are accurately always recorded and kept up to date.</p> <p>Works in coordination with the Human Resources (HR) department and other relevant teams to obtain, verify, and update emergency contact information as needed.</p> <p>Oversees and maintains the centralized records of emergency contacts, ensuring that changes are logged promptly and accessible to authorized personnel in the event of an emergency.</p> <p>Acts as the key point of contact for collecting updated contact information from parents, guardians, and staff, and ensures that this information is securely stored in accordance with data protection protocols.</p>
All School Staff	<p>Immediately notify the School Nurse if a student is suspected of having head lice or if a parent reports that their child has lice, to ensure appropriate follow-up and discretion.</p> <p>Informs both the School Nurse and the Principal if made aware of any suspected or confirmed outbreaks of communicable diseases, ensuring a prompt and coordinated response.</p> <p>Always promotes and models good hygiene practices within classrooms and around the school. Encourages students to follow proper hygiene procedures and reinforces guidance provided by the School Nurse to support a healthy school environment.</p>
Administration Officer	<p>Supports the Principal in ensuring that all health and hygiene guidance issued by external authorities (e.g., Ministry of Public Health) and communicated by the Principal or School Nurse is implemented consistently across the school.</p> <p>Takes an active role in applying and monitoring compliance with the guidance provided, helping to maintain a safe, hygienic, and healthy environment for students, staff, and visitors.</p> <p>Follows all health-related instructions provided by the Principal or School Nurse in response to directives from outside agencies, ensuring that necessary precautions and procedures are properly executed.</p>
Senior Leadership Team (SLT)	<p>Ensures that the SLT is promptly informed of any suspected outbreak of a communicable disease and is kept regularly updated on developments, actions taken, and guidance received from health authorities.</p>

2.5 School Trips and Activities

School trips are an important part of the educational experience, offering students the opportunity to enhance their learning beyond the classroom. All trips are carefully planned and supervised to ensure the safety, well-being, and enjoyment of every participant, following the health and safety regulations set by the Ministry of Education and Higher Education in Qatar. Aligned with the Ministry of Education and Higher Education (MOEHE) –Guidelines for School Activities in Private Schools and Kindergartens in Qatar Second Edition 2023-2024.

Planning and Approval

1. All trips require advance approval using the school's trip planning form
2. Comprehensive risk assessments must be completed before approval
3. Parent/guardian consent must be obtained for all off-site activities
4. Transportation arrangements must meet safety standards

Supervision Requirements

1. Appropriate staff-to-student ratios based on age and activity risk (1 teacher : 10 students)
2. A First Aid kit must be available at all times. At least one staff member must be first-aid trained
3. Clear roles and responsibilities for all supervising staff
4. Emergency contact arrangements for all trips

Safety During Activities

1. Pre-visit site checks where possible
2. Safety briefings for all participants
3. Communication systems between staff and with the school
4. Regular head counts and supervision throughout
5. Activity providers must demonstrate appropriate safety standards and insurance

Emergency Procedures

1. Written emergency response plan for each trip
2. Medical information and emergency contacts carried by staff
3. First aid kits and necessary medication available
4. Clear procedures for incidents, accidents, or student illness

Roles	General Responsibilities
Principal	Ensures that all staff involved in organizing or supervising school visits and excursions are provided with and adhere to the Educational Visits Policy.
	Confirms that comprehensive risk assessments are completed for all trips and activities, and that appropriate safety measures are in place to safeguard students and staff.
	Keeps SLT informed of any Health and Safety matters related to off-site activities, ensuring that necessary resources and support are available to maintain a high standard of safety throughout.
Nurse	Prepares and circulates a list of students with medical conditions to relevant staff prior to any educational visits or school trips, ensuring that appropriate arrangements are in place to support students' health needs throughout the activity.
Receptionist	Ensures that emergency contact details for students and staff are accurately maintained and regularly updated, coordinating with HR and relevant departments as needed to keep records current.
	Monitors daily student attendance and informs the Educational Visits Organiser of any absentees relevant to planned trips or trips.
All School Staff	Liaises with the Registrar to ensure that a completed consent form from parents is obtained for all school trips. This includes the generic consent form signed by parents upon their child's enrolment. As outlined in the form, written consent is generally not required for on-site activities (except for KG students), as these are considered part of the normal school curriculum.
	Ensures communication with parents by sending letters detailing the destination, purpose, and any additional safety measures associated with planned trips, so that parents are fully informed about where their child will be and what precautions are in place.
	Follows the provided health and safety checklist for school trips, which serves as a comprehensive guide to identify key health and safety considerations for all staff involved. This checklist can be utilized by teachers, teaching assistants, premises staff, or department heads, and should be tailored to meet the needs of each specific trip or activity.
Trip Leader	Organizes and leads school trips, ensuring that comprehensive risk assessments are conducted to identify potential hazards at trip venues, and taking necessary actions to manage and control risks.
	Visits the trip venue in advance to assess the location and potential risks, ensuring all safety measures are in place prior to the trip.
	Evaluates the effectiveness of existing safety measures at the venue to ensure risks are reduced to an acceptable level. If additional measures are required, the Trip Leader decides on appropriate actions to minimize risks further.
	Ensures that a First Aider is present on the trip when needed to provide medical assistance in case of an emergency.
	Communicates all relevant information about the trip to colleagues, students, and parents, including any necessary precautions or safety measures. This communication should occur during the routine briefing/induction prior to departure to ensure everyone is informed and focused on safety.

	Responds to accidents or incidents during the trip, calling the First Aider to the scene. If necessary, the Trip Leader will contact emergency services and notify the school, which will then inform the parents of the situation.
First Aider	A First Aider must be present on all school trips to provide immediate medical assistance when needed.
	If, for any extenuating reason, a First Aider cannot attend, the Trip Leader will take responsibility for carrying the first aid container and will serve as the first point of contact in the event of an emergency.
Administration Officer	Ensures that a trained First Aider is available to accompany approved school excursions, ensuring the health and safety of students during the trip.
	Coordinates with the school's First Aiders to ensure that there are sufficient trained First Aiders remaining on the school premises during the trip, to handle any first aid needs that may arise on-site while the trip is taking place.
Senior Leader Team (SLT)	Collaborates with senior leaders to regularly review existing policies and procedures, ensuring they are updated as necessary to align with the latest safety standards and best practices.
	Circulates updated policies to Principals for dissemination to staff , ensuring all staff are informed and equipped to follow the latest protocols.
	Ensures quality assurance of processes and procedures related to the safety and well-being of both students and staff, taking steps to continually improve and maintain high standards of safety throughout the school.

2.6 Fire Safety and Emergency Evacuation

The Fire Drill and Evacuation Policy of Oscar Academy has been developed through comprehensive consultation with staff members and the school's safety team. The policy's primary aim is to ensure the safety and well-being of students, staff, and visitors during a fire emergency or any other event that requires evacuation. This policy reflects the school's commitment to maintaining a safe environment for all stakeholders and complies with relevant health, safety, and welfare regulations.

In addition to the outlined procedures, the following provisions are included:

Yearly Contract with Aldeyaa: Oscar Academy maintains a yearly contract with Aldeyaa to ensure the provision of regular safety checks, fire safety equipment maintenance, and support for fire drills. Aldeyaa's involvement is integral to ensuring the school's compliance with fire safety standards.

Annual Fire and Safety Training: All staff will undergo yearly training on fire safety and evacuation procedures, ensuring they are equipped with the knowledge and skills needed to respond effectively in case of an emergency. This training will be reviewed and updated regularly to reflect any changes in regulations or best practices.

Upgraded School Exits: In line with safety recommendations and to further ensure the well-

being of all building occupants, the school’s exit doors have been upgraded to fire-rated doors this year. These upgrades provide enhanced fire resistance, ensuring that the evacuation routes are safe and effective in the event of an emergency. This policy outlines the procedures for fire evacuation, detailing the roles and responsibilities of all staff members and the measures in place to facilitate a swift and effective evacuation. It also includes the school’s commitment to regular drills, risk assessments, and staff training to ensure preparedness in the event of an emergency.

By implementing these procedures, Oscar Academy School seeks to minimize the risks associated with fire and other emergencies while ensuring the safety of all individuals on the premises.

2.6.1 Fire Evacuation Procedures

In the event of a fire alarm being activated, the immediate priority for all staff members is the safety and well-being of the pupils under their supervision. Staff members are responsible for leading their classes to safety, taking the most appropriate and secure evacuation route. Classroom teachers will lead from the front, while Teaching Assistants, where available, will act as designated Fire Marshals, ensuring the room and adjacent toilets are fully evacuated and following at the rear.

The Head Teacher, or a delegated member of the administrative staff in their absence, will be responsible for checking the staff toilets and administrative areas on the ground floor. Clearly marked fire escape routes and evacuation maps will be visibly displayed in each classroom and communal area.

Hot File – A file kept in each classroom containing all students’ names, contact information, and color-coded cards: green for completed medical cases and red for ongoing or incomplete medical cases.

Roles	General Responsibilities
<p style="text-align: center;">Safety Leader</p>	<p>Responsible for ensuring the school complies with all civil defense regulations, working closely with Aldeyaa to meet safety needs and standards. This collaboration ensures the school’s safety systems and procedures align with local safety requirements.</p>
	<p>Maintains detailed records and monitors the civil defense equipment, ensuring it is regularly maintained with checks done monthly, quarterly, and annually to guarantee functionality and compliance. In addition, the Safety Leader ensures the school’s safety licenses are always updated by liaising with the relevant authorities to keep operational permits current.</p>
	<p>Prepare and organize yearly professional development (PD) sessions for all staff, focusing on safety procedures and evacuation training. These sessions ensure that staff are equipped with the knowledge and skills needed to respond to emergencies effectively. Additionally, the Safety Leader organizes training for students at the start of each academic year to ensure they are familiar with safety protocols and evacuation procedures.</p>

	<p>Responsible for preparing and leading the school-wide evacuation drills, ensuring they are executed smoothly and the evacuation process is monitored for efficiency and safety. In the case of an emergency, the Safety Leader must act swiftly by triggering the school alarm and notifying the Ministry of Defense for a rapid response to protect everyone on campus.</p>
	<p>Responsible for reviewing and updating the school's safety policies and evacuation map on an annual basis, ensuring they reflect any changes in building layout, safety requirements, or lessons learned from previous drills or emergencies.</p>
<p>Principal</p>	<p>Ensures that fire safety and emergency evacuation procedures are clearly established and regularly reviewed.</p>
	<p>Makes sure all staff and students are aware of and trained in emergency protocols.</p>
	<p>Leads the implementation and monitoring of safety drills and evacuation practices.</p>
	<p>Promotes a culture of safety and preparedness within the school.</p>
	<p>Communicates regularly with the Senior Leader Team (SLT) regarding health and safety matters.</p>
	<p>Ensures the school receives adequate support and resources to maintain high safety standards.</p>
	<p>Oversees compliance with health and safety regulations and internal policies.</p>
<p>Teacher</p>	<p>Acts as the Fire Marshal for their class if teaching or on duty, and is responsible for the safe and swift evacuation of all pupils under their care.</p>
	<p>On hearing the alarm, immediately stops teaching and evacuates the class using the nearest safe exit route, ensuring students walk calmly and do not run.</p>
	<p>Does not delay evacuation to collect personal belongings, tidy up, or engage in conversation.</p>
	<p>Guides students to the designated assembly point and lines them up in an orderly manner.</p>
	<p>Takes the class register to ensure all students are accounted for.</p>
	<p>Only returns to the building when instructed by the designated Fire Marshal who has confirmed it is safe.</p>
	<p>Assists any visitors by directing or escorting them safely to the nearest exit.</p>
<p>Building Supervisors/Admin</p>	<p>Conducts daily checks of all escape routes, emergency exits, and passageways to ensure they are free from obstructions and combustible materials and are in good condition.</p>
	<p>Performs weekly checks of all fire extinguishers to confirm they are in the correct locations and operational.</p>
	<p>Ensures the fire alarm system is tested weekly, verifies that the fire alarm panel is active, and records the test in the fire alarm log.</p>
	<p>Oversees the inspection of all fire safety signs and notices to confirm they are legible, correctly placed, and intact.</p>

	<p>Carries out monthly testing of emergency lighting, records the results in the emergency lighting log, and reports any faults to the Principal immediately.</p> <p>Organizes and conducts a fire drill once every term involving all staff and students.</p> <p>Ensures annual servicing of emergency lighting, fire extinguishers, and the fire alarm system by a qualified technician.</p> <p>Verifies that all weekly, monthly, termly, and annual checks are logged and completed by a senior member of staff.</p> <p>Informs staff that the designated assembly point is outside the school car park or another clearly identified area.</p> <p>Makes sure signage and notices are appropriately placed throughout the school to identify escape routes, firefighting equipment, and call points.</p> <p>Ensures signs include clear instructions on how to use fire extinguishers and the actions to take during a fire.</p> <p>Regularly checks signs and notices to maintain visibility and legibility.</p> <p>Monitors the sign-in log daily to ensure all staff and visitors are accounted for during an evacuation.</p>
Nurse	<p>Assists in the safe evacuation of students, particularly those with medical needs, disabilities, or injuries.</p> <p>Ensures that emergency medical supplies (e.g., first aid kit, student medication) are easily accessible and brought to the assembly point if safe to do so.</p> <p>Provides first aid to anyone injured during the evacuation process or while at the assembly point.</p> <p>Maintains up-to-date medical records and emergency information for all students, especially those requiring special evacuation support.</p> <p>Participates in evacuation drills and supports staff in responding to health-related concerns during emergencies.</p> <p>Informs the Principal immediately of any health issues or injuries that occur during or after an evacuation.</p> <p>Helps ensure calm and reassurance among students during emergency situations.</p> <p>Assists in checking student health conditions post-evacuation and keeps records of any incidents.</p>
Fire Marshalls	<p>Takes overall responsibility for leading and coordinating the evacuation of assigned areas during a fire or emergency.</p> <p>Ensures that all occupants in their designated zones are evacuated safely, including staff, students, and visitors.</p> <p>Checks all rooms, restrooms, corridors, and hidden areas to confirm no one is left behind before exiting.</p> <p>Closes doors and windows (if safe to do so) to prevent the spread of fire and smoke.</p> <p>Wears a high-visibility vest or armband to be easily identifiable during emergencies.</p>

	<p>Guides individuals calmly to the nearest safe exit and toward the assembly point.</p> <p>Communicates with the Principal or Emergency Lead to report that their zone is clear.</p> <p>Prevents re-entry into the building until the all-clear is given by emergency services or authorized personnel.</p> <p>Participates in fire drills and supports staff training related to evacuation procedures.</p> <p>Reports any hazards, obstructions, or concerns found during routine fire safety checks.</p> <p>Assists in maintaining order and reassurance among students and staff during evacuations.</p>
<p>Senior Leader Team (SLT)</p>	<p>Oversees the development, implementation, and regular review of the school's fire safety and emergency evacuation procedures.</p> <p>Ensures all staff are trained and aware of their roles and responsibilities during emergencies.</p> <p>Coordinates with Fire Marshalls, the Principal, and administrative staff to ensure all zones are cleared and accounted for.</p> <p>Supports the organization and supervision of termly fire drills and evaluates their effectiveness.</p> <p>Maintains clear communication with emergency services and provides them with relevant information upon arrival.</p> <p>Ensures accurate and up-to-date records of fire safety equipment checks, drills, and staff training are kept.</p> <p>Supports the inclusion of students with special needs or medical conditions in evacuation planning.</p> <p>Monitors the sign-in/out records to ensure all individuals (staff, students, visitors) are accounted for during an evacuation.</p> <p>Reviews and addresses any concerns or incidents reported during fire drills or real emergencies.</p> <p>Promotes a culture of safety and preparedness across all levels of the school.</p>

2.7 School Bus

Safeguarding of students during transportation is regarded as an essential extension of our duty of care. This policy outlines our commitment to ensuring that all school transport services operate to the highest standards of safety, supervision, and efficiency. Aligned with the Ministry of Education and Higher Education (MOEHE) **Circular No. 9 – Guidelines for Security, Health, and Safety in Private Schools and Kindergartens**, 1st Edition, dated **27 May 2024**.

In strict adherence to the legal requirements of the State of Qatar and aligned with recognised international best practices, we are dedicated to maintaining well-regulated transport procedures, thorough vehicle maintenance, and the promotion of appropriate student conduct.

Through the cooperation of staff, parents, and service providers, we strive to provide a secure and respectful environment for every student's journey to and from school.

Roles	General Responsibilities
Principal	Ensure that the school's transportation services comply with local regulations and safety standards.
	Oversee the implementation of school bus safety policies and procedures, including regular inspections and maintenance schedules.
	Ensure that all school bus drivers and attendants are properly trained, licensed, and briefed on student safety and emergency protocols.
	Monitor the daily operation of school transportation to ensure punctuality, efficiency, and the safety of all students.
	Collaborate with the transportation coordinator and administration officer to address any concerns related to bus routes, behavior, or driver performance.
	Respond promptly to any incidents or emergencies involving school transport, ensuring that appropriate actions and follow-up measures are taken.
	Communicate with parents regarding school bus procedures, schedules, safety rules, and any changes in transport arrangements.
	Ensure that clear records are maintained for bus rosters, driver documentation, vehicle inspections, and incident reports.
	Promote a culture of safety and responsibility among students while using school transportation.
	Evaluate and improve school transport services regularly to meet the needs of students and ensure their safety and well-being.
Bus Supervisor	Ensure the safety and well-being of all students during pick-up, transit, and drop-off.
	Take daily attendance of students boarding and leaving the bus to ensure that no child is left behind.
	Assist younger students in boarding and exiting the bus safely and in an orderly manner.
	Ensure students remain seated, wear seatbelts (if available), and follow bus rules throughout the journey.
	Maintain discipline on the bus by managing student behavior calmly and respectfully.
	Report any incidents or concerns related to student behavior or safety to the Principal or designated school staff.
	Ensure that emergency contact details and student lists are always available and updated.
	Assist the driver in keeping the bus clean and safe, reporting any issues or damage immediately.
	Support the driver in managing emergency situations, including evacuations, breakdowns, or accidents.
Communicate respectfully with parents during pick-up and drop-off, and report any issues or concerns to school authorities.	

	Ensure that students are picked up and dropped off at the correct designated locations as per the approved list.
Administration Officer	Supervise and double-check all school buses in the morning after students are dropped off to ensure that no student or item is left behind.
	Organize a dedicated staff group to receive and verify photographic confirmation that all buses are empty after student drop-off.
	Monitor and confirm the safe arrival of each bus to the school every morning.
	Double-check each bus in the afternoon before departure to ensure that all assigned students are present, seated safely, and accounted for.
	Maintain communication with bus drivers and assistants to track bus movements and address any concerns promptly.
	Ensure all buses follow the approved schedules, routes, and safety protocols.
	Coordinate with the Principal and SLT to address any delays, incidents, or safety violations.
	Keep a log of morning and afternoon bus checks, including student attendance and any issues noted.
	Ensure clear communication between the school, drivers, assistants, and parents regarding student transport.
	Support emergency procedures related to school transportation, including ensuring readiness for fire, breakdown, or security threats during transit.
Teacher	Ensure that students are safely escorted to and from the designated bus boarding area.
	Help maintain order and discipline among students during bus boarding and dismissal times.
	Report any concerns related to student behavior, safety, or punctuality during transport to the Principal or Administration Officer.
	Reinforce school bus safety rules with students and remind them of proper conduct while riding the bus.
	Collaborate with the bus supervisor to ensure that students are accounted for and safely handed over to parents or guardians.
	Support students with special needs or younger children during boarding and drop-off as needed.
	Immediately report any observed safety hazards or transportation issues to school authorities.
	Encourage students to be respectful toward drivers, bus supervisors, and peers while on the bus.
Ensure that students do not run, push, or engage in unsafe behavior near bus zones.	
Bus Driver	Ensure the safe and timely transportation of students to and from school and on approved school trips.
	Conduct daily pre-trip and post-trip inspections of the bus to ensure it is in safe operating condition.

	Follow all traffic laws, transportation regulations, and school policies during operation.
	Maintain a clean, well-maintained bus environment that is free from hazards.
	Drive safely and attentively, prioritizing student safety at all times.
	Communicate respectfully and professionally with students, parents, and school staff.
	Collaborate with the bus supervisor to ensure that all students are safely boarded, seated, and accounted for during the journey.
	Immediately report any vehicle issues, safety concerns, or behavioral incidents to the school's Administration Officer or Principal.
	Follow the designated route and ensure pick-up and drop-off occur only at approved stops.
	Ensure that emergency equipment (such as fire extinguishers and first-aid kits) is present and functional on the bus.
	Act appropriately and calmly during emergencies, including accidents or breakdowns, and follow the school's emergency protocol.
Bus Assistant	Assist students in boarding and exiting the bus safely and in an orderly manner, especially younger children and those with special needs.
	Ensure students are seated properly and wearing seatbelts (if available) throughout the journey.
	Maintain order and supervise student behavior on the bus to ensure a safe and respectful environment.
	Take attendance of students during pick-up and drop-off to ensure no child is left behind.
	Help students safely cross the road or reach their guardians during drop-off when needed.
	Support the bus driver in maintaining safety and discipline throughout the trip.
	Report any incidents, injuries, or concerns immediately to the school administration.
	Ensure students are picked up and dropped off at the correct designated locations as per the list provided.
	Maintain regular communication with the school regarding any changes, delays, or concerns during transportation.
Ensure emergency exits are accessible and assist in evacuating students safely during emergencies.	
Security Guard	Monitor the arrival and departure of all school buses during morning drop-off and afternoon pick-up to ensure student safety and order.
	Assist in maintaining a secure and controlled environment at the school gates and bus loading zones.
	Help guide buses into designated parking areas and ensure smooth, safe traffic flow during busy times.
	Support the Administration Officer and SLT in double-checking that no students or belongings are left on the bus after drop-off.

	<p>Verify student movement from the bus to the school building and vice versa, watching for any unusual activity or concerns.</p> <p>Stay alert for unauthorized vehicles or individuals near the bus areas and take immediate action if needed.</p> <p>Report any safety hazards, suspicious activity, or transportation-related concerns to the Principal or Administration Officer.</p> <p>Ensure that students board the correct buses in the afternoon and assist with managing crowd control during loading times.</p> <p>Assist in emergency evacuation procedures if an incident occurs during bus operations.</p> <p>Maintain a visible and approachable presence to reassure students, staff, and parents during school transportation hours.</p>
<p>Senior Leader Team (SLT)</p>	<p>Oversee the implementation and enforcement of the school's transport safety policies and procedures.</p> <p>Monitor and evaluate the effectiveness of the daily bus monitoring system to ensure student safety.</p> <p>Support the Administration Officer in organizing and supervising morning and afternoon double-checks of all school buses.</p> <p>Ensure staff members are assigned and trained to verify that no student or belongings are left on the bus after arrival.</p> <p>Supervise the creation and management of communication groups used to share photos and confirmations of empty buses after student drop-off.</p> <p>Address any issues or incidents reported by the bus team and ensure corrective measures are taken immediately.</p> <p>Communicate with parents and guardians regarding transport-related concerns and updates.</p> <p>Conduct periodic reviews of bus routes, timings, and staffing to improve safety and efficiency.</p> <p>Ensure that all transport staff, including drivers and assistants, adhere to school standards for student care and conduct.</p> <p>Promote a safety-first culture within the transport system by reinforcing accountability and active supervision.</p>

2.7.1 Drop-Off and Pick-Up Policy

Aim: This policy outlines the procedures and responsibilities during student drop-off and pick-up times to ensure the safety, security, and orderly movement of all students on school premises. It complements our school transportation policy and reinforces our duty of care during critical transition periods of the school day. Aligned with MOEHE Circular No. 9 – Guidelines for Security, Health, and Safety in Private Schools and Kindergartens (1st Edition, 27 May 2024)

General Guidelines

All parents, guardians, drivers, and staff must adhere to the following rules during drop-off and pick-up to maintain a secure, efficient, and respectful environment.

Drop-Off Procedures (Morning Arrival)

1. Student Supervision:
 - The guardian must accompany the student to the school gate and ensure that the child has entered the premises safely.
 - Do not leave students unattended or allow them to walk alone into the school.
2. Traffic Safety:
 - Vehicles must be fully parked with the engine turned off while students are exiting.
 - Avoid blocking access points or creating traffic congestion.
3. Line Formation:
 - Follow the designated school lanes and do not reverse your vehicle unnecessarily.
 - Line up in an orderly manner to ensure smooth flow of traffic.
4. Electronic Device Use:
 - Guardians must not use mobile phones while walking with the child or while driving near school zones.
5. Responsibility Transfer:
 - **Do not rely on the school security or other students to receive your child.** It is the guardian's responsibility to confirm safe handover.

Pick-Up Procedures (Afternoon Dismissal)

1. Designated Areas:
 - Students will be dismissed only from assigned pick-up zones under the supervision of school staff.
2. Student Hand-Over:
 - Students will only be released to authorized guardians or designated drivers, as per school records.
3. Guardian Conduct:
 - Guardians should remain visible and alert, keeping their child in front of them at all times.
 - Do not allow the child to walk unaccompanied through the parking or traffic zones.
4. Traffic Management:
 - Park in assigned areas and wait for your turn in queue to avoid congestion.
 - Do not double park, block exits, or create traffic delays.
5. Late Pick-Up:
 - Students not picked up on time will be directed to the school's designated waiting area and may be subject to late supervision procedures.

Violations and Consequences

In case of any safety violations, including but not limited to unsafe driving, child neglect during drop-off, or unauthorized pick-up:

- Parents, drivers, or guardians will be held legally accountable by school administration and may be reported to the relevant authorities.
- Repeated violations may result in revocation of drop-off/pick-up privileges and require the guardian to meet with school leadership for corrective action.

Important Notes

- ✓ Student safety is a shared responsibility between the school and families.

- ✓ Cooperation with security and staff is essential to ensure the well-being of all children.
- ✓ Clear communication and adherence to school protocols help maintain a safe and respectful environment for all.

2.8 House Keeping

Effective housekeeping is essential to maintaining a clean, safe, and orderly environment . Good housekeeping practices help prevent accidents, promote health and hygiene, and create a positive atmosphere for students, staff, and visitors. All members of the school community share responsibility for keeping the premises clean and hazard-free, in line with the health and safety standards of the Ministry of Education and Higher Education in Qatar.

Roles	General Responsibilities
Principal	Ensure the school environment is maintained in a clean and hygienic condition to reduce health hazards.
	Oversee that all areas of the school, including classrooms, corridors, bathrooms, and common spaces, are regularly cleaned and sanitized.
	Ensure that the school's facilities, including furniture, fixtures, and equipment, are well-maintained and safe for use.
	Regularly assess the condition of school grounds, buildings, and classrooms to identify and address potential safety hazards.
	Collaborate with cleaning and maintenance teams to ensure that tasks are carried out efficiently and in compliance with health and safety regulations.
	Ensure that waste disposal and recycling processes follow safe and environmentally responsible practices.
	Enforce and ensure that health and safety policies are being followed by all staff and students.
	Regularly review health and safety protocols and update them as needed.
	Make sure that classrooms and other spaces are adequately ventilated and properly lit to support a safe and healthy learning environment.
	Promptly address any health or safety concerns raised by staff, students, or visitors, taking corrective actions when necessary.
	Maintain records of incidents, inspections, and actions taken to rectify safety issues.
	Ensure that all staff members are trained in basic health and safety protocols, including emergency procedures and cleanliness practices.
	Raise awareness among students and staff regarding the importance of maintaining a clean and safe school environment.
Foster a culture of wellness by encouraging healthy habits to prevent illness and promote well-being.	
All School Staff	Maintain cleanliness in classrooms, corridors, bathrooms, and other shared spaces.
	Ensure personal workspaces and areas used by students are free of hazards and clutter.

	<p>Follow health and safety protocols for hygiene, including proper handwashing, sanitizing surfaces, and using cleaning supplies safely.</p> <p>Report any health and safety hazards, such as broken equipment, spills, or unsanitary conditions, to the Principal or Administration Officer immediately.</p> <p>Assist with waste disposal and recycling, ensuring proper procedures are followed.</p> <p>Ensure that all furniture and equipment are in good condition and safely arranged to prevent accidents.</p> <p>Take necessary precautions when handling materials or supplies to avoid accidents or exposure to health risks.</p> <p>Participate in health and safety training and be aware of the school's emergency procedures.</p> <p>Follow the school's guidelines for ventilation, lighting, and temperature to create a safe and comfortable environment for learning.</p> <p>Ensure that fire exits, emergency routes, and equipment are clear of obstructions.</p> <p>Encourage students to maintain a clean and organized environment in their classrooms and personal spaces.</p>
<p>Administration Officer</p>	<p>Ensure that the school's housekeeping staff are carrying out their duties effectively and in line with health and safety standards.</p> <p>Monitor and maintain a clean and safe school environment by regularly inspecting classrooms, hallways, bathrooms, and other common areas for potential hazards.</p> <p>Oversee the proper storage and disposal of cleaning supplies and materials to prevent contamination or accidents.</p> <p>Ensure that any health and safety concerns, such as maintenance issues, spills, or damaged equipment, are reported to the Principal for prompt resolution.</p> <p>Keep track of the school's cleaning and maintenance schedules, ensuring tasks are being completed on time.</p> <p>Ensure that all waste disposal and recycling practices meet health and safety regulations.</p> <p>Coordinate with external cleaning and maintenance contractors to ensure compliance with school health and safety policies.</p> <p>Maintain records of cleaning and maintenance activities, including any inspections and actions taken.</p> <p>Ensure that health and safety signs (such as emergency exits, fire safety, and hygiene protocols) are clearly visible and in good condition.</p> <p>Assist the Principal in ensuring that all staff are properly trained in health and safety protocols.</p> <p>Ensure the proper functioning and cleanliness of the school's sanitation facilities, including toilets and handwashing stations.</p> <p>Conduct regular checks of school supplies, including cleaning agents, to ensure they are safe to use and properly stored.</p>

Senior Leader Team (SLT)	Support and supervise the implementation of the school's health and safety policies related to cleanliness and hygiene.
	Monitor the effectiveness of housekeeping routines across all school areas and ensure consistent standards are maintained.
	Conduct regular walkthroughs and inspections to identify any health or safety issues within the school premises.
	Ensure that staff are aware of and follow proper hygiene and housekeeping procedures to maintain a safe learning environment.
	Liaise with the Administration Officer and Principal to address any issues related to cleanliness, repairs, or hazards.
	Ensure that learning and office spaces are organized and free of unnecessary clutter or obstructions.
	Promote awareness among staff and students about maintaining a clean, safe, and organized environment.
	Support and reinforce waste disposal, recycling, and sanitation procedures throughout the school.
	Take part in reviewing and updating the school's health and safety housekeeping guidelines as needed.
	Encourage a school culture where cleanliness, orderliness, and safety are a shared responsibility.

2.9 Manual Handling

Oscar Academy is committed to upholding best practices in accordance with recognized standards for Manual Handling Operations. Manual handling refers to tasks involving lifting, carrying, moving, holding, pushing, lowering, pulling, or restraining objects or individuals.

To ensure a safe working environment for all staff and students, the Academy will provide appropriate information, instruction, and training related to safe manual handling for everyday duties. Where reasonably practicable, the Academy aims to eliminate or reduce the need for manual handling tasks that present a risk of injury.

Risk assessments are conducted by the Principal to identify potential hazards. These assessments guide the development of safe working systems and determine necessary measures to reduce risks to the lowest practicable level.

While the Academy takes steps to minimize workplace risk, all staff and students are expected to take personal responsibility in line with health and safety legislation and school policy.

Roles	General Responsibilities
Principal	Ensures that all activities are planned and conducted in a way that eliminates the need for manual handling wherever possible.
	Maintains an up-to-date manual handling guidance file in the school office for staff to access further information and recommended safe handling practices.

	<p>Arranges induction and refresher training for all staff, along with providing regular updates and relevant information to promote a safe working environment for employees, students, and visitors.</p>
All School Staff	<p>Take responsibility for their own health and safety, as well as for others who may be affected by their actions.</p>
	<p>Follow safe systems of work as outlined by risk assessments and school policy.</p>
	<p>Use mechanical aids provided for lifting or moving objects, ensuring they are used as instructed and reporting any faults immediately.</p>
	<p>Operate all equipment according to the manufacturer's instructions.</p>
	<p>Attend all required manual handling training sessions and apply the learned techniques in daily tasks.</p>
	<p>Report all accidents, incidents, or near misses to their line manager, whether or not they resulted in injury.</p>
	<p>Inform management if they are unable to perform manual handling duties due to health or physical limitations.</p>
	<p>Avoid attempting any manual handling task they believe is beyond their capacity or unsafe.</p>
	<p>Follow school policy on suitable attire, such as footwear and removal of jewelry, to prevent injury during manual handling.</p>
	<p>Avoid unnecessary lifting, carrying, pushing, or pulling tasks whenever possible.</p>
	<p>Use trolleys, hoists, or other equipment to mechanize handling tasks that cannot be avoided.</p>
<p>Ensure risk assessments are followed, considering the task, environment, and their individual capacity.</p>	
Administration Officer	<p>Ensure that manual handling tasks are planned and organized to eliminate or minimize risk whenever possible.</p>
	<p>Keep an up-to-date manual handling guidance file in the school office, accessible to staff for reference on safe handling techniques.</p>
	<p>Organize induction and refresher training sessions on manual handling for all employees.</p>
	<p>Provide relevant information and updates to staff to promote a safe working environment.</p>
	<p>Monitor staff compliance with manual handling procedures and follow up on any reported concerns or difficulties.</p>
	<p>Coordinate with the Principal to review risk assessments regularly and implement necessary safety measures.</p>
	<p>Ensure mechanical aids and equipment are available, functional, and properly maintained for staff use.</p>
	<p>Record and report any incidents, near misses, or concerns related to manual handling operations.</p>
<p>Would you like to include this in a broader health and safety manual?</p>	
Senior Lead Team (SLT)	<p>Lead in promoting a culture of safety and adherence to manual handling procedures across the academy.</p>

Ensure that all departments are implementing safe manual handling practices as outlined in school policy.
Support the Administration Officer and Principal in organizing regular training, risk assessments, and updates related to manual handling.
Monitor staff compliance and address any reported incidents, near misses, or challenges related to manual handling operations.
Ensure that necessary equipment and mechanical aids are available and appropriately used across the school.
Collaborate in reviewing and updating manual handling risk assessments to maintain a safe working environment.
Reinforce staff accountability for maintaining safe practices and using equipment correctly.
Oversee the communication of manual handling expectations during staff meetings, trainings, and briefings.

2.10 Alone Working or Late Stay

Ensuring the health, safety, and well-being of all individuals who may be required to work alone on school premises or during school-related activities is a critical responsibility. This policy outlines the measures in place to manage the specific risks associated with lone working and to ensure that appropriate support and protection are provided at all times.

In accordance with the regulations of the State of Qatar and recognized international best practices, Oscar Academy is committed to fostering a culture of risk awareness, clear communication, and shared responsibility. We aim to ensure that all lone working or late-stay activities are conducted safely, with full regard for the welfare and security of every member of our school community.

Roles	General Responsibilities
Principal	Ensure that all staff members are aware of the policy and procedures related to lone working or staying late on school premises.
	Conduct risk assessments to identify and mitigate any potential hazards related to lone working or late stays.
	Provide training to staff on the safe practices for working alone, including emergency procedures and communication protocols.
	Designate a colleague or supervisor for all staff who may be required to work alone, ensuring regular check-ins before and after the lone working period.
	Ensure that all staff have access to working communication devices (such as mobile phones or radios) during late stays or when working alone.
	Develop and maintain emergency contact information for staff working alone and ensure they are aware of evacuation procedures.
	Regularly monitor and review lone working arrangements to ensure the safety of individuals and address any emerging concerns.

	<p>Ensure that any staff working alone or staying late are aware of the potential risks and have clear procedures to follow in case of an emergency.</p> <p>Foster a culture of open communication, where staff feel comfortable reporting any safety concerns related to lone working or late stays.</p> <p>Review and update the lone working policy periodically to ensure that it aligns with school safety standards and regulations.</p>
Administration Officer	<p>Ensure that all administrative staff are informed of the policy and procedures related to lone working or staying late on school premises.</p> <p>Monitor and keep a record of staff members working late or alone, ensuring that they have checked in and out with a designated colleague or supervisor.</p> <p>Ensure that all staff working alone or staying late have access to working communication devices, such as mobile phones or radios, to maintain contact with school authorities.</p> <p>Assist in conducting risk assessments for tasks requiring alone working, ensuring that safety protocols are in place.</p> <p>Maintain and regularly update emergency contact details for staff working alone and ensure they are aware of evacuation procedures.</p> <p>Ensure that any staff members working alone have clear access to emergency resources, such as first-aid kits or fire extinguishers, if applicable.</p> <p>Organize and oversee regular check-ins for staff working alone to ensure their safety and well-being.</p> <p>Report any safety concerns, incidents, or near misses to the Principal or relevant authorities, and ensure follow-up actions are taken.</p> <p>Assist in ensuring that staff working alone are aware of the risks involved and are properly trained in emergency procedures.</p> <p>Maintain a log of all lone working arrangements, check-ins, and any incidents, and review these regularly to ensure compliance with the policy.</p>
	<p>Adhere to the policy and procedures related to lone working or staying late, ensuring that safety measures are followed at all times.</p> <p>Check in with a designated colleague or supervisor before starting the task and check out upon completion to ensure their whereabouts are known.</p> <p>Ensure that communication devices, such as mobile phones or radios, are kept in working order and are readily accessible during lone working activities.</p> <p>Be aware of and follow the school's emergency procedures, including knowing the location of emergency exits, first-aid kits, and other safety resources.</p> <p>Notify a colleague or supervisor immediately if experiencing any difficulties, health concerns, or unusual situations during lone working hours.</p>

	Attend any required training on risk management, emergency procedures, and safe working practices for late-stay or lone working activities.
	Report any incidents, accidents, or near misses to the Administration Officer or Principal for documentation and follow-up actions.
	Take reasonable precautions to minimize risks while working alone, such as ensuring that work areas are secure and well-lit.
	Ensure that any tasks involving lone working are within their physical capabilities and do not put their health or safety at risk.
	Remain in contact with the designated colleague or supervisor throughout the lone working period to ensure immediate assistance can be provided if needed.
Guard	Ensure the security and safety of the premises during late-night shifts or when staff are working alone.
	Monitor the entrances and exits to ensure that only authorized personnel remain on the premises after hours.
	Be aware of the location of all individuals working alone, ensuring they are in safe areas and following established safety procedures.
	Maintain constant communication with the Administration Officer or designated school supervisor to report any concerns or emergencies.
	Be prepared to respond promptly in the event of an emergency, including providing assistance with evacuation, first aid, or other safety measures.
	Conduct regular checks around the school premises to ensure no security risks or hazards are present, especially when lone working or staff are staying late.
	Report any incidents, unusual behavior, or safety hazards to the Principal or Administration Officer as soon as possible.
	Assist staff who are staying late or working alone by providing a visible presence to ensure they feel safe and supported.
	Follow all procedures for the use of communication devices, ensuring that mobile phones or radios are in working order and available for emergencies.
	Ensure that the premises are securely locked after the staff member has finished their work and has left the premises, if applicable.

2.11 Building and Site Maintenance

Maintaining the school’s buildings and site is vital to ensuring a safe, functional, and welcoming environment for students, staff, and visitors. Regular inspections, timely repairs, and proactive maintenance activities are essential to prevent hazards and uphold high standards of health, safety, and accessibility. This school committed to adhering to the guidelines set by the Ministry of Education and Higher Education in Qatar, ensuring that all facilities are maintained to promote the well-being and security of the entire school community.

Note: Annual contract with Valence Company for building maintenance and air conditioning (AC) services.

Roles	General Responsibilities
Principal	Oversee and ensure that regular building inspections are carried out as per the established schedule (monthly, quarterly, annually).
	Ensure that documented checklists for maintenance staff are in place and followed.
	Review reports on maintenance issues and ensure timely resolutions.
	Supervise the implementation of the preventative maintenance program and ensure it is followed to minimize future repairs.
	Ensure the proper functioning and maintenance of facility systems, including HVAC, electrical, and plumbing, through regular inspections and servicing.
	Oversee the inspection and maintenance of external areas, ensuring that playground equipment, sports facilities, and pathways meet safety standards.
	Approve contractor lists and ensure that contractors meet all safety and regulatory requirements.
	Ensure that contractors follow the permit-to-work system and are properly supervised during hazardous activities.
Administration Officer	Organize and track scheduled building inspections, ensuring they are carried out and documented according to the schedule.
	Ensure that maintenance staffs have access to checklists and are completing necessary tasks during inspections.
	Establish and manage a reporting system for maintenance issues and ensure timely follow-ups and resolutions.
	Oversee the preventative maintenance program and ensure it is implemented effectively.
	Keep records of HVAC system maintenance, electrical inspections, plumbing checks, and structural monitoring.
	Ensure external areas, including playground equipment and sports facilities, are regularly inspected and maintained.
All School Staff	Report any maintenance issues, safety concerns, or needed repairs immediately through the established reporting system.

Ensure that all school areas, both internal and external, remain clean, organized, and in good repair during daily activities.
Cooperate with maintenance staff during regular inspections by providing access to areas as needed.
Support the maintenance of external areas, including keeping pathways clear and reporting any hazards.
Ensure playground equipment and sports facilities are used safely, reporting any malfunctions or wear to the Administration Officer.
Assist in maintaining appropriate lighting in external areas, reporting any lighting issues to the Administration Officer.
Follow safety protocols when contractors are on the premises and report any concerns or irregularities to the Administration Officer or Principal.

2.12 Bomb Threats

Oscar Academy prioritizes the safety of all students, staff, and visitors and has clear procedures in place in the event of a bomb threat. The goal is to ensure a calm, efficient, and safe response while minimizing risk.

If a bomb threat is received, it is important that the individual receiving the threat remains calm and gathers as much information as possible. In the case of a phone call, the exact words of the caller should be noted, along with the time of the call, any background noises, and distinguishing features of the caller's voice. Efforts should be made to ask where the bomb is located, what it looks like, when it is set to go off, and why it was placed. If the threat is received in writing or electronically, the message should be preserved without being handled unnecessarily.

Once a threat has been identified, emergency services must be contacted immediately. The school will also notify the appropriate educational authorities. Any decision to evacuate the premises will be made based on guidance from emergency responders.

If evacuation is required, it must be done swiftly and calmly. Everyone will exit the building using the safest and most direct routes available. Assembly points may differ from the usual fire evacuation location depending on the nature and location of the threat. Personal belongings should not be collected during the evacuation, and mobile phone use near the suspected area is to be avoided, as it could pose a risk of triggering a device.

At the assembly area, all individuals will be accounted for using attendance registers and sign-in logs. No one will re-enter the premises until the site has been inspected and declared safe by the appropriate authorities.

Once the situation is under control, the school will issue timely and accurate information to families and stakeholders through official communication channels. Emotional support and follow-up care will be available to those affected, and a full review of the incident will be conducted to strengthen future preparedness.

Oscar Academy remains committed to maintaining a secure environment by regularly reviewing and practicing emergency procedures, including those for bomb threats.

Roles	General Responsibilities
<p>Principal</p>	Responds promptly to a bomb threat and makes the decision to evacuate or shelter-in-place.
	Notifies emergency services and the SLT.
	Communicates with parents, staff, and other stakeholders to provide timely updates.
	Directs the safe and orderly evacuation of the school.
	Ensures accountability of all students, staff, and visitors at the assembly point.
	Coordinates with emergency services and ensures the building is cleared and safe to re-enter.
	Leads a debriefing session after the incident and ensures emotional support is provided to those affected.
<p>Receptionist (or Staff Receiving the Call)</p>	Remain calm and attentive when receiving the bomb threat.
	Gather as much information as possible from the caller, such as the location of the bomb, when it will go off, what it looks like, and any other details about the threat.
	Record the exact time of the call, any distinguishing features of the caller's voice, and background noises.
	Avoid hanging up on the caller and try to keep them on the line for as long as possible.
	Immediately inform the Principal and other senior staff members about the threat.
	Contact emergency services without delay to report the bomb threat.
	Preserve any written or electronic bomb threat messages for further investigation.
	Follow any instructions from the Principal or emergency services, including coordinating with staff for evacuation or lockdown procedures.
Ensure that all visitors and staff entering or exiting the building are informed and directed to safety as needed.	
<p>All School Staff</p>	Remain calm and ensure the safety and well-being of students and visitors.
	Follow instructions from the Principal, Senior Leadership Team (SLT), or emergency services promptly.
	If aware of a bomb threat, immediately report it to the Principal or the designated staff member handling the situation.
	Evacuate students calmly and quickly using designated fire or emergency exits, ensuring no one is left behind.
	Follow pre-established evacuation routes and do not stop to collect personal belongings.

	<p>Guide students to the designated assembly point without rushing, ensuring they remain calm and safe.</p> <p>Ensure that all students are accounted for at the assembly point and report any missing individuals to the Principal.</p> <p>Refrain from using mobile phones near the suspected threat area to prevent triggering any potential device.</p> <p>Do not return to the building until officially cleared by emergency services or the Principal.</p> <p>Provide support and reassurance to students, especially those who may be anxious or distressed.</p> <p>Participate in post-incident debriefs and follow-up actions, including any necessary emotional support or counseling.</p>
<p>Administration Officer</p>	<p>Receive and log any bomb threat information accurately, ensuring details such as the time, location, and nature of the threat are recorded.</p> <p>Immediately inform the Principal, Senior Leadership Team (SLT), and emergency services about the bomb threat.</p> <p>Maintain clear communication with staff, ensuring they are aware of the threat and follow the evacuation procedures.</p> <p>Ensure that visitor logs and staff registers are readily available to account for all individuals on school grounds during the emergency.</p> <p>Assist with coordinating the evacuation process, ensuring all staff and students are directed to the appropriate exit routes.</p> <p>Oversee the management of the assembly point, ensuring all students, staff, and visitors are accounted for and no one re-enters the building without authorization.</p> <p>Act as a liaison between the Principal, SLT, emergency services, and Ta'allum Head Office, providing updates on the situation as needed.</p> <p>Ensure that all emergency communication channels (phone, email, etc.) are operational and available for use during the incident.</p> <p>Support the Principal in ensuring that post-incident reports and evaluations are completed and that any necessary follow-up actions, including counseling or support, are arranged.</p>
<p>Senior Leader Team (SLT)</p>	<p>Immediately respond to the notification of a bomb threat and assess the situation in coordination with the Principal and emergency services.</p> <p>Ensure that all staff members are informed of the bomb threat and follow the appropriate evacuation or lockdown procedures.</p> <p>Support the Principal in making critical decisions, including whether to evacuate the building and determining the safest assembly points.</p> <p>Oversee the evacuation process to ensure that all students, staff, and visitors leave the premises safely and efficiently.</p> <p>Assist in directing staff to their designated areas for evacuation, ensuring that all students are accounted for at the assembly point.</p> <p>Coordinate with the Administration Officer to ensure that all visitor and staff registers are available for tracking and accountability.</p>

Monitor communication with emergency services, keeping the Principal and staff updated on any new developments or instructions.
Ensure that no one returns to the building until it has been declared safe by emergency services.
Lead or assist in post-incident debriefings with staff, addressing any concerns, reviewing the response, and implementing any necessary improvements.
Facilitate the communication with parents and guardians, ensuring they are informed of the situation and the safety of their children.
Support any required follow-up actions, including arranging counseling or emotional support for students and staff affected by the incident.

2.13 Environmental Statement

Oscar Academy acknowledges its responsibility to educate students about the importance of caring for the environment and the world we live in. We believe the best way to instill this value is through leading by example. Our goal is to promote sustainable practices within the school community by:

1. Reducing our consumption of natural resources.
2. Supporting the sustainable production of materials by purchasing renewable, reusable, recyclable, and recycled products.
3. Minimizing the use of toxic substances and ensuring that any necessary use complies with local environmental regulations.
4. Promoting recycling across the school through accessible recycling bins, integrated into the curriculum and classrooms.
5. Taking active steps to reduce the amount of waste generated, while encouraging strategies to reuse and recycle waste that cannot be avoided.

2.14 Workplace Safety

Oscar Academy is committed to ensuring that the school environment and workplace remain safe for students, staff, and visitors. This includes maintaining tidy, organized classrooms and corridors that are free from safety hazards, such as loose wires. We expect all individuals to wear appropriate clothing and exhibit good conduct, as these practices contribute to a safe and healthy environment.

2.14.1 SCIENCE LAB POLICY

Aims:

1. Enhancing Mastery of Subject Matter:
Laboratory experiences are integral in enhancing students' understanding of scientific facts and concepts, as well as how these concepts are organized within various scientific disciplines.

2. Developing Scientific Reasoning:

Lab experiences promote students' ability to identify scientific questions and develop concepts that guide scientific inquiry and reasoning.

School Science Lab Safety Guide:

The safety of students and staff in the science laboratory is a priority. This guide outlines the safety measures for the safe storage and handling of potentially hazardous chemicals and materials.

✓ Administration Support:

Effective safety requires the strong support of both administrative staff and teachers. Administrators must provide resources, assign authority and responsibility, and ensure training and accountability for all involved.

Laboratory Policies

1. Equal Access: The lab is open to all students committed to learning and discovery in life sciences.
2. Efficiency & Cleanliness: Everyone must work efficiently and keep the lab clean and organized.
3. Shared Responsibility: Teachers and students share responsibility for lab upkeep.
4. Safety Program: The Science Department manages lab safety and ensures all safety rules are followed.
5. Labeling: All containers must be clearly labeled with content names and hazard warnings.
6. No Food or Drinks: Eating, drinking, or storing food in the lab is not allowed.
7. Approved Activities Only: Only authorized experiments are permitted.
8. Proper Attire: Wear lab coats or aprons during lab work.
9. Personal Hygiene: Wash hands, face, and arms before leaving the lab.
10. No Solo Work: Never work alone in the lab.
11. Permission for Materials: Do not remove lab items without SMT approval.
12. Session Records: Keep records of each lab session (date, topic, teacher, attendance).
13. Electrical Safety: Ensure all electrical devices are grounded to avoid shock.

Science Teacher Responsibilities:

Science teachers are responsible for ensuring the safety and efficiency of laboratory activities.

Their duties include:

✓ Leading by Example:

Teachers must adhere to lab safety rules, procedures, and recommendations, using the required personal protective equipment (PPE), and promoting safety practices.

✓ Ongoing Monitoring:

Teachers must continually monitor for unsafe conditions and conduct regular self-inspections to ensure compliance.

✓ Corrective Actions:

Teachers should take prompt and effective corrective actions when necessary to address unsafe conditions.

✓ Enforcement of Safety Rules:

Teachers are responsible for enforcing lab safety rules and maintaining discipline where appropriate.

- ✓ **Pre-Experiment Safety Review:**
All lab experiments should be reviewed for safety prior to implementation, ensuring that potential hazards are identified and addressed.
- ✓ **Prohibition of Labware as Containers:**
Lab equipment and glassware must not be used as food or beverage containers.
- ✓ **Emergency Procedures:**
Teachers must ensure that emergency procedures are in place and that safety measures are prominently displayed in the lab.
- ✓ **Safety in Lab Storage and Facilities:**
Teachers are responsible for ensuring that safety precautions are in place in both laboratory and lab storage areas.

Science Lab Committee:

The Science Lab Committee is responsible for overseeing the implementation of safety policies and practices in the laboratory. The committee includes:

- Senior Management Team (SMT)
- Academic Supervisor
- Team Leaders
- Science Teachers
- Building Supervisors

Allowed Chemical Equipment

- ◆ **Basic Glassware & Plasticware**
(Prefer plastic where possible for safety)
 - ✓ Plastic beakers (100–250 ml)
 - ✓ Plastic test tubes with racks
 - ✓ Graduated plastic measuring cylinders
 - ✓ Plastic droppers and pipettes
 - ✓ Funnels (plastic)
 - ✓ Stirring rods (plastic or glass)
- ◆ **Safe Heating Tools** (*used under supervision only*)
 - ✓ Spirit lamps or candle burners (not Bunsen burners)
 - ✓ Heat-resistant mats
 - ✓ Small hot plates with safety shut-off
 - ✓ Tongs and heat-proof gloves
- ◆ **General Lab Tools**
 - ✓ Magnifying glasses
 - ✓ Measuring spoons and cups
 - ✓ Spatulas (plastic or stainless steel)
 - ✓ Watch glasses (for small samples)
 - ✓ Mortar and pestle (plastic or ceramic)
- ◆ **Safety Equipment**
 - ✓ Child-size safety goggles
 - ✓ Lab aprons or smocks
 - ✓ Gloves (nitrile or vinyl)
 - ✓ First aid kit
 - ✓ Eye wash bottle
 - ✓ Fire blanket (in teacher's reach)

- ✓ Clearly labeled chemical storage box (teacher-only access)
- ✓ **Additional Safety Guidelines**
 - ✓ All chemical experiments must be pre-approved by the Science Lab Committee.
 - ✓ Only low-risk materials (e.g., vinegar, baking soda, salt, sugar, food coloring) may be used by students.
 - ✓ All activities must be teacher-led, with no solo or unsupervised experiments.
 - ✓ Clear, child-friendly lab rules must be displayed and reinforced.

2.15 Occupational Health and Managing Work Related Stress

The institution recognize that the health, safety, and wellbeing of all staff are fundamental to maintaining an effective and supportive learning environment. Our Occupational Health commitment ensures that employees are protected from work-related illnesses and injuries by promoting good health practices, early intervention, and the provision of appropriate support. In line with the Ministry of Education and Higher Education guidelines in Qatar, the school strives to create a workplace where physical, mental, and emotional wellbeing are prioritized, enabling all staff to perform their duties safely and effectively.

2.16 Selecting and Managing Contractors

It is essential that any company or individuals contracted to carry out work on the school premises or maintenance activities adhere to the highest health and safety standards. They must also be fully aware of Oscar Academy's policies and procedures.

The Principal, in collaboration with the Administration Officer, is responsible for selecting and overseeing the management of contractors.

Subject	Contractor name/ Agency	Renewal Date
CCTV	Al Tamyeez Security Systems	2 Years Contract
Fire Alarm/ Fire Protection	Aldeyaa Fire Protection & Eng. services	Annual Contract
IT Department	Valence Group	Annual Contract
Water Cooler/ Tank	Doha Pearl	Annual Contract
Garbage	Green Waste Magement	Annual Contract
AC	Jawad Company	5 Years Warranty

2.17 Control of Substances Hazardous to Health (CoSHH)

The safe management of substances that may pose health risks is essential to maintaining a safe school environment. The school guarantees that all hazardous substances used or stored on the premises are identified, assessed, and properly controlled in line with the health and

safety standards set by the Ministry of Education and Higher Education in Qatar. Staff must be trained to handle such substances safely, and appropriate measures must be taken to minimize exposure, prevent accidents, and protect the health of students, employees, and visitors.

Roles	General Responsibilities
<p>Principal:</p>	Oversee the development and implementation of procedures related to hazardous substances.
	Ensure compliance with local health and safety regulations regarding hazardous materials.
	Ensure regular reviews of hazardous substances inventory and risk assessments.
	Facilitate staff training and awareness on safe handling, storage, and emergency procedures.
<p>Facilities Manager or Administration Officer:</p>	Maintain and regularly update the inventory of hazardous substances on site.
	Ensure that safety data sheets are available for all hazardous substances.
	Monitor the proper storage of hazardous substances, ensuring they are correctly labeled and stored according to compatibility.
	Ensure the availability and proper functioning of emergency response equipment such as spill kits, eye wash stations, and emergency showers.
	Conduct regular risk assessments, implementing control measures and reviewing alternatives for safer substances.
<p>All School Staff:</p>	Follow safe handling, storage, and disposal procedures for hazardous substances as per the school's guidelines.
	Report any incidents or safety concerns related to hazardous substances immediately.
	Ensure that hazardous substances are used only for their intended purpose and in compliance with the prescribed safety measures.
	Participate in training sessions regarding the safe use of hazardous substances and emergency response procedures.
<p>Cleaners:</p>	Follow the specific handling and disposal procedures for hazardous cleaning substances.
	Ensure that hazardous cleaning products are properly stored in designated areas.
	Report any issues or accidents involving hazardous substances to the Facilities Manager or Administration Officer.
	Use personal protective equipment (PPE) when handling hazardous substances.

Oscar Academy recognizes the vital role that nutrition plays in supporting the health, well-being, and academic success of our students. In alignment with the Ministry of Education and Higher Education guidelines in Qatar, our Canteen Policy aims to ensure that all food and beverages provided within the school environment promote healthy eating habits, contribute to students' physical and cognitive development, and adhere to the highest standards of food

safety and hygiene.

This policy establishes clear procedures and expectations regarding the management and operation of the school canteen. It outlines the responsibilities of canteen staff, school management, and other stakeholders in maintaining a safe, clean, and nutritionally balanced food service. It also emphasizes our commitment to creating a supportive environment where students learn to make informed and positive choices about their diet.

The policy is reviewed regularly to ensure compliance with national regulations, to reflect best practices, and to respond to the evolving needs of our school community.

Aligned with the Ministry of Education and Higher Education (MOEHE) **Circular No. 9 – Guidelines for Security, Health, and Safety in Private Schools and Kindergartens**, 1st Edition, dated **27 May 2024**, which has been actively involved in promoting healthy eating habits among students through various initiatives and regulations, this policy aims to reinforce the importance of nutrition for our students.

Canteen Hall :

1. The size of the canteen hall shall be proportional to the number of students, and it shall be located within the school walls.
2. Sanitary facilities such as drinking water and sanitation shall be appropriate, with appropriate lighting and ventilation and hand-washing basins provided.
3. The canteen floor shall be sound, smooth and easy, free of cracks or fractures, and prevent falls.
4. Providing an electric shock device for insects.
5. Providing the canteen with waste drums with covers.
6. Fixing all health certificates for canteen workers in a visible place on the walls of the canteen in the designated place.
7. Providing a healthy drinking source by eliminating unhealthy foods.
8. Providing a canopy in front of the canteen to protect students from the summer heat and winter rain.
9. Providing a price list fixed in a clear place, taking into account the sensitivity that students suffer from when choosing food.
10. Providing meals for students with diabetes.
11. Ensuring that there are no cartons in the canteen.

Canteen Furniture :

1. Providing non-iron cabinets to place and organise food.
2. Providing a refrigerator and a cooling fan.
3. Ensuring that foods are kept in closed containers to ensure that they are not exposed to bacterial and insect contamination.
4. Providing the canteen with a fire extinguisher.

The Canteen Supervisor and Staff:

1. Ensuring the presence of an employee responsible for ensuring the suitability of food.
2. The supervisor is responsible for supervising the health, security and safety of children and students.
3. The supervisor shall be free of diseases and healthy.
4. The supervisor shall maintain a good appearance and wear appropriate clothing.
5. Workers shall adhere to personal hygiene, trimming their nails, and use hair covers and gloves while working. Workers shall commit to washing their hands with soap and water for at least 20 seconds or using an alcohol-based hand sanitizer with a concentration of no less than 70%.
6. It is necessary to conduct medical examinations for all employees in the canteen, along with providing the relevant health certificates.

Note: School follows no nut policy. Any item with nuts should be submitted to the management.

Canteen Procedure

Procedure:

1. Canteen will be open three times in a day during the break time of the classes.
2. All students from grade 1 and 2 must be accompanied with teacher or assistant teacher.
3. Assistant teacher/teachers make sure that students are buying in a queue.
4. All duty teachers during break must ensure smooth transition of students from classes to the canteen.
5. Two teachers should be assigned near the canteen for break time of grade 3 to 6
6. Duty teachers ensure that students are buying in queue.
7. Duty teachers ensure that buying procedure is fast and students leave the place as soon as they buy.

Supervision:

1. School Nurse and the Canteen-in-Charge are responsible cleanliness, hygiene of canteen every day at 8:00 a.m.
2. School Nurse and the Canteen-in-Charge are responsible to check the expiry date of given food item selling in the canteen, keep record of the expiry dates of all the items and notify accountant if any food item is expired.

Student Meals Policy

1. Students are permitted to bring food from home, provided it is in appropriate portions that suit their age, dietary needs, and eating habits.
2. Students also have the option to purchase healthy meals and snacks from the school canteen.
3. Parents are kindly requested not to send large quantities or a wide variety of food items in order to promote healthy decision-making and to limit excessive choices.

4. It is recommended that parents vary the types of food provided periodically to maintain students' interest and encourage a balanced diet.
 5. Students may only eat during designated break times as scheduled by the school.
 6. Teachers will encourage students to eat in a positive and supportive manner; however, they are not responsible for compelling students to eat if they refuse.
 7. The heating or reheating of any food on school premises is strictly prohibited.
 8. Should parents wish to provide food for a special occasion (such as a birthday or class celebration), they must inform the school secretary in advance and follow school guidelines regarding approved food items.
- Any food items that are prohibited by the school's health and safety standards will be removed and returned to the student's parent or guardian at the end of the day.

Allowed Foods	Prohibited Foods
Healthy sandwiches	All types of carbonated drinks
Juice or milk (in cartons or plastic)	Sweets (gum/candies)
A type of fruit or vegetable (cut)	Ice cream
Yogurt / Crème caramel	All types of chips
Pasta / Nuggets (not daily)	Liquid foods (soups, etc.)
Biscuits	

2.19 Health Care Policy

The health and safety of every individual on our premises is a fundamental priority, and we recognize the vital role that effective healthcare provision plays in promoting a positive learning environment. Hence, this policy is regulated by the following:

1. Parents are required to provide complete and accurate health information at the time of registration, including any specific medical conditions, previous surgeries, or ongoing treatments. The Academy will not be held responsible for any medical conditions that have not been disclosed in advance.
2. Students exhibiting any of the following symptoms should not attend school: a high fever ($\geq 40^{\circ}\text{C}$), vomiting, diarrhea, jaundice, skin rash, redness or swelling of the eyes, or excessive nasal discharge.
3. Students diagnosed with any contagious or communicable disease must remain at home until they are medically cleared to return to school.

4. In the event of a student's absence due to illness lasting more than one day, parents must notify the school administration promptly.
5. Should a student exhibit symptoms of illness during the school day, the parent or guardian will be contacted immediately using the emergency contact numbers provided during registration. Parents must be prepared to collect their child from school if requested.
6. No medication should be sent to school with the student without prior notification to the administration (nurse or secretary). Parents must complete and sign the required consent form in person, authorizing the school nurse to administer the medication as prescribed.

2.20 Risk Assessment

The school is dedicated to creating and maintaining a safe environment for all students, staff, and visitors. Risk assessments are an essential part of our health and safety management system, identifying potential hazards and implementing appropriate control measures to minimize risks. In accordance with the Ministry of Education and Higher Education guidelines in Qatar, risk assessments are regularly conducted, reviewed, and updated to ensure that all school activities, facilities, and operations uphold the highest standards of safety and well-being.

Roles	General Responsibilities
Principal	Oversee the entire risk assessment process to ensure compliance with safety regulations and school policies.
	Ensure that all risk assessments (general, specific, and dynamic) are conducted regularly and are aligned with Oscar Academy's safety standards.
	Review and approve risk assessments for school trips, events, and activities.
	Promote a culture of safety across all levels of the school by encouraging proactive risk identification and mitigation.
	Ensure that all staff are trained in risk assessment principles and practices.
Trip Organizer / Event Organizer	Conduct specific risk assessments for all school trips and events, considering potential hazards associated with activities and locations.
	Ensure that dynamic risk assessments are performed as needed, especially during off-site activities.
	Communicate the findings of risk assessments to all staff involved in the trip or event.
	Coordinate with relevant school personnel to implement control measures and ensure the safety of students and staff during trips and events.
Supervisors	Actively participate in the risk assessment process by identifying and reporting potential hazards in their respective areas.

	<p>Ensure that all activities under their supervision are carried out following the control measures specified in risk assessments.</p> <p>Monitor the effectiveness of the implemented control measures and make adjustments when necessary.</p> <p>Ensure staff and students adhere to safety protocols during school activities and special events.</p>
Administration Officer:	<p>Maintain records of all risk assessments, ensuring they are regularly reviewed and updated.</p> <p>Ensure that relevant staff members receive the necessary training on risk assessment principles and procedures.</p> <p>Facilitate communication of risk assessment findings and control measures to the school community.</p> <p>Support the Principal and other staff in ensuring compliance with safety regulations and risk mitigation strategies.</p>
All School Staff	<p>Stay informed about risk assessments relevant to their roles and responsibilities.</p> <p>Follow all safety protocols and apply the control measures outlined in risk assessments.</p> <p>Immediately report new or potential hazards to supervisors or administration.</p> <p>Participate in relevant training and safety briefings.</p> <p>Remain vigilant and perform dynamic risk assessments during unexpected or changing situations.</p> <p>Support the school's mission to maintain a safe learning and working environment for everyone.</p>
Senior Leadership Team (SLT)	<p>Provide strategic oversight for the risk assessment process, ensuring alignment with the school's vision and commitment to health and safety.</p> <p>Ensure that all staff, including teachers and support staff, understand and implement risk assessment procedures in their daily activities.</p> <p>Lead the review and revision of risk assessments based on feedback, incidents, or changes in regulations.</p> <p>Ensure that adequate resources, training, and support are available to staff for carrying out effective risk assessments.</p>

2.21 Cyber Security and Data Protection Policy

Oscar Academy is committed to maintaining a secure and resilient digital environment that safeguards the personal, academic, and operational data of our students, staff, and broader school community. This policy outlines comprehensive guidelines and procedures to protect the confidentiality, integrity, and availability of our information systems while ensuring compliance with applicable data protection laws.

As an educational institution operating in Qatar, we recognize our legal and ethical responsibility to implement strong cyber security and data protection measures aligned with international best practices and local regulations, including Qatar's Data Protection Law. This

policy also supports our mission to foster a culture of digital responsibility, cyber awareness, and safe data handling across all levels of the school community.

Through this policy, Oscar Academy ensures that data is collected, processed, stored, and shared in a secure, lawful, and transparent manner. The school is committed to protecting sensitive information from unauthorized access, accidental loss, and misuse, while empowering students and staff with the knowledge and tools to act as responsible digital citizens.

2.21.1 Roles and Responsibility

Roles	General Responsibilities
<p>Senior Leadership Team (SLT)</p>	Lead the strategic implementation of cybersecurity and data protection across the academy.
	Approve and periodically review the Cybersecurity and Data Protection Policy to ensure alignment with legal requirements and best practices.
	Allocate resources and ensure staff are trained and supported in maintaining a secure IT environment.
	Respond to major cybersecurity incidents, coordinating with relevant authorities and stakeholders.
	Ensure third-party providers comply with school policies on data access and security.
<p>IT Department</p>	Manage and secure all school-owned networks, systems, and digital infrastructure.
	Implement technical controls such as firewalls, antivirus software, encryption, and user access restrictions.
	Monitor systems for potential threats, vulnerabilities, or breaches.
	Maintain a secure backup and disaster recovery system.
	Support incident response efforts and conduct regular system audits.
	Ensure software, hardware, and systems are updated and compliant with security standards.
<p>Data Protection Officer (if designated) or Assigned Personnel</p>	Oversee compliance with data protection laws and internal school data handling procedures.
	Maintain and update the data inventory (including sensitive and personally identifiable information).
	Conduct Data Protection Impact Assessments (DPIAs) when required.
	Train staff on data privacy, secure data handling, and incident reporting.
	Serve as the contact point for data protection inquiries and liaise with regulatory bodies when needed.
<p>All School Staff (Teaching, Administrative, and Support)</p>	Use school IT systems and data responsibly and in accordance with the policy.

	Protect login credentials and report any suspicious activity or data breaches immediately.
	Ensure sensitive student or staff data is stored securely and only shared when authorized.
	Avoid using unauthorized applications or devices on school networks.
	Participate in training sessions on cybersecurity awareness and data protection.
Students	Follow the school's acceptable use policies when using school devices, networks, or systems.
	Keep passwords confidential and never attempt to access unauthorized systems or data.
	Report any cyberbullying, suspicious activity, or data-related incidents to a teacher or staff member.
	Use technology respectfully and responsibly, both in school and remotely.
	Understand the basic principles of digital safety and responsible online behavior as taught in class.

2.21.2 Access Control Policy

Oscar Academy implements user access management based on the principle of least privilege, ensuring that each user is granted only the minimum level of access necessary for their role. All users are required to have unique identifiers (usernames), and access rights are reviewed on a quarterly basis. When a user's role changes or their employment/enrollment ends, access rights are promptly updated or revoked.

Access authorization is formalized, requiring approval from system owners before access is granted. All access requests must be documented and approved by the relevant supervisors, with temporary access clearly specifying an expiration date. Privileged access rights are strictly controlled; administrative access is limited, and all activities under such accounts are logged and monitored. These privileged accounts must not be used for daily, routine activities.

Multi-factor authentication is mandatory for all administrative access, remote access to school systems, access to sensitive data, and use of school email accounts. This ensures an additional layer of protection against unauthorized entry.

2.21.3 Data Classification and Protection

School data is categorized as public, internal, confidential, or restricted. Each classification level has defined handling procedures regarding storage, transmission, sharing, and disposal. Confidential and restricted data must be encrypted when stored and should reside only on approved school systems, not personal devices. Regular backups are required for all critical data.

Data is retained only for the duration necessary for its purpose, with retention periods adhering

to Qatari education regulations and laws. When no longer needed, data must be securely disposed of in accordance with established procedures.

2.21.4 Network Security

Oscar Academy's network is segmented to differentiate administrative, staff, student, and guest traffic. Security is enforced through firewalls, intrusion detection and prevention systems, and the use of strong encryption for all wireless connections.

Only authorized devices may connect to the network, and guest access is restricted to a separate, isolated network. All network access is monitored and logged. Remote access is conducted through secure VPN connections and protected with multi-factor authentication. Idle remote sessions are configured to automatically disconnect. All network traffic is continuously monitored for threats, and suspicious activities are logged and investigated.

2.21.5 Device And System Security

All school-owned devices must run approved antivirus and anti-malware software, which is regularly updated. Personal devices used for school work must comply with minimum security standards. A patch management system ensures that all operating systems and applications are kept up-to-date with the latest security fixes.

Mobile devices owned by the school are enrolled in a Mobile Device Management (MDM) system and are password-protected. Lost or stolen devices must be reported immediately. Use of removable media such as USB drives is restricted, and all media must be scanned for malware before use. Confidential and restricted data may not be stored on such media unless encrypted.

2.21.6 Email and Communication Security

Email security is maintained through filtering mechanisms to minimize spam and malware. Staff and students are trained to recognize phishing attempts, and sensitive data must not be transmitted via email unless encrypted. School email accounts must be used strictly for school-related communication. Automatic email forwarding to personal accounts is not allowed, and any suspicious emails must be verified before responding.

Only approved communication platforms may be used for school activities. Secure messaging options are made available, and video conferencing tools must be configured with appropriate security settings.

2.21.7 Internet Usage

Internet access is intended for educational and administrative use only. Access to inappropriate or illegal content is prohibited, and users are not allowed to bypass internet filters. A web filtering system blocks unsuitable content, with different levels of filtering applied to staff and students. Requests to unblock educational content are reviewed promptly. Internet usage is monitored to ensure compliance and security, and users are informed that privacy is not guaranteed when using school internet services. Monitoring activities are conducted in accordance with privacy laws.

2.21.8 Password Management

Passwords must be at least 12 characters long and include uppercase letters, lowercase letters, numbers, and special characters. Easily guessable elements such as names and birthdates are not permitted. Passwords must be changed every 90 days, cannot be reused for a year, and must differ across systems.

Password confidentiality is critical—passwords must never be shared or written down in unencrypted formats. Users are encouraged to use secure password managers for storage.

2.21.9 Incident Response

Any suspected cybersecurity incident must be reported immediately through a clear and accessible procedure. Reports are encouraged and protected from retaliation. A Cybersecurity Incident Response Team (CSIRT) is established, with defined roles and publicly available contact information.

When an incident occurs, the school follows a structured response process: assess the situation, contain the threat, eradicate the cause, recover affected systems, and document lessons learned to improve future responses. Notifications to affected individuals, authorities, and the school community are made according to Qatari laws.

2.21.10 Staff Training and Awareness

All staff participate in a cybersecurity awareness program, which is refreshed annually and addresses current threats and best practices. IT personnel and staff handling sensitive data receive specialized training, and the effectiveness of training is regularly reviewed. Security bulletins and updates are shared with staff, ensuring timely communication of new threats and reminders of secure practices.

2.21.11 Student Cybersecurity Education

Cybersecurity is integrated into the student curriculum, teaching age-appropriate skills in online safety, privacy, and digital citizenship. Students are encouraged to report concerns and are recognized for demonstrating positive cybersecurity behavior. Parents are also engaged through resources, workshops, and open channels for communication on security issues.

2.21.12 Remote Learning Security

Oscar Academy ensures that only approved and securely configured learning platforms are used. Online classroom access is restricted, and teachers are responsible for monitoring security during remote sessions. Student privacy is a key priority. Families receive guidance for securing their home learning environments, and support is provided for resolving security issues. Remote assessments are conducted using secure and fair methods.

2.21.13 Third-Party Service Providers

All third-party providers must meet the school's minimum security standards, which are clearly defined in service contracts. Providers handling sensitive data are required to implement strong safeguards. Prior to engagement, providers undergo a security assessment, and periodic reviews are conducted thereafter. Providers must notify the school of any data breaches. Formal Data Processing Agreements are signed, complying with Qatari legal

requirements and ensuring lawful data transfer mechanisms.

2.21.14 Compliance With Qatar Laws And Regulations

This policy complies with Qatar's Data Protection Law, the Ministry of Education and Higher Education guidelines, Communications Regulatory Authority standards, and the Cybercrime Law (Law No. 14 of 2014). Personal data is handled lawfully, with privacy notices provided to all stakeholders. Data subject rights are respected, and the school monitors its legal obligations to ensure continued compliance. Compliance gaps are addressed promptly, and legal updates are reflected in the policy.

2.21.15 Policy Review and Updates

The Cybersecurity Policy and Data Policy is reviewed annually, considering technological developments, evolving threats, regulatory changes, and stakeholder feedback. Updates are formally approved by school leadership and clearly communicated to all affected parties. A version control system ensures that policy changes are tracked. Continuous improvement is achieved through regular testing of controls, analysis of security metrics, and the adoption of emerging best practices.

3. Record Keeping, Monitoring and Review

Oscar Academy is committed to maintaining the highest standards of health and safety across all areas of school life. This policy outlines our approach to record keeping, monitoring, and the regular review of our health and safety practices, ensuring ongoing compliance with the legal requirements of the State of Qatar and international best practices.

We understand that effective record keeping and monitoring are essential for tracking safety performance, identifying areas for improvement, and ensuring accountability. Through systematic documentation, regular audits, and a structured review process, we continuously assess the effectiveness of our health and safety measures, making necessary adjustments to uphold the safety and wellbeing of all members of the school community.

3.1 Health & Safety File

Content of the File:

Includes the current health and safety policy, risk assessments, emergency procedures, safety data sheets, inspection reports, accident records, and training records.

Maintenance of the File:

A designated member of staff, usually under the supervision of the Administration Officer, maintains the file with regular updates. Outdated documents are archived, and both electronic and hard copy versions are maintained.

Access to Information:

The location of the file is made known to all staff. Clear guidance is provided regarding confidentiality and procedures for accessing information, with regular communication about updates and changes.

3.2 Health and Safety Records

These include accident and incident reports, staff training records, inspection and maintenance logs, and risk assessment documentation.

Documentation Control:

All documents are version-controlled and stored securely. Sensitive records are accessible only to relevant staff. Regular audits are conducted to ensure consistency, completeness, and currency.

3.3 Performance Monitoring

Performance is monitored using key indicators, including incident frequency, training compliance, and inspection outcomes. Regular reports are presented to the Senior Leadership Team (SLT), and trend analysis is used to identify recurrent issues. Benchmarking is done against similar institutions to maintain high standards.

3.4 Policy Review

The health and safety policy is reviewed annually or as required following significant changes in regulations or internal incidents. Lessons learned from incidents are incorporated into updated practices. Input from staff, students, parents, and external experts may be considered during the review.

3.5 Roles and Responsibilities

Roles	General Responsibilities
<p style="text-align: center;">Principal</p>	Holds ultimate accountability for the school's health and safety performance.
	Ensures that resources are allocated for maintaining effective health and safety systems.
	Oversees the annual policy review and ensures implementation of regulatory changes.
	Communicates key safety updates to the school community and external authorities as necessary.
<p style="text-align: center;">Senior Leadership Team (SLT)</p>	Supports the Principal in leading the school's health and safety strategy.
	Monitors the implementation of the health and safety policy at all levels.
	Reviews performance reports, audits, and incident trends.
	Coordinates with the Administration Officer and relevant staff to ensure timely updates of records.
	Ensures all staff receive appropriate training and are aware of safety responsibilities.

Academic Team (Heads of Departments, Coordinators, and Teachers)	Implements safety protocols within classrooms and learning environments.
	Conducts and updates risk assessments for academic activities, labs, and educational trips.
	Reports incidents and hazards promptly and participates in investigations when necessary.
	Ensures students follow safety rules and guidelines during all activities.
	Provides input during policy reviews based on observed risks and operational needs.

CHILD PROTECTION MANUAL

List of Abbreviations

Abbreviation	Full Term
BOT	Board of Trustees
CAMHS	Child and Adolescent Mental Health Services
CEO	Chief Executive Officer
CP	Child Protection
CPR	Cardiopulmonary Resuscitation
CY	Calendar Year (if used contextually for reporting)
DCPP	Designated Child Protection Persons
DCPO	Deputy Child Protection Officer
CPO	Child Protection Officer
EAL	English as an Additional Language
EYFS	Early Years Foundation Stage
H&S	Health and Safety
HR	Human Resources
ICT	Information and Communication Technology
ID	Identification
KCSIE	Keeping Children Safe in Education
MOEHE	Ministry of Education and Higher Education (Qatar)
NGO	Non-Governmental Organization
PE	Physical Education
SEND	Special Educational Needs and Disabilities
SLT	Senior Leadership Team
SMT	Senior Management Team
UNCRC	United Nations Convention on the Rights of the Child
UNICEF	United Nations International Children's Emergency Fund
WHO	World Health Organization

Definition of Terms

1. Child: Refers to any human being below the age of 18 years unless under the law applicable to the child, majority is attained earlier. (UNICEF)
2. Child protection: According to UNICEF, Child Protection refers to preventing and responding to violence, exploitation and abuse against children
3. Child protection Policy: A broad term which encompasses philosophies, policies, standards, guidelines and procedures to protect children from both intentional and unintentional harm.
4. Harm: Harm refers to any physical, emotional, or psychological injury caused to a child, whether intentional or unintentional. This includes abuse, neglect, or maltreatment that affects the child's safety, well-being, or development.
5. Grooming: Grooming is when an adult builds a relationship with a child to gain their trust with the intent of exploiting or abusing them. This can involve giving gifts, offering special attention, and encouraging secrecy to manipulate the child.
6. Whistleblowing: Whistleblowing is the act of reporting any concerns about unethical behavior, misconduct, or violations of policies, including safeguarding or child protection issues, within the school. This can be done confidentially, and the whistleblower is protected from retaliation.

1. Introduction

At Oscar Academy, we believe that every child has the right to grow, learn, and thrive in an environment that is safe, supportive, and nurturing. We are committed to ensuring that all our students feel safe, protected, and valued. We believe that child protection is everyone's responsibility and that a culture of vigilance, respect, and open communication is essential in keeping our students safe. This ethos is built on trust, transparency, and compassion, where every child is respected, valued, and empowered.

We recognize that safeguarding is a shared responsibility, and this policy outlines our commitment to safeguarding and protecting children from harm, both inside and outside the school environment. We are dedicated to fostering a community where everyone—staff, students, and parents—plays an active role in ensuring the wellbeing of our children. By promoting respect, empathy, and responsibility, we create a space where children feel confident in their right to speak up and know their safety is our top priority. This policy is aligned with the Ministry of Education and Higher Education (MOEHE) Circular No. 9, dated 27 of May 2024.

2. Purpose

The purpose of this Child Protection Policy is to:

1. Protect children and young people at OSCAR Academy from harm.
2. Provide clear guidance for staff (teaching and non-teaching staff), volunteers, and service providers on action required regarding child protection concerns.
3. Ensure all students feel respected, safe, and empowered to speak out.
4. Build trust and maintain open communication with parents.
5. Safeguard children's rights and well-being.
6. Recognize and respond to signs of abuse.
7. Maintain a structured procedure to be followed by all members' of the school community in cases of suspected abuse.

(Refer to appendix 1 Child Protection (CP) Policy Action Steps)

3. Scope

This Child Protection Policy applies to all stakeholders of OSCAR Academy, including but not limited to:

1. All students enrolled at OSCAR Academy, from Kindergarten to Year 6.
2. All staff members, both teaching and non-teaching, including part-time, full-time, temporary, and substitute staff.
3. Volunteers, interns, and any third-party service providers working with or around students.

4. Parents and guardians, in their partnership role with the school to support a safe and respectful environment.
5. School leadership, including the Principal, Senior Management Team, and Board of Trustees.

This policy covers all school-related activities, events, and interactions—whether they occur on school premises, during off-campus events, on school transportation, or in virtual/online settings related to school activities. It outlines the preventive, reporting, and responsive measures in place to safeguard children and ensure their well-being in all circumstances connected to the school.

This policy is designed to ensure that all members of the OSCAR Academy community understand and fulfill their responsibilities towards creating a safe, supportive, and respectful environment for every student, both inside and outside the classroom.

4. Vision and Commitment

At OSCAR Academy, we hold a primary responsibility for the care, welfare, and safety of our students. Our commitment is to create a secure, supportive, and nurturing environment. We ensure that all concerns related to abuse or neglect are taken seriously and addressed appropriately by all staff members.

5. Principles of Child Protection:

1. OSCAR Academy aims to be a child-safe and child-friendly institution.
2. Every child has the right to feel safe, protected, heard, and valued.
3. The welfare of the child is of paramount importance.
4. A balance must be maintained between protecting children and respecting family rights and cultural values.
5. Open communication and early intervention are essential.
6. All children must be treated with dignity and respect.
7. Staff must be trained and aware of child protection procedures.

6. Legal and Regulatory Framework

This policy is governed by:

1. Qatari Child Protection Law
2. Qatari Foundation for the Protection of Women and Children
3. United Nations Convention on the Rights of the Child (UNCRC)
4. UNICEF's definition of child protection and standards
5. Guidance provided by the Qatar Ministry of Education and Higher Education (MOEHE)
6. Working Together to Safeguard Children (UK)
7. Keeping Children Safe in Education (KCSIE)
8. The Education Act 2002 (UK)
9. Ministry of Education and Higher Education (MOEHE) Circular No. 9 (27 of May 2024)

OSCAR Academy respects and operates within the cultural and legal framework of Qatar while adhering to internationally recognized safeguarding practices.

7. Creating a Safe School Environment:

OSCAR Academy committed to creating a safe, nurturing environment where all students feel protected, valued, and heard. We believe safeguarding is a shared responsibility, and we take a proactive approach to ensure that every child is supported in their wellbeing and development.

7.1 Leadership Commitment and Whole-School Responsibility

The SMT (Senior Management Team), supported by the Board of Trustees, ensures the safeguarding and welfare of all students is a core priority. We work collaboratively with parents, guardians, and external agencies to identify, assess, and support children who may be at risk of harm.

7.2 Safer Recruitment

Oscar Academy is committed to recruiting staff and volunteers who are suitable to work with children, adhering to a comprehensive safer recruitment process that includes:

A. Background Checks

1. Thorough background checks, including police clearance and criminal record checks, are conducted.
2. References and employment history are verified.
3. Social media and internet searches are conducted (where legally permissible) to assess applicants' suitability.

B. Commitment to Child Safeguarding

1. The school's commitment to child safeguarding is visible on its public website and includes a clear statement on the importance of child protection.
2. A child safeguarding commitment is included in all job descriptions and advertisements.

C. Interview Process

1. Interviews are conducted by a consistent panel, with at least one member having completed safer recruitment training.
2. Safeguarding-related questions, including case scenarios, are incorporated into the interview.
3. Interview notes are recorded, signed, and retained. **(refer to Appendix 2)**

D. Pre-employment Checks

1. The school conducts thorough checks, including verifying qualifications, criminal records, and teaching certifications.
2. If applicable, enhanced police background checks are required.
3. Additional reference checks may be conducted if required checks cannot be completed.

E. On boarding Process

1. Conditional letters of employment are issued, with the offer contingent upon successful background checks.
2. A comprehensive and secure record-keeping system for recruitment and selection documents is maintained.
3. Volunteers, staff, and contractors undergo regular safeguarding training.
4. The school ensures that the Code of Conduct (refer to Appendix 8) is signed and that safeguarding training is completed before staff engage directly with students.
5. On boarding and induction programs include child safeguarding and managing concerns about adults working with children.

7.3 Creating a Safe and Supportive Culture

1. Students are encouraged to build trusting relationships with adults in school and to speak up when they feel worried or unsafe.
2. We foster an ethos of open communication, with regular child voice activities such as surveys, reflections, and awareness events like Anti-Bullying Week.
3. Every child is made aware of adults they can approach when they need help.

7.4 Equipping Students through Education

Through our curriculum and pastoral programs, we equip students with age-appropriate knowledge and skills to stay safe. This includes:

1. Online safety (cyber security curriculum)
2. Anti-bullying awareness
3. Road and pedestrian safety
4. Social and emotional learning
5. Identifying trusted adults and making safe choices

7.5 Responsibilities of the Leadership and Staff

The school ensures that all staff:

1. Read and understand the school's Safeguarding Policy/Code of Ethics.
2. Receive regular safeguarding and child protection training
3. Receive e-safety training and guidance regularly.
4. Monitor and review the policy (*refer to Appendix 3*)
5. Are informed of the identity of the Child Protection Officer (CPO) and Deputy CPO.
6. Adhere to safer recruitment practices and code of conduct protocols.

Our Board and Senior Leaders ensure that:

The **Principal (CPO)** is responsible for:

1. Allocating resources, time, and training for effective safeguarding role execution.
2. Ensuring staff can raise concerns about unsafe practices and handling them appropriately.
3. Providing students with safeguarding education, including online safety.

4. Liaising with Ministry of Education officers when allegations are made against staff.
5. Referring individuals who harm children to the authorities.
6. Notifying the Director of Education/CEO about child protection issues.

Key safeguarding practices include:

1. Annual review of safeguarding and child protection policies.
2. Appropriate handling and referral of staff-related concerns to authorities.
3. Clear procedures for handling student-on-student harm and safeguarding incidents.
4. DSLs attending regular inter-agency training to update their knowledge.

7.6 The Safeguarding Team

The **Deputy Child Protection Officer (DCPO)** and **Child Safety Team** support the DSL by:

1. Understanding early help and intervention processes, such as early help assessments.
2. Being alert to children at risk of domestic violence, missing education, child trafficking, and bullying.
3. Knowing how Qatar authorities conduct child protection case meetings and participating when needed.
4. Recognizing the needs of children in need, those with special educational needs, and young carers.
5. Keeping detailed, secure records of concerns and referrals.
6. Accessing resources and attending relevant training.
7. Promoting a culture of listening to children and considering their wishes and feelings.
8. Linking with local partners to ensure staff are aware of safeguarding policies and training opportunities.

The **CPO and DDSLs** are responsible for:

1. Promptly contacting authorities when concerns arise about a child's safety.
2. Staying updated on local threshold criteria for referrals.
3. Making written referrals following phone calls to relevant agencies.
4. Keeping written records of concerns, even if no immediate referral is needed.
5. Ensuring records are confidential, securely stored, and transferred appropriately.
6. Liaising with other agencies and professionals as necessary.
7. Providing advice and support on safeguarding matters.
8. Taking action if a student with a child protection plan is absent for more than two days.
9. Providing an annual report to the school board on safeguarding incidents, training, and policy improvements.

7.7 Procedures and Monitoring

1. Any concerns regarding student welfare or staff conduct are recorded and handled promptly.
2. Allegations or incidents are referred to the appropriate statutory authorities when necessary.

3. If a staff member or volunteer is found unsuitable to work with children, relevant safeguarding bodies will be notified.
4. Safeguarding procedures are reviewed regularly to ensure effectiveness and compliance.

7.8 Induction, Supervision, and Community Involvement

1. All new staff and volunteers receive safeguarding induction and are made aware of reporting procedures.
2. External individuals/visitors and community groups using school facilities are informed of our safeguarding expectations.
3. Parents are made aware of safeguarding procedures via school communication channels and policy access.

8. Categories of Child Protection Concerns

OSCAR Academy recognizes that children may face harm from various sources. We categorize child protection concerns into four main areas, in line with international safeguarding standards and in consideration of Qatar's legal and cultural context. All serious cases will be reported following the MOEHE's guidance.

8.1 Abuse by Adults

This includes any deliberate act or neglect by adults that may cause physical, emotional, or psychological harm to a child. Categories include:

1. Physical Abuse: Deliberate infliction of physical harm, such as hitting, slapping, or any action that causes injury.
2. Emotional Abuse: Ongoing emotional maltreatment, including criticism, intimidation, shouting, and setting unrealistic expectations.
3. Neglect: Persistent failure to meet a child's basic physical and emotional needs, including food, hygiene, medical care, and affection.
4. Sexual Abuse: Any sexual activity involving a child, including inappropriate touching, grooming, or exposing the child to sexual content.

8.2 Abuse by Peers (Peer-on-Peer Abuse)

Peer-on-peer abuse includes all forms of child-on-child harm, whether in school, online, or outside school premises. Types include:

1. Bullying: Repeated verbal, physical, psychological, or cyber abuse intended to intimidate or harm.
2. Threatening or Manipulative Behaviour: Including gang-related violence, blackmail, or coercion.

3. Sexual Harassment: Unwanted sexual comments, advances, or behaviours that create an uncomfortable environment.
4. Threatening or Manipulative Behaviour: Actions like gang violence, blackmail, or coercion to control or harm others.
5. Cyberbullying: Using technology to bully, harass, or intimidate peers online.

8.3 Domestic Abuse and Its Impact on Children

Even without direct physical harm, exposure to domestic violence or hostile environments can cause long-term psychological and emotional damage to children. Impacts may include:

- Emotional Distress: Anxiety, depression, low self-esteem, or trauma.
- Behavioural Challenges: Aggression, temper tantrums, reclusiveness, self-harm, or eating disorders.
- Academic and Social Decline: Difficulty concentrating, loss of motivation, and withdrawal from peers.

8.4 Absenteeism and Behavioural Changes

Chronic absenteeism or sudden behavioural shifts may signal deeper safeguarding concerns.

Warning Signs Include:

- Poor hygiene
- Sudden aggression or withdrawal
- Declining academic performance
- Excessive anxiety or fearfulness

8.5 Self-Harm and Suicidal Ideation

Self-harm is when a child intentionally injures themselves to cope with emotional pain, while suicidal ideation refers to thoughts of ending their life. Both require immediate attention.

Signs include:

1. Visible injuries (cuts, burns, etc.).
2. Withdrawal from activities, changes in behavior.
3. Expressing feelings of hopelessness or death.

Response Protocol:

1. **Teachers must observe and report concerning patterns** to the Child Protection Officer (CPO) immediately.
2. Provide immediate counselling and a safety plan with parent involvement. **Open communication with parents is essential to understand the root causes.**

3. Behavioural concerns may stem from parenting challenges, exposure to inappropriate behaviour, or underlying abuse and must be addressed promptly with appropriate support.

If needed, refer to external mental health services.

9. Monitoring of Children

Our school is committed to the early identification of children at risk of harm or in need of additional support. We have systems in place to ensure the continuous monitoring and safeguarding of all students, particularly those known or believed to be at risk.

1. **Regular Check-ins:** Observe students' behaviour to detect signs of distress or harm.
2. **Attendance Tracking:** Monitor student attendance to identify patterns that may indicate issues.
3. **Behaviour and Academic Review:** Track changes in behaviour or academic performance as possible signs of concern.
4. **Online Activity Monitoring:** Ensure students' online interactions are safe and free from cyber bullying or abuse.
5. **Behaviour Changes:** Watch for sudden shifts in behaviour, mood, or physical appearance.
6. **Documentation:** Keep records of any unusual behaviour for future follow-up.
7. **Incident Reporting:** If a concerning incident occurs, immediately report it using the appropriate incident report log (refer to Appendix 7), detailing facts, dates, and individuals involved.
8. **Parent Communication:** Stay in touch with parents to discuss any concerns regarding student well-being.

10. Supervision of Students in School

Ensuring the health, safety, and welfare of students during the school day is a shared responsibility of all staff. The school provides structured and active supervision at all times.

10.1 Duty of Care and Legal Responsibility

All staff members act in 'loco parentis' and are expected to uphold high standards of care. The school leadership has a responsibility to provide clear supervision plans and ensure staff understand and follow these expectations. Delegation of roles is also carried out at the beginning of the year to clarify all responsibilities.

10.2 Before School

1. The school's duty of care begins at 6:15 AM.
2. Parents are informed that no supervision is provided prior to this time.
3. Supervision schedules are in place for all areas where students may be present.

10.3 During the School Day

1. Students must not leave the school premises during the day without written or verbal parental consent.
2. Students must not be left unsupervised in classrooms or shared spaces.
3. Clubs and extra-curricular activities must always have a supervising adult present.
4. Teachers are responsible for the safe dismissal of students at the end of each day.

10.4 Break and Lunchtimes

1. Adequate staffs are deployed in all indoor and outdoor spaces during break times.
 2. A supervision schedule is maintained and displayed in the staff room and office.
 3. Duty staffs are expected to patrol assigned areas actively and be vigilant.
 4. Students must not remain in classrooms without staff supervision.
- Hallways and other congested zones must be monitored closely.

10.5 After School

1. Students remain in their respective classrooms under supervision until 1:45 PM.
2. After 1:45 PM, students are expected to proceed to the designated waiting areas.
3. A supervision schedule is maintained and displayed in both the staff room and office.
4. A minimum of three staff members are assigned to home time duty
5. Duty staffs remain on-site until the last child is safely picked up by their parent or guardian.
6. Parents are required to sign in the late pick up book while collecting the students
7. The school nurse must also be present on-site during dismissal time to assist if needed.

10.6 Support Students during Lesson Time

1. Support students are collected directly from their respective classrooms by the assigned support teacher or staff member at the scheduled time.
2. A record of students being taken out must be maintained (including time of collection and return).
3. The support teacher is responsible for the supervision and safety of students while they are outside their regular classroom.
4. After the support session is completed, students must be escorted back to their respective classrooms and handed over to their class teacher.
5. At no point should support students be left unsupervised while transitioning between locations.
6. If a student needs to move independently due to exceptional circumstances, prior written approval from school leadership must be obtained.
7. Staff must immediately report any incident or concern during the support session to the relevant coordinator or school leadership.

10.7 Staff Responsibilities

1. Duty begins promptly at designated times.

2. Staff must remain visible and avoid prolonged conversations during supervision.
3. Staff must accompany and supervise students transitioning back to class after breaks.

10.8 One-on-One Situations

To ensure student safety at all times, staff must follow these guidelines when working individually with students:

1. Be Aware of Risks
Activities like extra tutoring, private discussions, or meeting in quiet areas must always follow safeguarding rules.
2. Stay Visible
If a one-on-one meeting is needed, it should happen in an open space, or a room with the door open and windows clear.
3. Keep a Record
Always make a note of the time, date, and reason for the meeting. If possible, inform a colleague or supervisor.
4. Avoid Isolation
Never stay alone with a student after hours unless necessary and approved. If it happens, ensure another staff member knows

10.9 During school trips

1. Compliance with the regulations, requirements and procedures specified in Ministry of Education and Higher Education (MOEHE)-Guidelines for School Activities in Private Schools and Kindergartens in Qatar (2023-2024), dated 25 June 2024.
2. Ensure that students are always accompanied by appropriate adult supervision, with a clear adult-to-student ratio in place.
3. Assign specific responsibilities to staff members to monitor students' behavior and safety at all times during the trip.
4. Establish and communicate clear guidelines for students' conduct, ensuring they understand safety expectations and the consequences for non-compliance.
5. Conduct regular headcounts to ensure all students are accounted for throughout the trip, especially when transitioning between locations.
6. Conduct a risk assessment before the trip to identify potential hazards and implement safety measures.
7. Keep emergency contact information for all students and staff and have a plan for handling emergencies on the trip.

11. Confidentiality

At OSCAR Academy, we prioritize confidentiality in handling child protection concerns, ensuring sensitive information is protected. The following principles apply:

1. **Confidentiality of Reporting**
Concerns raised by students, parents, or staff will be treated confidentially. While the

identity of the reporter will be protected, information may be disclosed when necessary to safeguard the child’s welfare, and the reporter will be informed.

2. **Sharing Information**

Child protection information will only be shared with those who need it to protect the child, such as the Safeguarding Team, leadership, or external agencies, on a “need-to-know” basis.

3. **Record-Keeping**

All concerns will be documented and securely stored, with access limited to authorized personnel. Records will include the details of the concern, actions taken, and follow-up, in compliance with the Ministry of Education & Higher Education (MOEHE).

4. **Legal Requirements**

If required by law or when the child’s welfare is at risk, the school will disclose necessary information to authorities, while attempting to inform the concerned individual where possible.

5. **Breaches of Confidentiality**

Any breaches of confidentiality will be treated seriously and may lead to disciplinary action.

6. **Peer-on-Peer Abuse Confidentiality**

In cases of peer-on-peer abuse, confidentiality will be maintained to prevent further harm or stigmatization, with information shared only with relevant authorities in a protected manner.

12. Procedures for Reporting Concerns

12.1 Reporting Safeguarding Concerns

1. Initial Disclosure:
 - The teacher records and informs the School Social Workers.
2. Assessment by Social Workers:
 - Document the concern and assess the severity.
 - If concern is serious → escalate to the Senior Management Team (SMT).
3. SMT Review:
 - Parents are contacted.
 - Action plan is created, implemented, and monitored.
4. Escalation:
 - If unresolved, the case is forwarded to the Principal.
 - Principal may inform the CEO/Board of Trustees if required.
 - Serious cases are reported to the relevant authorities.

12.2 Whistle blowing

1. If a staff member believes that a colleague is engaging in inappropriate or unsafe behavior that could harm a child, they are encouraged to report this through the school’s whistle blowing procedure.

2. Whistle blowing should be done promptly, and concerns can be raised confidentially and without fear of retaliation.
3. The school will ensure that all whistleblower reports are taken seriously and investigated promptly.

Appendix 9 flowchart of almaha what do you do if you have safeguarding concerns

12.3 Child-Initiated Reporting

1. Students should be encouraged to speak with teachers or School Social Workers.
2. They should feel safe and supported when reporting concerns about their own or others' safety and well-being.
3. The school will provide accessible and age-appropriate means for students to report any concerns they have, including bullying, abuse, or any behavior that makes them feel unsafe.
4. Students can report concerns to any trusted adult in the school, or use anonymous reporting through suggestion boxes "I wish Ms. Aseel knew" available in each building
5. All child-initiated reports will be taken seriously, and prompt action will be taken to ensure the child's safety and well-being.
6. Parents may report concerns through class teachers or by scheduling appointments with the Social Work Team.

13. Guidelines for Recording Disclosures

When a child discloses abuse or a teacher suspects abuse:

1. Listen carefully without judgment.
2. Stay calm and avoid displaying shock or disbelief
3. Assure the child it's not their fault.
4. Take notes (date, time, words used) immediately after the conversation.
5. Report promptly to the School Social Worker.
6. Avoid leading questions or investigating independently.

Teachers must prioritize the student's safety and act quickly to prevent further harm.

14. Record Keeping

Accurate and confidential record keeping is essential to safeguarding children at OSCAR Academy. All concerns, disclosures, and allegations related to child protection must be documented promptly and appropriately.

1. Reporting: Any allegation or disclosure of harm made by a student must be recorded by the staff member involved and reported immediately to the School Social Workers.
2. Child Protection File: The School Social Workers will maintain a separate, confidential child protection file for each student involved in a safeguarding concern.

3. Flagging system: The student's main school file will be flagged discreetly to indicate the existence of a separate child protection file, ensuring confidentiality while supporting continuity of care.
4. Designated Safeguarding Personnel: The School Social Workers serve as the Designated Child Protection Persons (DCPP) at OSCAR Academy. They are responsible for the maintenance, security, and follow-up of all safeguarding records.

All staff is expected to follow these procedures rigorously to ensure that every child is protected and supported effectively

15. Safeguarding Students against the Actions of Other Students

At Oscar Academy, we are committed to protecting students not only from external harm but also from inappropriate or harmful behaviours by peers, staff or visitor.

15.1. Prevention Measures:

1. We promote a positive school culture based on respect, kindness, and inclusivity.
2. Staff are trained to identify early signs of peer abuse and intervene promptly.
3. Clear behavior expectations are shared with students through regular discussions and assemblies.
4. Peer support initiatives, like mentoring and mediation programs, are encouraged.

15.2. Handling Incidents:

1. Immediate steps will be taken to protect affected students and provide support.
2. Incidents will be investigated confidentially and fairly.
3. Both victims and perpetrators will receive counselling and appropriate support.
4. Disciplinary actions will be taken according to the behaviour policy, with a preference for restorative approaches where possible.

15.3. Anti-Bullying:

1. Oscar Academy is committed to ensuring a safe, respectful, and inclusive environment for all students.
2. A dedicated Anti-Bullying Policy (refer to Appendix 4) is in place, aligned with the school's safeguarding and child protection procedures.
3. Bullying in any form is not tolerated and is addressed immediately and appropriately.
4. Types of bullying may include:
 - a. Physical or verbal abuse
 - b. Cyber bullying
 - c. Bullying based on race, nationality, gender, or perceived differences
5. All reported incidents of bullying are documented, investigated, and followed up with suitable action.
6. Staff receives training to recognize and respond to bullying behaviors effectively.

7. Students with Special Educational Needs and Disabilities (SEND) or those with perceived differences are given extra attention, as they may be more at risk.
8. Awareness is promoted through:
 - a. Assemblies
 - b. Classroom discussions
 - c. Well-being programs and school-wide initiatives
9. The school fosters a culture of empathy, kindness, and accountability among students and staff

15.4. Supporting Students:

- Conflict resolution strategies and counseling will be available to students involved in peer conflicts.
- Parents will be actively involved in planning support and interventions.

15.5. Cyberbullying Prevention:

- Students will be educated on responsible online behavior.
- Cyberbullying incidents will be taken seriously, investigated, and addressed promptly.

15.6. Addressing Sexual Harassment:

- Any form of sexual harassment will be immediately reported, investigated, and acted upon with sensitivity and appropriate disciplinary measures.

15.7. Long-Term Safeguarding:

- The school's safeguarding policy will be reviewed annually.
- Ongoing education and awareness programs will reinforce a safe and supportive environment for all students.

16. Allegation Protocol for Allegation against Staff

Definition of an Allegation: An allegation is any information suggesting that a member of staff, volunteer, or any adult working with children has:

1. Behaved in a way that has harmed or may have harmed a child.
2. Possibly committed a criminal offence against or related to a child.
3. Behaved towards a child in a way that indicates they may pose a risk of harm to children.

This applies to **any child** the staff/volunteer has contact with — whether in school, personal, or community settings.

Step-by-Step Process(Refer to Appendix 5)

▪ Step 1: Receive Allegation

An allegation may come to light through various means. All staff members must be vigilant in recognizing potential allegations, which can include:

- **Written Statements:** Correspondence, responses to questionnaires, or general statements (including social media) from the victim or any member of the school community (students, alumni, current/former staff, parents) describing or implying inappropriate behaviour by an adult.
- **Verbal or Non-Verbal Disclosure:** Direct or indirect disclosures (including through play or behaviour) from the victim or any member of the school community.
- **Monitoring:** Information identified through the monitoring of staff and student information services or social media use.
- **Anonymous Reports:** Concerns raised anonymously through school suggestion boxes or email.
- **External Sources:** Information received from members of the public, police, health services, or other external agencies.
- **Legal Claims:** Formal legal claims made against the school or a member of staff.

• Step 2: Immediate Actions

- Adopt a trauma-informed approach: Be sensitive, patient, and understanding of the child's emotional state.
- Follow the **Safeguarding Response Protocol: Do's and Don'ts** (Refer to Appendix 6)
- Allow the child to speak freely and at their own pace.
- Keep an open mind and avoid making assumptions.
- Take it seriously regardless of the source or perceived credibility of the reporter or the seniority/reputation of the alleged perpetrator.
- If the child is hesitant or not forthcoming, gently ask if they would feel more comfortable speaking with another trusted adult, such as the school counselor or CPO.
- Do not investigate or ask leading questions that could compromise a future investigation. Ask open-ended, non-leading questions to facilitate disclosure, focusing on the child's well-being and gathering essential information. Limit questioning to what is critical to:
 - Understand the basic facts: Where and when did the incident take place? Which adult was involved? (Remember that younger children and those who have experienced considerable trauma may not be able to give a consistent chronological account.)
 - Determine if any other child or adult was involved or witnessed the events.
 - Determine the immediate safety of the child: Will the child encounter the alleged perpetrator within the next hour?
 - Determine if the child needs immediate psychological or physical medical attention.
- Do not interrupt the child unless absolutely necessary for clarity or safety.

- Do not promise confidentiality, as information may need to be shared with relevant authorities.
- Reassure the child that they have done the right thing by telling you.
- Explain what you will need to do next in a simple and age-appropriate way (e.g., "I need to tell someone who can help keep you safe").
- Record the facts clearly and objectively: Note the time, date, location, specific details of the allegation, and who was present when the information was received.
- Immediately document the information in writing. **When documenting a child's disclosure, record the statement using the child's own words.** Sign and date it, and pass it directly and without delay to the **Chief Protecting Officer (CPO)**. Any additions or changes should be added to the original record without altering it.

- **Step 3: Report to Leadership**
 - If allegation is about **staff** → Report to **Principal (CPO)**.
 - If allegation is about **Principal** → Report to **BOT**.

- **Step 4: Risk Assessment**
 - Conduct a thorough assessment of the immediate risk to the child(ren) involved and any other children who may be at risk until the alleged perpetrator is formally informed. This assessment should consider:
 - Did the alleged abuse occur on school property?
 - Is the alleged perpetrator in a position of trust or authority?
 - When and where might the alleged perpetrator next be alone with children?
 - Does the alleged perpetrator have access to children outside school (e.g., as a coach, tutor, or volunteer)?
 - Can the contact with children be discreetly cancelled or restricted?
 - Does the perpetrator have children or a spouse at the school, and how should that be handled?
 - Preserve any evidence, if the abuse involves school devices or systems, in consultation with the external agencies to ensure legal compliance and the integrity of potential evidence. Consult IT staff to secure devices, disable or restrict access to school systems without alerting the alleged perpetrator and back up digital content before restriction.
 - Identify and secure any physical locations or items that may be relevant to the allegation
 - Decide on suspension, alternative duties, or continued work under supervision, based on risk level.

- **Step 5: Inform External Authorities**

→ Principal/Board contacts the **appropriate safeguarding authority** (e.g., MOEHE, Police, Child Protection Services) without delay.

▪ **Step 6: Investigation**

- External investigation guided by authorities - Fully cooperate with the investigation and avoid any actions that may interfere or jeopardise it.
- Internal inquiry may follow if needed - Run a parallel inquiry or conduct one after the external investigation to assess internal safeguarding duties or employment suitability.
- If the alleged perpetrator resigns or refuses to participate, the school still completes the inquiry and document findings for future references and regulatory reports.
- Never offer "**compromise agreements**" (e.g., resigning in exchange for dropping an investigation).

In all cases, carry out a **post-case learning review** to evaluate procedures, identify improvements, and strengthen future safeguarding responses.

▪ **Step 7: Decision and Outcome**

- Based on the findings of the external investigation and/or the school's internal safeguarding inquiry report, the CPO (or the BOT, in cases involving the CPO) decide regarding the appropriate outcome. This decision will prioritize the safety and well-being of children and consider the individual's suitability to work with children.
- Possible Outcomes: Outcomes may include:
 - **No further action**, if the allegations are unsubstantiated and no safeguarding concerns remain.
 - **Disciplinary action**, up to and including dismissal, if allegations are substantiated and amount to misconduct.
 - **Referral to relevant professional or regulatory bodies**, such as barring authorities.
 - **Safeguarding training or supervision**, if there are concerns that fall below the threshold for dismissal.
- If the accused is prosecuted and convicted:
 - **Immediate and permanent removal** from any role involving contact with children.
 - **Mandatory reporting** to child protection and professional barring authorities (e.g., MOEHE, licensing boards).
 - **Public safety communication**, if advised by legal authorities (while maintaining confidentiality and respecting legal constraints).

- **Update internal records** to reflect the legal outcome for future employment or legal inquiries.
- **Provide support and reassurance** to students, staff, and families, ensuring the school community feels safe and informed (without breaching confidentiality or legal restrictions).
- **Step 8: Post-Case Learning Review**
 - Following the conclusion of the case and the implementation of any outcomes, undertake a **post-case learning review process**. This review aim to:
 - Identify any lessons learned from the management of the allegation.
 - Review the effectiveness of the school's policies and procedures in handling the allegation.
 - Identify any areas for improvement in the school's safeguarding practices, training, and the Allegation Protocol itself.
 - Consider any systemic issues that may have contributed to the situation.
 - Document the findings of the review and implement any agreed-upon changes to prevent similar situations from occurring in the future.
- **Step 9: Support, debriefing and safeguarding review**
 - Support
 - Provide appropriate and timely support throughout the process to the children and their families affected by an allegation.
 - Offer support to the staff member against whom the allegation has been made.
 - Facilitate access to internal and external support services (e.g., counselling, mental health).
 - Maintain clear and sensitive communication with all parties.
 - Extend support to staff members directly or indirectly impacted by the allegation
 - Debriefing
 - Facilitate structured debriefing sessions for involved staff to reflect on the emotional and procedural impact of the case.
 - Ensure the space is safe, confidential, and non-judgmental.
 - Reinforce staff well-being and identify any further support needs.
 - Safeguarding Review
 - Conduct a full post-case safeguarding review to evaluate the effectiveness of the school's response.
 - Identify any gaps, delays, or challenges in the process.
 - Update safeguarding policies, training, or procedures based on lessons learned.

- Document the review findings and ensure leadership oversight and follow-up actions are taken.

17. Indicators of Abuse and Neglect

At Oscar Academy, safeguarding our students is a top priority. All staff are expected to be alert to the physical and behavioral signs of abuse. While some signs may have explanations, repeated or concerning patterns must be taken seriously and reported immediately to the Child Protection Officer (CPO). It is not the role of staff to investigate, but rather to report concerns without delay.

17.1. General Signs That May Indicate Abuse or Neglect

A student who may be suffering from abuse could:

1. Have visible injuries like bruises, cuts, burns, or broken bones.
2. Complain of unexplained pain or discomfort.
3. Be afraid to change clothes for P.E. or swimming.
4. Look consistently unkempt or neglected.
5. Suddenly change eating habits (overeating or refusing food).
6. Appear withdrawn, anxious, aggressive, or overly tired.
7. Miss school frequently or arrive late without clear reason.
8. Struggle to make friends or isolate themselves.
9. Show reluctance to go home.
10. Display inappropriate knowledge or behavior, especially of a sexual or violent nature.
11. Possess unexplained gifts, money, or items like a mobile phone.

17.2. Risk Indicators in the Home Environment

The following factors in a student's home life may signal potential harm:

1. Fear of a parent or caregiver.
2. The child acts much older or younger than expected for their age.
3. Caregiver shows little concern, offers inconsistent explanations for injuries, or avoids school contact.
4. Evidence or disclosure of domestic violence, substance abuse, or mental health issues in the home.
5. Known individuals with a history of abuse moving into the household.

17.3. Physical Abuse

Look for signs such as:

1. Injuries with no clear explanation or several inconsistent stories.
2. Delay in seeking medical help.
3. Bruising in unusual areas (e.g., behind ears, face, grasp marks).

4. Burns or scalds with clear outlines or immersion marks.
5. Multiple old injuries suggesting a pattern.
6. Bite marks (especially those larger than a child's mouth).
7. Fractures in non-mobile children, or unexplained breaks and delays in treatment.
8. Presence of multiple scars of different sizes and stages of healing.

4. Emotional Abuse

Often difficult to detect, emotional abuse may present as:

1. Delay in physical, emotional, or social development.
2. A child who shows extreme behaviors: overly compliant, aggressive, withdrawn, or overly anxious.
3. Lack of attachment to caregivers or overly friendly with strangers.
4. Constantly seeking approval or appearing "watchful" as if anticipating punishment.
5. Low self-esteem or loss of confidence.

5. Sexual Abuse

Students may be reluctant to speak out due to fear or shame. Watch for:

- Inappropriate sexual behavior, talk, or knowledge beyond their age.
- Refusal to change clothes for activities.
- Self-harming behaviors, eating disorders, or signs of depression.
- Complaints of pain or itching in private areas, unexplained bleeding, or sexually transmitted infections.

18. Monitoring and Evaluation of the Policy

Regular monitoring of staff, volunteers, and school processes ensures compliance with safeguarding standards. Observations, active supervision, incident reviews, and feedback systems help identify and respond to risks.

a. The monitoring and evaluation of Oscar Academy's Child Protection Policy and procedures will be carried out through a range of practices, including but not limited to:

1. Internal and external safeguarding audits and visits by the School Leadership Team or designated authorities
2. Review and scrutiny of School Leadership Team agendas and meeting minutes
3. Structured discussions and feedback sessions with students and staff
4. Analysis of attendance data to identify any patterns or concerns
5. Review and evaluation of risk assessments across school activities and environments
6. Examination of incident logs (refer to Appendix 7) and follow-up actions taken
7. Monitoring of adaptations to teaching and learning models (e.g., transitions to online or hybrid learning)
8. Review of parental concerns, feedback, and school-wide questionnaires

b. Ongoing Supervision and Internal Monitoring

1. Child Protection Officer (CPO) and senior leaders will conduct regular supervisory checks to ensure staff understand and comply with safeguarding responsibilities.
2. Classroom observations and review of safeguarding logs will be carried out on a termly basis.
3. Spot checks and scheduled audits may be used to assess safeguarding knowledge and vigilance.

c. Evaluation of Procedures and Impact

- All safeguarding incidents, concerns, or patterns will be evaluated quarterly to ensure the procedures are timely, child-centered, and effective.
- Feedback from staff, students, and parents will be gathered via surveys or during team meetings to inform improvements.

d. Policy Review

- This policy will be reviewed annually and revised as needed to reflect legal updates, changes in school practices, and evolving safeguarding challenges.
- The safeguarding team is responsible for initiating the review, and all updates will be communicated to staff and stakeholders

(Refer to appendix 1 Child Protection (CP) Policy Action Steps)

19. Online Safety (Aligned with Firewall Policy)

Oscar Academy is dedicated to providing a safe digital environment. This Online Safety Policy ensures students and staff use the internet responsibly, safely, and for educational purposes only.

1. Filtered Internet Access

- Harmful, inappropriate, or distracting websites (e.g., violence, social media, games) are blocked by a secure firewall.

2. Student Guidelines

- Use the internet for school tasks only.
- Never bypass filters or share personal information.
- Report any unsafe or suspicious content immediately.

3. Staff Responsibilities

- Monitor student internet use and promote digital responsibility.
- Request access to educational tools if blocked.
- Lead by example in safe online behavior.

4. Cyberbullying

- Strictly prohibited and subject to disciplinary action.
- Victims receive support through pastoral care.

5. Monitoring & Enforcement

- The IT team monitors all internet activity.
- Violations may result in loss of internet privileges or further consequences.

6. Education & Awareness

- Online safety is taught to students and reinforced through staff and parent engagement.
- Policy is reviewed yearly to stay updated with technology and risks.

20. Mobile Phones and Photography

At OSCAR Academy, we understand the role mobile phones and photography play in modern communication and documentation. However, we also recognize the potential risks associated with their misuse. To ensure the safety, privacy, and well-being of all students, the following guidelines have been established regarding the use of mobile phones and photography within the school environment.

20.1 Mobile Phones

1. Guidance provided by the Ministry of Education & Higher Education (MOEHE) Circular No 4 of 2025, dated last February 3, 2025.
2. Students are not allowed to carry or use mobile phones during school hours. Phones must remain turned off and stored in students' bags or lockers.
3. Staffs are required to use mobile phones appropriately. Personal calls or distractions during student supervision or teaching time should be avoided.
4. Mobile phone use should not compromise the quality of student supervision and care.
5. All mobile phone usage must be open to scrutiny.
6. Mobile phone content, including personal contact information, must be kept secure.

20.2 Photography and Video

1. The school acknowledges the necessity of using cameras and video equipment in some school activities but also recognizes the potential for misuse in certain cases.
2. The school will obtain parental consent before taking or publishing photographs of students (e.g., for use on the school website, in newsletters, or media publications).
3. All photographs, videos, and images should ensure students are appropriately dressed and represented.
4. Only school-owned equipment will be used for official photography. All images for publicity purposes will be captured with equipment that is open to scrutiny.
5. Staff and visitors must seek permission from the Principal/Head of School before taking photographs or videos on school premises.
6. When going on school outings, the use of mobile phones for photography will be included in the risk assessment.

21. Reporting Procedure

At Oscar Academy, we take all safeguarding concerns seriously. If you observe or hear anything that raises concern about the behavior or conduct of a staff member, you are encouraged to report it promptly and appropriately.

To guide your decision, consider this: *Would I want this behavior to continue unchecked if it involved my own child or a close family member?*

Steps to Follow:

1. You may raise your concern verbally or in writing.
2. Concerns should be reported directly to the AVP.
3. If the concern involves the AVP, please report directly to the Principal.
4. You may bring a friend or colleague to accompany you to the meeting if you wish.
5. The AVP will inform you of the proposed actions and schedule a follow-up meeting.
6. Initial feedback should be given within 10 working days, depending on the complexity of the matter.
7. The timeline for further updates will be agreed upon during your first meeting.
8. You may request clarity on confidentiality, and your preferences regarding the protection of your identity will be recorded.

Investigation Process:

1. The AVP will carry out a fact-finding inquiry to determine whether inappropriate conduct or poor practice has occurred.
2. Members of the school community may be consulted for information or clarification.
3. External advice may be sought where necessary.
4. A written record of the reported conduct, findings, and outcomes will be kept securely.
5. The person who raised the concern (whistleblower) will be kept informed of the progress of the inquiry.

Possible Outcomes of the Inquiry:

1. No poor practice or wrongdoing is established – the case is closed.
2. Some substance to the concern – the staff member will receive advice and support to improve practice.
3. Poor practice or serious misconduct is confirmed – disciplinary procedures are initiated.

22. Conclusion

OSCAR Academy is committed to creating a safe environment where all children feel secure, respected, and empowered. Safeguarding is a shared responsibility. This policy serves as a guide for all stakeholders to uphold our collective duty to protect children.

-----**Every child is important. Reach out before it's too late.**-----



5.LOGISTICS

TRIP POLICY

Aim:

To provide students with safe, well-structured academic and non-academic educational experiences beyond the classroom, in full alignment with the Ministry of Education and Higher Education (MoEHE) Guidelines for School Activities in Private Schools and Kindergartens in Qatar (2nd Edition, 2023–2024), enhancing their learning, social development, and cultural exposure.

Trip Guidelines and Procedures

To ensure safety, transparency, and educational value, the following procedures must be strictly followed:

1. Approval Process:
 - All trips must receive initial approval from the Principal.
 - Trips must be submitted for final approval from the Ministry of Education and Higher Education using the standard MoEHE form.
2. Trip Planning:
 - Trip objectives must align with the school curriculum or holistic development.
 - A risk assessment must be completed and signed by both the trip coordinator and the venue.
3. Financial Planning:
 - The total cost of the trip must be determined in advance.
 - A detailed consent form outlining purpose, date, transport, supervision, and costs must be sent to parents.
 - Written parental consent is mandatory for all students; no student will join a trip without it.
4. Student Safety & Supervision:
 - Teacher-student ratio must be 1:10.
 - Only Oscar Academy students may join the trip.
 - A school nurse must accompany the trip, equipped with a first aid kit.
 - Contact information of all students must be shared with trip supervisors.
 - Attendance must be taken before departure and after the trip, and submitted to administration.
5. Teacher Responsibilities:
 - Teachers must be assigned at least two days prior to the trip and be briefed on roles, safety measures, and conduct expectations.
 - A designated trip leader will coordinate logistics, timing, communication, and emergencies.

Roles and Responsibilities

Senior Management Team (SMT):

Role	Responsibilities
Principal	<ul style="list-style-type: none"> - Approves all trip proposals and ensures alignment with school vision and MoEHE guidelines - Ensures adequate supervision, safety, and learning outcomes - Delegates trip leader and oversight team
Academic Supervisor	<ul style="list-style-type: none"> - Coordinates with trip leader to integrate trip goals with academic learning - Ensures documentation and approvals are complete
ECA/Activities Coordinator	<ul style="list-style-type: none"> - Facilitates submission to MoEHE for approval - Reviews logistics, risk assessments, and ensures regulations are followed

Teachers & Trip Staff:

Role	Responsibilities
Trip Leader	<ul style="list-style-type: none"> - Ensures all logistical arrangements - Collects consent forms and medical data - Leads the trip on the day, monitors attendance and discipline
Accompanying Teachers	<ul style="list-style-type: none"> - Supervise students, follow assigned duties, ensure safety - Report any incidents to the trip leader immediately
School Nurse	<ul style="list-style-type: none"> - Carries first aid kit - Handles medical needs and maintains medical record access - Reviews emergency protocols pre-departure - Informs students of any medical cases

Parents:

Role	Responsibilities
Parents/Guardians	<ul style="list-style-type: none"> - Sign and return consent form on time - Inform the school of any medical conditions or special needs of their child prior to the trip - Provide necessary medication or instructions if applicable - Ensure students are prepared (uniform, water, snacks, etc.) - Update emergency contact information if needed

Students:

Role	Responsibilities
Students	<ul style="list-style-type: none">- Follow trip rules and behave respectfully throughout- Listen to instructions from all staff- Represent the school positively outside campus- Inform teachers if feeling unwell or unsafe- Wear full school uniform unless otherwise advised

Committee Responsible for Spelling Trip & Competitions

- Academic Supervisor
- English Team Leaders
- Spelling Teachers

✓ Additional Notes

- Spelling exams may be conducted during **mid- and final semesters** to evaluate learning from spelling-related activities or competitions.
- Trips tied to academic competitions (e.g., spelling bees, reading challenges) must be coordinated with academic supervisors and relevant subject leads.

SCHOOL CLINIC POLICY

Aims:

To safeguard the physical and emotional well-being of all students and staff by providing prompt, professional, and preventative healthcare services within the school, ensuring compliance with bullying promoting a healthy school environment, and supporting students' ability to learn and thrive safely.

Nursing Services Include:

- ✓ Assessment and Initial Treatment: Addressing acute health problems, illnesses, and injuries within the scope of nursing practice.
- ✓ Emergency Care: Providing first aid and emergency treatment as needed.
- ✓ Management of Chronic Health Issues: Offering ongoing care for conditions such as diabetes, asthma, and heart problems.
- ✓ Health Programs: Implementing health awareness programs in line with the Supreme Council of Health, including dental hygiene education and vaccination programs (e.g., MMR).
- ✓ Health Screenings: Conducting routine health screenings for students, including annual vision tests (for Years 1, 3, and 5) and BMI measurements (for Years 1 to 6).
- ✓ External Health Checkups: Coordinating with the Ministry of Public Health and private clinics to conduct medical procedures, with parental consent and school approval.
- ✓ Updating Medical Records: Updating the medical files and health information of all students and staff annually.
- ✓ Monitoring Student Health: Continuously monitoring and following up on students' medical cases throughout the school year.
- ✓ New Admissions Health Review: Interviewing newly admitted students and reviewing their medical records upon enrollment.

Important School Clinic Guidelines:

Administration of Medication:

1. Medications can only be administered with parental consent and authorization from the Ministry of Health.
2. No medication shall be given without a signed consent form from parents, including:
 - a. The reason for taking the medication.
 - b. The prescribed dose.
 - c. The method and time of administration.
3. Medications must be handed to the school nurse directly; students are not allowed to carry or self-administer medication.
4. Medications must be in their original container, clearly labeled with the child's name, medication name, dosage, and administration times.

Head Lice Policy:

- ✓ Head lice inspections are carried out every term, and parents will be informed in advance.
- ✓ If a child has live head lice or eggs, the child will be sent home for treatment and must be treated for two days before returning to school.
- ✓ The child will be re-examined after treatment to ensure the lice are eradicated.
- ✓ Inspections may also take place as needed throughout the year.

Sick Students:

To prevent the spread of contagious diseases, parents are encouraged to use their discretion when determining whether to send their child to school. In the following cases, the child should remain at home:

1. Fever or flu – the child should be fever-free for 24 hours before returning to school.
2. Vomiting or diarrhea – the child should be symptom-free for 24 hours before returning.
3. Thick nasal discharge and/or constant coughing – should remain at home.
4. Conjunctivitis or red, draining, itchy eyes – the child should stay home until the acute phase is over (24-48 hours).
5. Upper Respiratory Tract Infections/Streptococcal Throat Infection – the child should stay home until the acute phase is over (24-48 hours).
6. If diagnosed with communicable diseases like chickenpox, Hand, Foot, and Mouth Disease, or measles, a medical certificate is required before returning to school.

Healthy Snacks and Lunches:

1. Parents are encouraged to send healthy snacks with their children and avoid junk food, such as chips, candies, chocolates, etc.
2. Oscar Academy promotes healthy eating habits and encourages nutritious snacks and meals.

Nut-Free School:

Oscar Academy is a **nut and peanut-free school** to protect students with severe allergic reactions to nuts. Parents and students must adhere to this rule and avoid sending any nut products to school.

Injuries/Emergencies:

When an injury occurs:

- ✓ First aid and an assessment (triage) are performed to determine whether the student needs to be transported to the hospital.
- ✓ The school nurse or social worker will contact the student's parent to inform them of the incident.

- ✓ Details of the incident are recorded in the clinic's logbook for documentation.
- ✓ If hospitalization is necessary, the school nurse will accompany the student until the parent arrives and the student is stable.

Procedure for Sick Students:

If a student is unwell, the following steps will be taken:

1. The student's vital signs will be checked.
2. The nurse will assess if the student can continue attending class.
3. The social worker/nurse will contact the parent to update them about their child's health status.
4. If the parent cannot pick up the child immediately, the student will remain in the clinic for rest. If the student insists on returning to class, the nurse will monitor the student throughout the day.
5. The nurse will inform the building supervisor and the student's teacher about the student's health status.
6. If necessary, the nurse will accompany the student to the hospital until the parent arrives and the student is stable.
7. A letter will be provided to the parent detailing the reason for the student's visit to the clinic.
8. If a student visits the clinic at least three times a week for the same issue, they will be asked to visit their doctor and provide a medical certificate confirming that there are no underlying health issues.

Clinic Equipment

1. Vital Signs Monitoring

- Digital thermometer (including ear thermometer)
- Blood pressure monitor (sphygmomanometer)
- CBG machine (Capillary Blood Glucose monitor / Glucometer)
- Pulse oximeter
- Stethoscope

2. First Aid & Emergency

- Fully stocked first aid box/kits
- Emergency oxygen cylinder with mask
- Sharp box (for safe disposal of needles and sharps)

3. Examination & Treatment

- Examination bed with privacy curtain
- Weighing scale with height measurement tools
- Dressing trolley
- Waste bins (biohazard, sharps, general)
- Wheelchair and stretcher
- Sofa (for patient comfort/waiting area)

- Fridge (for storing medicines, vaccines, or lab samples)
- Computer (for electronic medical records and documentation)

Medicines in the Clinic (with Ministry Approval and Parental Consent):

All medicines must be stored safely, in original packaging, with clear labeling and expiry dates.

- ✓ **Analgesics/Antipyretics:**
 - Paracetamol syrup/tablets (age-appropriate doses)
- ✓ **Antihistamines:**
 - Cetirizine or loratadine syrup/tablets (for allergic reactions)
- ✓ **Antiseptics & Disinfectants:**
 - Betadine, alcohol swabs, antiseptic creams
- ✓ **Topical Ointments & Creams:**
 - Burn ointment (silver sulfadiazine), calamine lotion
- ✓ **Gastrointestinal Aids:**
 - Oral rehydration salts (ORS), antacids (with permission)
- ✓ **Respiratory Relief:**
 - Salbutamol inhaler (for students with asthma – stored with consent and medical report)
- ✓ **Wound Care:**
 - Bandages, gauze, adhesive plasters, cotton rolls, sterile gloves

Controlled drugs (e.g., antibiotics, strong painkillers) are generally not kept in school clinics unless specifically authorized and securely stored.

📁 Clinic Files and Records:

- 1. Student Health Records:**
 - Individual files for each student with medical history, allergies, immunization records, and chronic conditions.
- 2. Staff Health Files:**
 - Annual medical updates, fitness certificates, and vaccination records.
- 3. Daily Clinic Logbook:**
 - Record of all student and staff visits, including complaints, treatment given, and follow-up notes.
- 4. Incident/Injury Reports:**
 - Documentation of accidents, injuries, or emergency events that occur on school grounds.
- 5. Medical Consent Forms**
- 6. Vaccination Records** (in coordination with Ministry Health Campaigns)
- 7. Referral Letters/File Copies** for students advised to visit external doctors
- 8. First Aid Training Logs** (for teachers/staff who received training)

SCHOOL'S PLAYGROUND GUIDELINES AND POLICY

"Creating a Safe, Respectful and Responsible Playground"

Aims:

1. To ensure the safety and well-being of students and staff while on the playground.
2. To promote a positive, respectful, and responsible play environment.
3. To maintain a secure and enjoyable setting for all recreational activities.
4. To align playground practices with the Ministry of Education and Higher Education (MOEHE)

Circular No. 9 – *Guidelines for Security, Health, and Safety in Private Schools and Kindergartens*, 1st Edition, dated **27 May 2024**.

Our School Rules

Area	Be Safe	Be Responsible	Be Respectful
Cafeteria	<ul style="list-style-type: none"> • Walk quietly • Stay in your assigned area • Keep your food to yourself 	<ul style="list-style-type: none"> • Wait patiently in line for your food • Clean up all your trash • Stay in place until break time ends 	<ul style="list-style-type: none"> • Use quiet voices • Follow directions • Keep hands and feet to yourself
Playground	<ul style="list-style-type: none"> • Walk to and from your assigned area • Stay in assigned area • Keep hands and feet to yourself 	<ul style="list-style-type: none"> • Use the bathroom and get water before the bell • Bring all necessary equipment 	<ul style="list-style-type: none"> • Follow game rules • Play fairly • Show sportsmanship • Include everyone

Playtime Rules

1. Be polite to all children and adults – do not hurt others' feelings.
2. Find a teacher or admin to help resolve problems – do not try to handle everything on your own.
3. Be gentle – do not harm anyone.
4. Be honest – always tell the truth.
5. Walk away from provocations – do not engage in conflicts.
6. Play cooperatively – do not ruin others' games.
7. Line up safely and calmly – do not continue playing once lining up starts.
8. Keep hands and feet to yourself – no kicking, pulling, lifting, or headlocks.

Procedures at Playtime

Playground Duty:

Playtime starts at **7:30 AM** and ends at **12:00 PM**. Teachers on duty must be present and active during this period.

1. Teachers must circulate and carry a whistle.
2. One assistant teacher should be stationed on the quiet side.
3. The school nurse and teacher are responsible for administering first aid.
4. Staff on duty must reinforce playground rules and safety expectations.
5. Teachers must not bring drinks onto the playground for health and safety reasons.

SCHOOL BELL TIMING

Academic Yr. 2024-2025

Year 1 to 3 Sunday to Wednesday

Period	7:00-7:25 Assembly/Dear Program/Show & Tell & Quran Recital	1 7:25- 8:10	2 8:10- 8:55	3 8:55- 9:40	Break Time 9:40 – 10:05	4 10:05- 10:50	5 10:50- 11:35	6 11:35- 12:20	7 12:20- 1:00
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Year 4 to 6

Period	7:00-7:25 Assembly/Dear Program/Show & Tell & Quran Recital	1 7:25- 8:10	2 8:10- 8:55	3 8:55- 9:40	4 9:40- 10:25	Break Time 10:25- 10:40	5 10:40- 11:25	6 11:25- 12:10	Prayer 12:10- 12:20	7 12:20- 1:05
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Thursday

Year 1 to 3

Period	7:00-7:25 Values Education	1 7:25- 8:10	2 8:10- 8:50	3 8:50 – 9:30	Break Time 9:30- 9:50	4 9:50- 10:30	5 10:30- 11:10	6 11:10- 11:50	7 11:50- 12:30	8 12:30-1:15 CLUB ACTIVITY
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Year 4 to 6

Period	7:00-7:25 Values Education	1 7:25- 8:10	2 8:10- 8:50	3 8:50 – 9:30	4 9:50- 10:10	Break Time 10:10- 10:30	5 10:30- 11:10	6 11:10- 11:50	7 11:50- 12:30	8 12:30-1:15 CLUB ACTIVITY
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End of Playtime

1. The teacher on duty blows **one long whistle** to signal the end of break (3 minutes before the official end of playtime).
2. Staff ensure children stop playing/eating, get water (no milk), use the toilet, and begin lining up.
3. The teacher ensures lines are calm, quiet, and orderly.
4. No child should be left unsupervised on the playground as classes return indoors.
5. Playtime ends **promptly**, regardless of when assembly finishes.

CANTEEN POLICY AND STUDENTS MEALS POLICY AND PROCEDURE

Oscar Academy recognizes the vital role that nutrition plays in supporting the health, well-being, and academic success of our students. In alignment with the Ministry of Education and Higher Education guidelines in Qatar, our Canteen Policy aims to ensure that all food and beverages provided within the school environment promote healthy eating habits, contribute to students' physical and cognitive development, and adhere to the highest standards of food safety and hygiene.

This policy establishes clear procedures and expectations regarding the management and operation of the school canteen. It outlines the responsibilities of canteen staff, school management, and other stakeholders in maintaining a safe, clean, and nutritionally balanced food service. It also emphasizes our commitment to creating a supportive environment where students learn to make informed and positive choices about their diet.

The policy is reviewed regularly to ensure compliance with national regulations, to reflect best practices, and to respond to the evolving needs of our school community.

Aligned with the Ministry of Education and Higher Education (MOEHE) **Circular No. 9 – Guidelines for Security, Health, and Safety in Private Schools and Kindergartens**, 1st Edition, dated **27 May 2024**, which has been actively involved in promoting healthy eating habits among students through various initiatives and regulations, this policy aims to reinforce the importance of nutrition for our students.

Canteen Hall :

1. The size of the canteen hall shall be proportional to the number of students, and it shall be located within the school walls.
2. Sanitary facilities such as drinking water and sanitation shall be appropriate, with appropriate lighting and ventilation and hand-washing basins provided.
3. The canteen floor shall be sound, smooth and easy, free of cracks or fractures, and prevent falls.
4. Providing an electric shock device for insects.
5. Providing the canteen with waste drums with covers.
6. Fixing all health certificates for canteen workers in a visible place on the walls of the canteen in the designated place.
7. Providing a healthy drinking source by eliminating unhealthy foods.
8. Providing a canopy in front of the canteen to protect students from the summer heat and winter rain.
9. Providing a price list fixed in a clear place, taking into account the sensitivity that students suffer from when choosing food.
10. Providing meals for students with diabetes.
11. Ensuring that there are no cartons in the canteen.

Canteen Furniture :

1. Providing non-iron cabinets to place and organise food.
2. Providing a refrigerator and a cooling fan.
3. Ensuring that foods are kept in closed containers to ensure that they are not exposed to bacterial and insect contamination.
4. Providing the canteen with a fire extinguisher.

Canteen Procedure

Procedure:

1. Canteen will be open three times in a day during the break time of the classes.
2. All students from grade 1 and 2 must be accompanied with teacher or assistant teacher.
3. Assistant teacher/teachers make sure that students are buying in a queue.
4. All duty teachers during break must ensure smooth transition of students from classes to the canteen.
5. Two teachers should be assigned near the canteen for break time of grade 3 to 6
6. Duty teachers ensure that students are buying in queue.
7. Duty teachers ensure that buying procedure is fast and students leave the place as soon as they buy.

Student Meals Policy

1. Students are permitted to bring food from home, provided it is in appropriate portions that suit their age, dietary needs, and eating habits.
 2. Students also have the option to purchase healthy meals and snacks from the school canteen.
 3. Parents are kindly requested not to send large quantities or a wide variety of food items in order to promote healthy decision-making and to limit excessive choices.
 4. It is recommended that parents vary the types of food provided periodically to maintain students' interest and encourage a balanced diet.
 5. Students may only eat during designated break times as scheduled by the school.
 6. Teachers will encourage students to eat in a positive and supportive manner; however, they are not responsible for compelling students to eat if they refuse.
 7. The heating or reheating of any food on school premises is strictly prohibited.
 8. Should parents wish to provide food for a special occasion (such as a birthday or class celebration), they must inform the school secretary in advance and follow school guidelines regarding approved food items.
- Any food items that are prohibited by the school's health and safety standards will be removed and returned to the student's parent or guardian at the end of the day.

Allowed Foods	Prohibited Foods
Healthy sandwiches	All types of carbonated drinks
Juice or milk (in cartons or plastic)	Sweets (gum/candies)
A type of fruit or vegetable (cut)	Ice cream
Yogurt / Crème caramel	All types of chips
Pasta / Nuggets (not daily)	Liquid foods (soups, etc.)
Biscuits	

Role and Responsibility:

Role	Responsibilities
Administrative Coordinator	<ul style="list-style-type: none"> - Oversee implementation of the Canteen and Student Meals Policy. - Ensure compliance with MOEHE regulations. - Coordinate communication between school management, canteen staff, and external stakeholders. - Monitor and approve all food-related communications and updates sent to parents. - Maintain records of policy reviews and updates. - Ensure all food safety certifications and licenses are up to date.
Admin/Social Worker	<ul style="list-style-type: none"> - Supervise student behavior during meal and break times. - Support teachers in maintaining order in the canteen area. - Address student concerns related to food or peer behavior during meals. - Observe and report any food allergy or nutritional concerns to the Nurse and parents. - Liaise with parents regarding acceptable food practices and school guidelines. - Assist in educating students on healthy eating habits and social conduct in the canteen.
School Nurse	<ul style="list-style-type: none"> - Inspect cleanliness and hygiene of the canteen daily at 8:00 a.m. with the Canteen-in-Charge. - Check and record expiration dates of food items and notify the accountant of any expired goods. - Ensure all canteen staff have valid health certificates and conduct periodic health checks. - Educate staff and students on proper hygiene and nutrition practices. - Provide emergency care for food-related allergic reactions or accidents. - Monitor compliance with the no-nut policy and report violations.

SCHOOL BUS POLICY

Aim: Safeguarding of students during transportation is regarded as an essential extension of our duty of care. This policy outlines our commitment to ensuring that all school transport services operate to the highest standards of safety, supervision, and efficiency. Aligned with the Ministry of Education and Higher Education (MOEHE) **Circular No. 9 – Guidelines for Security, Health, and Safety in Private Schools and Kindergartens**, 1st Edition, dated **27 May 2024**.

In strict adherence to the legal requirements of the State of Qatar and aligned with recognised international best practices, we are dedicated to maintaining well-regulated transport procedures, thorough vehicle maintenance, and the promotion of appropriate student conduct. Through the cooperation of staff, parents, and service providers, we strive to provide a secure and respectful environment for every student's journey to and from school.

Roles	General Responsibilities
Principal	Ensure that the school's transportation services comply with local regulations and safety standards.
	Oversee the implementation of school bus safety policies and procedures, including regular inspections and maintenance schedules.
	Ensure that all school bus drivers and attendants are properly trained, licensed, and briefed on student safety and emergency protocols.
	Monitor the daily operation of school transportation to ensure punctuality, efficiency, and the safety of all students.
	Collaborate with the transportation coordinator and administration officer to address any concerns related to bus routes, behavior, or driver performance.
	Respond promptly to any incidents or emergencies involving school transport, ensuring that appropriate actions and follow-up measures are taken.
	Communicate with parents regarding school bus procedures, schedules, safety rules, and any changes in transport arrangements.
	Ensure that clear records are maintained for bus rosters, driver documentation, vehicle inspections, and incident reports.
	Promote a culture of safety and responsibility among students while using school transportation.
	Evaluate and improve school transport services regularly to meet the needs of students and ensure their safety and well-being.
Bus Supervisor	Ensure the safety and well-being of all students during pick-up, transit, and drop-off.
	Take daily attendance of students boarding and leaving the bus to ensure that no child is left behind.
	Assist younger students in boarding and exiting the bus safely and in an orderly manner.
	Ensure students remain seated, wear seatbelts (if available), and follow bus rules throughout the journey.

	<p>Maintain discipline on the bus by managing student behavior calmly and respectfully.</p> <p>Report any incidents or concerns related to student behavior or safety to the Principal or designated school staff.</p> <p>Ensure that emergency contact details and student lists are always available and updated.</p> <p>Assist the driver in keeping the bus clean and safe, reporting any issues or damage immediately.</p> <p>Support the driver in managing emergency situations, including evacuations, breakdowns, or accidents.</p> <p>Communicate respectfully with parents during pick-up and drop-off, and report any issues or concerns to school authorities.</p> <p>Ensure that students are picked up and dropped off at the correct designated locations as per the approved list.</p>
Administration Officer	<p>Supervise and double-check all school buses in the morning after students are dropped off to ensure that no student or item is left behind.</p> <p>Organize a dedicated staff group to receive and verify photographic confirmation that all buses are empty after student drop-off.</p> <p>Monitor and confirm the safe arrival of each bus to the school every morning.</p> <p>Double-check each bus in the afternoon before departure to ensure that all assigned students are present, seated safely, and accounted for.</p> <p>Maintain communication with bus drivers and assistants to track bus movements and address any concerns promptly.</p> <p>Ensure all buses follow the approved schedules, routes, and safety protocols.</p> <p>Coordinate with the Principal and SLT to address any delays, incidents, or safety violations.</p> <p>Keep a log of morning and afternoon bus checks, including student attendance and any issues noted.</p> <p>Ensure clear communication between the school, drivers, assistants, and parents regarding student transport.</p> <p>Support emergency procedures related to school transportation, including ensuring readiness for fire, breakdown, or security threats during transit.</p>
Teacher	<p>Ensure that students are safely escorted to and from the designated bus boarding area.</p> <p>Help maintain order and discipline among students during bus boarding and dismissal times.</p> <p>Report any concerns related to student behavior, safety, or punctuality during transport to the Principal or Administration Officer.</p> <p>Reinforce school bus safety rules with students and remind them of proper conduct while riding the bus.</p> <p>Collaborate with the bus supervisor to ensure that students are accounted for and safely handed over to parents or guardians.</p>

	Support students with special needs or younger children during boarding and drop-off as needed.
	Immediately report any observed safety hazards or transportation issues to school authorities.
	Encourage students to be respectful toward drivers, bus supervisors, and peers while on the bus.
	Ensure that students do not run, push, or engage in unsafe behavior near bus zones.
Bus Driver	Ensure the safe and timely transportation of students to and from school and on approved school trips.
	Conduct daily pre-trip and post-trip inspections of the bus to ensure it is in safe operating condition.
	Follow all traffic laws, transportation regulations, and school policies during operation.
	Maintain a clean, well-maintained bus environment that is free from hazards.
	Drive safely and attentively, prioritizing student safety at all times.
	Communicate respectfully and professionally with students, parents, and school staff.
	Collaborate with the bus supervisor to ensure that all students are safely boarded, seated, and accounted for during the journey.
	Immediately report any vehicle issues, safety concerns, or behavioral incidents to the school's Administration Officer or Principal.
	Follow the designated route and ensure pick-up and drop-off occur only at approved stops.
	Ensure that emergency equipment (such as fire extinguishers and first-aid kits) is present and functional on the bus.
Bus Assistant	Act appropriately and calmly during emergencies, including accidents or breakdowns, and follow the school's emergency protocol.
	Assist students in boarding and exiting the bus safely and in an orderly manner, especially younger children and those with special needs.
	Ensure students are seated properly and wearing seatbelts (if available) throughout the journey.
	Maintain order and supervise student behavior on the bus to ensure a safe and respectful environment.
	Take attendance of students during pick-up and drop-off to ensure no child is left behind.
	Help students safely cross the road or reach their guardians during drop-off when needed.
	Support the bus driver in maintaining safety and discipline throughout the trip.
	Report any incidents, injuries, or concerns immediately to the school administration.
Ensure students are picked up and dropped off at the correct designated locations as per the list provided.	
Maintain regular communication with the school regarding any changes, delays, or concerns during transportation.	

	Ensure emergency exits are accessible and assist in evacuating students safely during emergencies.
Security Guard	Monitor the arrival and departure of all school buses during morning drop-off and afternoon pick-up to ensure student safety and order.
	Assist in maintaining a secure and controlled environment at the school gates and bus loading zones.
	Help guide buses into designated parking areas and ensure smooth, safe traffic flow during busy times.
	Support the Administration Officer and SLT in double-checking that no students or belongings are left on the bus after drop-off.
	Verify student movement from the bus to the school building and vice versa, watching for any unusual activity or concerns.
	Stay alert for unauthorized vehicles or individuals near the bus areas and take immediate action if needed.
	Report any safety hazards, suspicious activity, or transportation-related concerns to the Principal or Administration Officer.
	Ensure that students board the correct buses in the afternoon and assist with managing crowd control during loading times.
	Assist in emergency evacuation procedures if an incident occurs during bus operations.
	Maintain a visible and approachable presence to reassure students, staff, and parents during school transportation hours.
Senior Leader Team (SLT)	Oversee the implementation and enforcement of the school's transport safety policies and procedures.
	Monitor and evaluate the effectiveness of the daily bus monitoring system to ensure student safety.
	Support the Administration Officer in organizing and supervising morning and afternoon double-checks of all school buses.
	Ensure staff members are assigned and trained to verify that no student or belongings are left on the bus after arrival.
	Supervise the creation and management of communication groups used to share photos and confirmations of empty buses after student drop-off.
	Address any issues or incidents reported by the bus team and ensure corrective measures are taken immediately.
	Communicate with parents and guardians regarding transport-related concerns and updates.
	Conduct periodic reviews of bus routes, timings, and staffing to improve safety and efficiency.
	Ensure that all transport staff, including drivers and assistants, adhere to school standards for student care and conduct.
Promote a safety-first culture within the transport system by reinforcing accountability and active supervision.	

DROP-OFF AND PICK-UP POLICY

Aim:

This policy outlines the procedures and responsibilities during student drop-off and pick-up times to ensure the safety, security, and orderly movement of all students on school premises. It complements our school transportation policy and reinforces our duty of care during critical transition periods of the school day. Aligned with MOEHE Circular No. 9 – Guidelines for Security, Health, and Safety in Private Schools and Kindergartens (1st Edition, 27 May 2024)

General Guidelines

All parents, guardians, drivers, and staff must adhere to the following rules during drop-off and pick-up to maintain a secure, efficient, and respectful environment.

Drop-Off Procedures (Morning Arrival)

6. Student Supervision:
 - The guardian must accompany the student to the school gate and ensure that the child has entered the premises safely.
 - Do not leave students unattended or allow them to walk alone into the school.
7. Traffic Safety:
 - Vehicles must be fully parked with the engine turned off while students are exiting.
 - Avoid blocking access points or creating traffic congestion.
8. Line Formation:
 - Follow the designated school lanes and do not reverse your vehicle unnecessarily.
 - Line up in an orderly manner to ensure smooth flow of traffic.
9. Electronic Device Use:
 - Guardians must not use mobile phones while walking with the child or while driving near school zones.
10. Responsibility Transfer:
 - **Do not rely on the school security or other students to receive your child.** It is the guardian's responsibility to confirm safe handover.

Pick-Up Procedures (Afternoon Dismissal)

6. Designated Areas:
 - Students will be dismissed only from assigned pick-up zones under the supervision of school staff.
7. Student Hand-Over:
 - Students will only be released to authorized guardians or designated drivers, as per school records.
8. Guardian Conduct:

- Guardians should remain visible and alert, keeping their child in front of them at all times.
 - Do not allow the child to walk unaccompanied through the parking or traffic zones.
9. Traffic Management:
- Park in assigned areas and wait for your turn in queue to avoid congestion.
 - Do not double park, block exits, or create traffic delays.
10. Late Pick-Up:
- Students not picked up on time will be directed to the school's designated waiting area and may be subject to late supervision procedures.

Violations and Consequences

In case of any safety violations, including but not limited to unsafe driving, child neglect during drop-off, or unauthorized pick-up:

- Parents, drivers, or guardians will be held legally accountable by school administration and may be reported to the relevant authorities.
- Repeated violations may result in revocation of drop-off/pick-up privileges and require the guardian to meet with school leadership for corrective action.

Important Notes

- ✓ Student safety is a shared responsibility between the school and families.
- ✓ Cooperation with security and staff is essential to ensure the well-being of all children.
- ✓ Clear communication and adherence to school protocols help maintain a safe and respectful environment for all.

Sample Form

OA-SCHOOL BUS SERVICE

The school bus is the backbone of transportation as it is adopted by many students in the academy. A reliable and well-planned Bus System constitutes as one of the foundations of good quality school system. Adapting to the response of the various potential situations from a starting point, providing quality service. Thus we have contributed in increasing the number of people in the bus, reducing overcrowding, pollution, reducing accidents and accidental cases, and making the school space a safe area with fewer private cars that transport students from and to the academy.

Areas of Destinations of Oscar Buses:

Al-Wakra / Al-Wukair: Ezdan (2/5/6/7/8/9/10/18/22/23/24/30/31/37 - and its surroundings.)

Ain Khaled Area / New Ghoneim / Al Murra / Aspire Zone / Al Sadd / Bin Mahmoud / Al Waab / Msheireb Doha / Bin Omran / Khalifa City / Al Markhiya / Al Gharrafa / Al Montazah / Old Airport / Al Thumama (and around it / Barwa City / Abu Hamour / Ansar Gallery / Al Sailiya / Muaither / Al JanoubiMuaither / Al Equestrian Roundabout / Al Rayyan.

Bus Designated Destination:

Bus 1: Al Sailiya / Al Murra / Al Muared

Bus 2: Muaither / South Muaither / Equestrian Circle / Al Rayyan

Bus 3: Al-Muntaza / Mansoura / Al-Najma

Bus 4: Ain Khaled / Azizia

Bus 5: Barwa City / Abu Hammour / Ansar Gallery / Mesaimeer

Bus 6: Bin Omran / Khalifa City / Al Markhiya / Al Gharafa

Bus 7: Al Wakrah / Al Wukair: Ezdan (2/5/6/7/8/9/10/18/22/23/24/30/31/37) Ezdan Oasis

Bus 8: Al Sadd / Bin Mahmoud Al Waab / Msheireb Doha

Bus 9: Al-Thumama / Old Airport / Nuaija

Bus 10: Abu Hamour / Ain Khaled

Kindly DRAW a map of your house location with the full address.

Transportation Fees Guidelines:

- Bus service is an optional service provided by the academy for parents.
- Bus fees are paid in advance at the beginning of each semester.
- Bus fees are not refundable if the bus is used for a temporary period, travel or any other circumstance.
 - * In the event that the guardian moves from one area of residence to another that is not mentioned in the bus registration form and the school buses do not cover the area, the parent will be notified and the fees not used will be refunded (before use).
- The student must be fully prepared before the bus arrives.

- It is forbidden to contact the bus driver directly in order to preserve the safety of students, instead communicating to the bus supervisor is highly appreciated.
- Handing over the student by hand and not allowing him to go out or stand alone outside in the going to school and coming home.
- Not to send the student in the bus in case of illness, exhaustion, or intense crying.
- The bus supervisor will contact the parent a few minutes before the bus arrives to give them the opportunity to wait with the student outside.
- The bus will wait for the student for only two minutes after arriving home, and if the student is late, the bus will continue its tour without returning to the same student, for any reason.
- In the event that the student is absent or comes with the guardian in the morning period, please send a text message to the driver or the bus supervisor. If the guardian wants to take the student by himself going home, please inform the administration or the bus supervisor before 12 o'clock.
- The road belongs to everyone, so the bus timings are not completely fixed and are subject to road conditions.
- Please always be at home and take the student by hand at the time of his arrival. The bus supervisor is not allowed to go up to the upper floors to take the student. Drivers will take the student to the destination mentioned in the registration form all through-out the bus service period. It is not allowed to change the place of the student's destination without informing the school administration.
- In the event of a desire to transfer of residence/house, please notify the administration at least two weeks before that, to study the possibility of transferring the student. The school is not responsible for providing the bus if the new place of residence is far away or not suitable for the bus trip.
- The student's guardian bears the costs of damage or sabotage inside the bus that caused by the student. The student will be prohibited from using the bus for two days in the event of disturbance or damage anything in the bus.
- Disturbance, verbal and physical assaults, and lack of cooperation from the guardian exposes the student to dismissal from the bus. The administration has the right not to renew any student on the bus for behavioral or logistical reasons.
- It is strictly forbidden for parents to get on the bus and make any note to any other student or shout, and in the event of a similar matter, the student will be dismissed directly from the bus.
- In the event that there are any complaints, inquiries, or requests related to the bus, please call at 44170060-30389900-30046448

Kindly affix your signature if you want to avail or renew the bus service and send it back to the school to be kept in the student's file:

Guardian: Grade: Signature.....
Contact numbers:.....
Date: Student name:
Bus:Region.....

COMPUTER LABORATORY GUIDELINES & POLICIES

Aim

To ensure the safe, responsible, and secure use of the computer laboratory by all students and staff in alignment with Oscar Academy's educational standards and MOEHE Circular No. 9 – Guidelines for Security, Health, and Safety in Private Schools and Kindergartens, 1st Edition, dated 27 May 2024. The policy aims to promote a productive digital learning environment while safeguarding hardware, software, and users' welfare.

Policy Highlights

1. **Supervision and Monitoring**
Teachers must remain in the laboratory during their assigned classes and supervise student conduct at all times. Any necessary absence must be reported to the IT Department.
2. **Pre-use Inspection**
Students must inspect equipment before use and report any damage or missing parts immediately. Teachers must escalate issues to IT support.
3. **Prohibited Items and Behavior**
No bags, food, drinks, or chewing gum allowed. Littering, eating, and drinking inside the lab are strictly prohibited.
4. **Data Responsibility**
Students are responsible for saving files on personal storage devices. Data saved on lab computers will be deleted after rebooting.
5. **Configuration Restrictions**
Changing settings, deleting files, or tampering with configurations/IP settings is forbidden.
6. **Device Use Restrictions**
No attaching or detaching of peripherals or personal devices without IT permission.
7. **Access Restrictions**
Accessing inappropriate sites (e.g., hate, discrimination, torrents) is strictly prohibited.
8. **Software Control**
Installation or updates require IT Department approval.
9. **Gaming**
Games are not permitted unless they are part of a lesson and approved by the teacher.
10. **Behavior and Conduct**
Hostile, disruptive, or threatening behavior will lead to immediate removal.
11. **Printing**
Only program listings are permitted to be printed. No personal or unrelated documents.
12. **Lab Etiquette**
 - No trash should be left behind.
 - Computers must be turned off and peripherals arranged properly.
 - No hats or caps.
 - Chairs returned to proper places.
 - Dismissal should be orderly and supervised.

13. Consequences for Violations

- Warning
- Suspension of lab privileges
- Permanent exclusion from the lab
- Expulsion for serious offenses (e.g., theft, vandalism)

Roles and Responsibilities Table

Stakeholder	Roles & Responsibilities
Students	<ul style="list-style-type: none"> - Follow all lab rules and safety protocols. - Report any damages or unsafe conditions. - Use equipment responsibly and ethically. - Avoid tampering, gaming, or unauthorized installations.
Computer Teachers/ IT Personnel	<ul style="list-style-type: none"> - Supervise student behavior in the lab. - Report any IT issues promptly. - Enforce etiquette and lab rules. - Get prior approval from IT for software use.
IT Personnel	<ul style="list-style-type: none"> - Maintain and secure all lab equipment. - Monitor configurations and prevent unauthorized access. - Approve requests for installations or hardware changes. - Report recurring violations to SMT.
SMT (Senior Management Team)	<ul style="list-style-type: none"> - Oversee implementation and enforcement of policy. - Provide updates based on MOEHE circulars. - Review and act on reported violations. - Support infrastructure and compliance.

LIBRARY POLICY

Aim:

The aim of the school library is to provide a wide range of high-quality books and learning resources that support the curriculum and encourage a love for reading. It also aims to foster independent research skills, broaden knowledge, and promote understanding of different cultures and traditions.

Roles and Responsibilities

Role	Responsibilities
Librarian	<ul style="list-style-type: none"> - Manage overall operation of the library - Organize and maintain resources - Support students and staff in using the library - Collaborate with teachers to align resources with the curriculum - Maintain a welcoming and safe library environment - Monitor book borrowing, returns, and replacement of lost/damaged books - Enforce library rules and procedures
Teachers	<ul style="list-style-type: none"> - Accompany and supervise students during library sessions - Encourage reading and appropriate library use - Communicate curriculum-related resource needs to the librarian - Follow up on overdue/lost books with students
Academic Vice Principal	<ul style="list-style-type: none"> - Oversee integration of library resources with academic programs - Monitor the effectiveness of library services in supporting learning outcomes - Handle unresolved parental concerns regarding library materials - Support professional development for library-related literacy initiatives
All School Staff	<ul style="list-style-type: none"> - Promote a culture of reading and responsible use of resources - Ensure that students follow library rules - Assist in emergencies (fire, accidents) as required - Support students with locating books and encourage good library habits
Students	<ul style="list-style-type: none"> - Treat books and library property with care and respect - Return books on time - Follow library rules (no food/drink, appropriate behavior) - Report any damage or lost books - Explore the library to support learning and reading enjoyment
Parents/Guardians	<ul style="list-style-type: none"> - Encourage reading habits at home - Ensure children return borrowed books on time - Pay for lost or damaged books if necessary - Raise any concerns about library materials respectfully using the proper procedure (Challenged Material Form) - Parents are allowed to borrow and visit school library in the given

Role	Responsibilities
	dates

Library Access and Operations

Area	Policy
Book Borrowing & Returns	<ul style="list-style-type: none"> - Students must return all previously borrowed books before borrowing new ones - Lost or damaged books must be paid for by the borrower
Access to Library	<ul style="list-style-type: none"> - Staff may access the library at any time - Students may access the library during class visits, scheduled sessions, or break times with supervision
Library Operations	<ul style="list-style-type: none"> - Librarian manages re-shelving, cataloging, and assisting users - Annual review of stock in collaboration with teachers
Resource Selection	<ul style="list-style-type: none"> - Materials must be age-appropriate, curriculum-relevant, engaging, and cost-effective

Security, Health, and Safety

Area	Policy
Food and Drink	<ul style="list-style-type: none"> - No food or drink allowed in the library
Fire Safety	<ul style="list-style-type: none"> - Everyone must evacuate to the muster point - Librarian checks and clears the library, ensuring all students are accounted for and returned to staff
Accidents	<ul style="list-style-type: none"> - Injured student seated in a safe place - Librarian/teacher remains with student while nurse is contacted - Emergency services called if needed - Incident documented and reported to the principal

Censorship and Parental Concerns

Area	Policy
Censorship	<ul style="list-style-type: none"> - All materials are reviewed to align with the school's values, cultural norms, and aligned to Ministry of Education & Higher Education (MOEHE) - Inappropriate religious or political content is excluded - Revising Educational resources by the committee

SCIENCE LAB POLICY

Aims:

1. **Enhancing Mastery of Subject Matter:**
Laboratory experiences are integral in enhancing students' understanding of scientific facts and concepts, as well as how these concepts are organized within various scientific disciplines.
2. **Developing Scientific Reasoning:**
Lab experiences promote students' ability to identify scientific questions and develop concepts that guide scientific inquiry and reasoning (critical thinking).

School Science Lab Safety Guide:

The safety of students and staff in the science laboratory is a priority. This guide outlines the safety measures for the safe storage and handling of potentially hazardous chemicals and materials.

- ✓ **Administration Support:**
Effective safety requires the strong support of both administrative staff and teachers. Administrators must provide resources, assign authority and responsibility, and ensure training and accountability for all involved.

Laboratory Policies

1. **Equal Access:** The lab is open to all students committed to learning and discovery in life sciences (according to school set for each class).
2. **Efficiency & Cleanliness:** Everyone must work efficiently and keep the lab clean and organized.
3. **Shared Responsibility:** Teachers and students share responsibility for lab upkeep.
4. **Safety Program:** The Science Department manages lab safety and ensures all safety rules are followed.
5. **Labeling:** All containers must be clearly labeled with content names and hazard warnings.
6. **No Food or Drinks:** Eating, drinking, or storing food in the lab is not allowed.
7. **Approved Activities Only:** Only authorized experiments are permitted.
8. **Proper Attire:** Wear lab coats or aprons during lab work.
9. **Personal Hygiene:** Wash hands, face, and arms before leaving the lab.
10. **No Solo Work:** Never work alone in the lab.
11. **Permission for Materials:** Do not remove lab items without SMT approval.
12. **Session Records:** Keep records of each lab session (date, topic, teacher, attendance).
13. **Electrical Safety:** Ensure all electrical devices are grounded to avoid shock.

Science Teacher Responsibilities:

Science teachers are responsible for ensuring the safety and efficiency of laboratory activities. Their duties include:

- ✓ **Leading by Example:**
Teachers must adhere to lab safety rules, procedures, and recommendations, using the required personal protective equipment (PPE), and promoting safety practices.
- ✓ **Ongoing Monitoring:**
Teachers must continually monitor for unsafe conditions and conduct regular self-inspections to ensure compliance.
- ✓ **Corrective Actions:**
Teachers should take prompt and effective corrective actions when necessary to address unsafe conditions.
- ✓ **Enforcement of Safety Rules:**
Teachers are responsible for enforcing lab safety rules and maintaining discipline where appropriate.
- ✓ **Pre-Experiment Safety Review:**
All lab experiments should be reviewed for safety prior to implementation, ensuring that potential hazards are identified and addressed.
- ✓ **Prohibition of Labware as Containers:**
Lab equipment and glassware must not be used as food or beverage containers.
- ✓ **Emergency Procedures:**
Teachers must ensure that emergency procedures are in place and that safety measures are prominently displayed in the lab.
- ✓ **Safety in Lab Storage and Facilities:**
Teachers are responsible for ensuring that safety precautions are in place in both laboratory and lab storage areas.

Science Lab Committee:

The Science Lab Committee is responsible for overseeing the implementation of safety policies and practices in the laboratory. The committee includes:

- Senior Management Team (SMT)
- Academic Supervisor
- Team Leaders
- Science Teachers
- Building Supervisors

Allowed Chemical Equipment

- ◆ Basic Glassware & Plasticware
(Prefer plastic where possible for safety)
 - ✓ Plastic beakers (100–250 ml)
 - ✓ Plastic test tubes with racks
 - ✓ Graduated plastic measuring cylinders
 - ✓ Plastic droppers and pipettes
 - ✓ Funnels (plastic)
 - ✓ Stirring rods (plastic or glass)
- ◆ Safe Heating Tools (*used under supervision only*)
 - ✓ Spirit lamps or candle burners (not Bunsen burners)

- ✓ Heat-resistant mats
- ✓ Small hot plates with safety shut-off
- ✓ Tongs and heat-proof gloves
- ◆ General Lab Tools
 - ✓ Magnifying glasses
 - ✓ Measuring spoons and cups
 - ✓ Spatulas (plastic or stainless steel)
 - ✓ Watch glasses (for small samples)
 - ✓ Mortar and pestle (plastic or ceramic)
- ◆ Safety Equipment
 - ✓ Child-size safety goggles
 - ✓ Lab aprons or smocks
 - ✓ Gloves (nitrile or vinyl)
 - ✓ First aid kit
 - ✓ Eye wash bottle
 - ✓ Fire blanket (in teacher's reach)
 - ✓ Clearly labeled chemical storage box (teacher-only access)
- ✓ Additional Safety Guidelines
 - ✓ All chemical experiments must be pre-approved by the Science Lab Committee.
 - ✓ Only low-risk materials (e.g., vinegar, baking soda, salt, sugar, food coloring) may be used by students.
 - ✓ All activities must be teacher-led, with no solo or unsupervised experiments.
 - ✓ Clear, child-friendly lab rules must be displayed and reinforced.

Roles and Responsibilities in Science Lab Management

Role	Responsibilities
Principal	<ul style="list-style-type: none"> • Approve and allocate the annual budget for science lab resources and safety equipment. • Ensure policy compliance and overall accountability. • Monitor science lab usage and analyze student outcomes related to lab-based learning. • Ensure curriculum alignment with lab experiments and activities.
Assistant Vice Principal (AVP)	<ul style="list-style-type: none"> • Oversee implementation of lab safety policies and procedures. • Coordinate between departments and ensure training for staff. • Approve science lab usage schedules and monitor overall lab management.
Team Leaders	<ul style="list-style-type: none"> • Support science teachers in planning and supervising lab activities. • Collect and review student performance and safety compliance data.

Role	Responsibilities
	<ul style="list-style-type: none">• Report on lab usage effectiveness and improvement areas.
Science Teachers	<ul style="list-style-type: none">• Conduct lab sessions in accordance with safety and educational standards.• Supervise student activities and enforce lab rules.• Analyze and submit student lab usage results and observations.
Building Supervisors	<ul style="list-style-type: none">• Maintain physical lab infrastructure (ventilation, lighting, cleanliness).• Support setup and storage of equipment and materials.• Ensure lab facilities meet safety and operational standards.

GYM RULES

Aim:

The aim of this policy is to ensure the safe, respectful, and efficient use of the school gym by promoting proper conduct, responsible use of equipment, and adherence to health and safety standards. The gym is a place for physical development and teamwork, and this policy is designed to support a secure and productive environment for all users. This policy is aligned with the Ministry of Education and Higher Education (MOEHE) Circular No. 9 – Guidelines for Security, Health, and Safety in Private Schools and Kindergartens, 1st Edition, dated 27 May 2024.

General Conduct:

- ✓ No food or drinks are allowed inside the gym. Only water bottles are permitted.
- ✓ Foul language and inappropriate behavior are strictly prohibited.
- ✓ Intentional damage to gym equipment will result in the loss of gym privileges. All accidental damage must be reported immediately to the P.E. teacher.

Safety & Behavior:

- ✓ No running, pushing, or fighting inside the gym.
- ✓ Students are not allowed to enter the gym without the presence of a P.E. teacher.
- ✓ P.E. teachers are responsible for student safety and supervision during gym use.

Usage & Scheduling:

- ✓ If multiple classes wish to use the gym simultaneously, prior approval must be obtained from the Academic Vice Principal.
- ✓ P.E. teachers are required to submit their gym usage schedules to the management in advance.

Post-Usage Cleanliness:

- ✓ After using the gym, students and staff must ensure that the area is clean and that all equipment is returned to its designated place.

Teacher & Staff Conduct:

- ✓ Teachers and staff are not allowed to sit or remain in the gym unless actively supervising a P.E. class or activity.
- ✓ Any damage or loss of gym property must be reported to management without delay.

Accident Policy:

1. In the event of an accident or injury in the gym:

- The injured student should be safely moved to a secure area, if possible.
- The P.E. teacher or supervising adult will remain with the student and immediately notify the school nurse.
- The nurse will assess the injury and, if needed, contact emergency services and inform the student's parents/guardians.
- A member of staff must stay with the injured student at all times until appropriate care is provided.

- All incidents must be documented using the school's official accident report form and submitted to the principal for review.
- A first aid kit should be available in the gym.

Roles and Responsibilities:

Stakeholder	Responsibilities
P.E. Teachers	<ul style="list-style-type: none">- Supervise students at all times during gym usage.- Ensure all students follow safety guidelines.- Report any incidents or damage to equipment immediately.- Submit gym schedules to the management in advance.
Students	<ul style="list-style-type: none">- Follow all gym rules and instructions.- Use equipment responsibly and report any damage.- Follow safety protocols and participate in activities respectfully.
School Management Team (SMT)	<ul style="list-style-type: none">- Ensure gym rules align with the Ministry of Education and Higher Education (MOEHE) guidelines.- Approve gym schedules for multiple class use.- Ensure proper health and safety protocols are in place.
School Nurse	<ul style="list-style-type: none">- Provide first aid or medical support for injuries.- Contact emergency services if needed.- Inform parents/guardians of injuries as required.



6. TECHNOLOGY USE

ONLINE TEACHING POLICY (CLASS DOJO)

Aim:

- ✓ **Effective Communication:**
To establish more effective communication links between parents, teachers, and students.
- ✓ **Enhanced Learning Support:**
To enhance and support learning by creating a digital platform that fosters engagement and strengthens the partnership between home and school.

Class Dojo is an app that connects parents, teachers, and students. It serves as a communication platform to encourage children, engage parents in their child’s learning, and share updates and feedback. Teachers can create engaging content, provide feedback, and send general class updates, while parents can view their child’s work and communicate directly with teachers.

Roles and Responsibilities – Class Dojo Online Teaching Policy

Stakeholder	Responsibilities
Teachers	<ol style="list-style-type: none"> 1. Access Class Dojo via www.classdojo.com or the app. 2. Post regular updates such as reminders, weekly celebrations, and key events. 3. Respond to parent messages between 7:00 AM and 2:30 PM (Sunday–Thursday). 4. Maintain professionalism; arrange meetings for detailed discussions. 5. Ensure privacy by not changing passwords or sharing student photos without permission.
Parents	<ol style="list-style-type: none"> 1. Follow all Class Dojo rules and guidelines. 2. Use the platform to communicate with teachers about their child’s learning. 3. Respect communication hours (7:00 AM – 2:30 PM, weekdays); contact AVP for urgent matters outside these hours. 4. Support their child in uploading work and engaging positively.
Students	<ol style="list-style-type: none"> 1. Actively participate in Class Dojo tasks and discussions. 2. Communicate respectfully and follow the school’s digital behavior rules. 3. Upload assignments independently, with guidance if needed. 4. Use the platform responsibly and report misuse.
IT Department	<ol style="list-style-type: none"> 1. Provide technical support for teachers, parents, and students regarding Class Dojo.

Stakeholder	Responsibilities
	<ol style="list-style-type: none"> 2. Manage user access, passwords, and account setup. 3. Ensure data security and privacy compliance on the platform. 4. Train staff and provide assistance during system updates or issues.
<p>Assistant Vice Principal (AVP)</p>	<ol style="list-style-type: none"> 1. Oversee the implementation of Class Dojo policy across grades. 2. Handle urgent parent communications outside standard hours. 3. Monitor usage reports and support teachers in best practices. 4. Ensure staff are trained and using the platform effectively.
<p>Principal</p>	<ol style="list-style-type: none"> 1. Provide leadership and ensure accountability in digital communication practices. 2. Approve policy updates and budget allocations related to Class Dojo. 3. Monitor the overall effectiveness of Class Dojo as a communication and learning tool. 4. Ensure data protection and compliance with school-wide digital learning standards. 5. Monitor and analyze parent feedback through regular questionnaires related to Class Dojo use and communication effectiveness.

Note:

For any queries or assistance regarding Class Dojo, please contact the IT Department at **300090337**. This policy ensures a smooth and productive partnership between home and school, promoting student success and well-being.

STAFF SOCIAL MEDIA POLICY

Aim:

To ensure that all Oscar Academy staff use social media and internet platforms responsibly, ethically, and in a manner that upholds the Academy's reputation, protects student privacy, and maintains professional boundaries in alignment with the school's values and Qatar's regulations.

1. General Guidelines

- ✓ Maintain a clear distinction between personal and professional life to avoid conflicts of interest.
- ✓ Do not engage in social media behavior that could damage Oscar Academy's reputation.
- ✓ Avoid presenting personal opinions as those of Oscar Academy.
- ✓ Do not use social media to insult, attack, or defame students, families, colleagues, or other institutions.
- ✓ Ensure all school-related online content is accurate, professional, and transparent.

2. Personal Use of Social Media

- ✓ Do not identify yourself as an Oscar Academy employee on personal platforms.
- ✓ Personal communication with students on social media is prohibited unless they are direct family members.
- ✓ Do not use employment-related information for personal benefit or share it with others.
- ✓ Avoid contacting students' family members via personal social media to prevent conflicts of interest.
- ✓ Interact with students only through official school channels (email or official platforms).
- ✓ Politely decline student friend/follow requests and explain the reason in class.
- ✓ Upon separation from Oscar Academy, refrain from contacting students or the school via personal social media.
- ✓ Do not share any photos, videos, or media of students or staff without written consent and approval.
- ✓ Do not use Oscar Academy's email for personal social media registration or messaging.

3. Social Media Use during Work Hours

- ✓ Limited personal internet use is allowed; however, accessing social media for personal reasons during work hours is not permitted.
- ✓ School Wi-Fi should not be used for personal social media activities.
- ✓ Keep social media accounts private and secure with strong passwords, and avoid public visibility.
- ✓ Use a separate personal email for social networking accounts to protect your privacy.

4. Social Media Posting Policy

In a digital age where content can quickly go viral, staff must be mindful of their online presence.

Key Guidelines:

- ✓ **Responsibility:** You are fully accountable for anything you post online.

- ✓ **Compliance:** Follow all Oscar Academy policies. Inappropriate behavior, including discriminatory or threatening content, will lead to disciplinary action.
- ✓ **Respect:** Be professional when discussing the school or its stakeholders. Use internal channels to address concerns, not social media.
- ✓ **Accuracy:** Share only truthful, verified information. Correct mistakes publicly and promptly.
- ✓ **Confidentiality:** Do not share internal documents, policies, or confidential data online.
- ✓ **Representation:** Do not act as a spokesperson unless authorized. If discussing Oscar Academy, include disclaimers such as:
“The postings on this site are my own and do not necessarily reflect the views of Oscar Academy.”

5. Use of Social Media at Work

- ✓ Do not use personal social media during working hours unless it is for authorized school-related activities.
- ✓ Use Oscar Academy platforms and emails exclusively for official purposes.
- ✓ Registration to blogs or sites for personal use must not involve Oscar Academy credentials.

6. Retaliation

- ✓ Retaliation against employees who report violations or participate in investigations is strictly prohibited and will result in disciplinary measures.

7. Monitoring

- ✓ Internet and email usage may be monitored without prior notice.
- ✓ Users should not expect privacy regarding content sent, received, or accessed through the school’s ICT systems.

8. Breach of Policy

- ✓ Any breach may result in disciplinary action.
- ✓ Serious violations involving confidentiality, reputation damage, or legal exposure may result in termination.

9. Official School Social Media Accounts

- **Facebook:** Oscar Academy International School
- **Instagram:** Oscar Academy School

Consent Form

Upon being awarded a place for my child at OscarAcademy, I hereby undertake and agree that:

1. My child shall be subject to abide by the rules and regulations and behavior code of OscarAcademy as described in the student-parent handbook.
2. Providing the school with any update of student data or in the event of a change in the health or social status of the family or regarding the student.
3. The school has the right to change the type of teaching provided according to the prevailing general conditions and according to the ministry's circulars. This does not prevent the student from paying any expenses.
4. I will pay all fees, billed in advance prior to the commencement of the term to which they apply – failure to do so could result in my child being refused admission to class, reports not being handed to parents and re-enrolment for following year being rejected.
5. Late Fee: Outstanding dues will be systematically reported to the (ministry of education and higher education) and may be liable for late fees.
6. I will pay the requested non-refundable as mentioned in the fees lists.
7. I will pay in full term fees required, even if my child attends less than a full term.
8. I absolve the school from any responsibility for any loss of valuables.
9. I will give the school at least six weeks written notice (to the attention of the Head of school) of my intention to withdraw my child, citing the reason for the withdrawal.
10. I understand that the contract is for a full academic year from September to June.
11. Report cards, Leaving certificates and transcripts, predicted grades and recommendation letters will be withheld until all the school fees are settled in full.
12. I understand that my child's name will not be deactivated from the (ministry of education and higher education) student information system until all due fees are paid upon him/her leaving the school; I also understand that if my child's name is not deactivated by the school, he/she will not be able to register in any school in Qatar.
13. Registration Fees, Seat Reservation fees and Extra fees are nonrefundable. Please refer to our Tuition and Fees refund policy guidelines.
14. I absolve Oscar Academy, its employees and its agents from any responsibility for :
 - The loss of valuables
 - Accidents or mishaps occasioned by participating in normal school activities including organized sports, gymnastics, informal play and practical work.
 - The welfare and safety of my child outside the official timetabled day.
 - OscarAcademywill not accept responsibility for the safe delivery and collection of children to and / or from school unless you have contracted the school transportation service.

CANCELLATION OF REGISTRATION: The school reserves the right to verify any information provided and to require further evidence. Where fraudulent or deliberately misleading or incorrect or incomplete information has been supplied and that information has led to a place being offered which would not otherwise have been offered, the School reserves the right to cancel the admission.

WAITING LIST: I hereby acknowledge that I have been informed by the Admission's office that my child has been placed on the waiting list; I understand that there are no assurances that my child will be granted a seat at Oscar Academy and I am aware of the school's waiting list policy.

PHOTO RELEASE – PARENTAL CONSENT: I have no objection of having my child's photo used in Oscar Academy informative/promotional material, on the school's website, local and international newspapers, magazines.....

I _____, parent of _____ hereby declare that I accept the above undertaking and that any tuition fee paid by myself toward said student education is forfeit upon payment and nonrefundable, in any form or for any reason, as payment implies a contract for service between the school and the parents to provide teachers and facilities for the whole of an academic term, a commitment that cannot be terminated at a moment's notice.

Father Name

Date

Signature

Mother Name

Date Sign

ONLINE TEACHING POLICY (CLASS DOJO)

Aim:

- ✓ **Effective Communication:**
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- ✓ **Enhanced Learning Support:**
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Class Dojo is an app that connects parents, teachers, and students. It serves as a communication platform to encourage children, engage parents in their child’s learning, and share updates and feedback. Teachers can create engaging content, provide feedback, and send general class updates, while parents can view their child’s work and communicate directly with teachers.

Stakeholder	Responsibilities
Teachers	<ol style="list-style-type: none"> 1. Accessing Class Dojo: Access via www.classdojo.com or app on devices. 2. Regular Updates: Post reminders, weekly celebrations, and important class events. 3. Response Time: Respond to parent queries between 7:00 AM and 2:30 PM, Sunday to Thursday. 4. Professionalism: Refrain from personal conversations; arrange meetings for detailed communication. 5. Security and Privacy: Do not change passwords without admin permission; avoid sharing photos without consent.
Parents	<ol style="list-style-type: none"> 1. Adherence to Rules: Follow Class Dojo rules and policies. 2. Communication: Message teachers about child’s progress; arrange phone calls/meetings if necessary. 3. Respecting Quiet Hours: Avoid messaging outside of 7:00 AM – 2:30 PM or on weekends. For urgent matters, contact the Academic Vice Principal. 4. Supporting Student Engagement: Help children upload work and engage with Class Dojo.
Students	<ol style="list-style-type: none"> 1. Active Participation: Engage with tasks and activities on Class Dojo. 2. Respectful Online Behavior: Use polite language and follow school rules for digital conduct. 3. Uploading Work: Independently upload learning evidence with necessary guidance. 4. Digital Responsibility: Avoid misuse of the platform and report any issues promptly.

Note:

For any queries or assistance regarding Class Dojo, please contact the IT Department at **300090337**. This policy ensures a smooth and productive partnership between home and school, promoting student success and well-being.

THE POLICY FOR USING TECHNOLOGY (IPADS) IN SCHOOL

Aim:

To promote the ethical, responsible, and educational use of iPads and other technological devices within the school environment. This policy ensures that technology is used to enhance learning while maintaining e-safety, accountability, and compliance with acceptable use guidelines.

Roles and Responsibilities Table

Role	Responsibilities
Teachers	<ul style="list-style-type: none"> • Use iPads strictly for academic purposes. • Ensure familiarity with the school's e-safety policies. • Sign and follow the Acceptable Use Policy (AUP). • Monitor student use of iPads closely. • Use only pre-vetted websites approved by the Resource Review Committee. • Follow the iPad borrowing schedule. • Ensure iPads are used responsibly and report misuse or damage.
Students	<ul style="list-style-type: none"> • Follow internet safety rules as instructed. • Use iPads only when allowed by the teacher and for academic tasks. • Adhere to the Acceptable Use Policy (AUP). • Maintain responsible online behavior in and out of school. • Use iPads only under teacher supervision.
Academic Vice Principal (AVP)	<ul style="list-style-type: none"> • Oversee policy implementation. • Support staff with guidance on usage policies. • Collaborate with IT and Resource Committee on digital content approval. • Lead the E-Safety Committee. • Address major violations or concerns.
IT Department	<ul style="list-style-type: none"> • Maintain inventory of all iPads. • Monitor usage for policy compliance. • Provide technical support and training. • Install safety tools and monitoring software. • Assist in resolving technical issues related to safety or misuse.
E-Safety Committee	<ul style="list-style-type: none"> • Consists of AVP, IT, Resource Committee, and Teacher Reps. • Oversee policy enforcement. • Review e-safety practices. • Approve educational content. • Address cyberbullying, inappropriate content, or misuse.

7. PARENTAL ENGAGEMENT

COMMUNICATION POLICY WITH THE PARENTS

Aim:

To establish effective communication channels between the school and parents to support student development, character building, and academic success. Parent involvement plays a key role in achieving the school's mission.

Modes of Communication:

Method	Details
Lesson Diary	- Used for daily communication between parents and teachers regarding academics, behavior, and reminders.
Notices	- Important announcements from the management are sent as notices in both Arabic and English.
Emails	- Parents can send comments, requests, and complaints via: Oscar.parentrequest@hotmail.com.
Facebook	- Used to share student achievements and activity photos. - Parent comments are acknowledged and responded to.
Telephone	- Parents can register complaints, suggestions, or requests. - School communicates urgent or specific concerns about a child.
Website	- Exam-related materials and photos of student achievements are uploaded regularly.
SMS	- Used for important announcements and urgent messages.
Broadcast	- Group messages are sent for general information and alerts.
ClassDojo	- Classroom-specific updates, messages, and announcements are shared with parents.
Meetings	- Parents may meet with the Social Worker, Academic Supervisor, or Admin Supervisor from 7:00 a.m. to 2:00 p.m., Sunday to Thursday . - Parents may meet teachers from 1:15 to 2:00 p.m., Sunday to Thursday, by appointment only via phone.

PARENT’S COMPLAINT POLICY

Aim:

To ensure that all parent concerns are acknowledged, addressed, and resolved transparently and efficiently, in accordance with the Ministry of Education and Higher Education (MOEHE) guidelines and MOEHE Circular No. 4, 2023 dated August 26, 2024 (Complaints Committee). This policy promotes open communication and strengthens the partnership between the school and parents to support student well-being and success.

Channels for Submitting Complaints:

Parents may register complaints or suggestions through the following means:

- Lesson Diary
- Phone Call
- Written Complaint/Suggestion Form (available at Reception/ Parent-Student Handbook)
- Email: Oscar.parentrequest@hotmail.com
- SMS

Categories of Complaints:

Complaints are categorized and directed to the relevant department

- Academic
- Behavioral
- Facilities
- Transport
- Fees/Payments
- Others

Complaint Handling Procedure:

Step	Action
1	Parent submits a complaint through one of the approved channels.
2	Reception logs the complaint or directs the parent to complete a Complaint Form with full details.
3	Academic complaints are forwarded to the Academic Supervisor.
4	Non-academic complaints are directed to the Social Worker.
5	The concerned person investigates the issue, prioritizing according to urgency.
6	For serious complaints (e.g., corporal punishment), CCTV footage is reviewed, and appropriate action is taken.
7	A meeting with the parent is conducted to discuss the concern and proposed action.
8	The Complaint Form is updated with actions taken, signed by the concerned staff and parent.
9	Every complaint must be resolved or responded to within two working days .
10	If the complaint is urgent, a meeting will be conducted with the school SMT (Principal, AVP, Social Worker) on the same day.
11	The Social Worker maintains records of all complaints and outcomes for ministry

Step	Action
	compliance and follow-up.

Roles and Responsibilities – Parent’s Complaint Policy

Stakeholder	Roles and Responsibilities
Principal	<ul style="list-style-type: none"> - Lead and oversee the overall complaint resolution process, especially for urgent or serious complaints. - Ensure transparency, fairness, and compliance with MOEHE guidelines. - Participate in meetings with parents when necessary. - Approve final resolutions and follow-up actions.
Academic Vice Principal (AVP)	<ul style="list-style-type: none"> - Supervise the handling of academic-related complaints. - Support the investigation and resolution process. - Coordinate with Team Leaders and teachers to implement corrective measures. - Ensure timely communication with parents.
Complaint Committee Members <i>(SMT including Principal, AVP, Social Worker)</i>	<ul style="list-style-type: none"> - Review and evaluate complaints, especially serious or urgent ones. - Convene same-day meetings for urgent issues. - Maintain confidentiality and professionalism in handling sensitive matters. - Ensure appropriate disciplinary or corrective actions are taken.
Social Worker	<ul style="list-style-type: none"> - Serve as the first point of contact for non-academic complaints. - Maintain and update complaint records for each case. - Monitor resolution timelines and escalate unresolved complaints to SMT. - Provide support to students and parents in behavioral or social issues.
All School Staff	<ul style="list-style-type: none"> - Respond respectfully and promptly to parent concerns. - Cooperate during investigations by providing necessary information or context. - Implement recommendations or action plans following complaint resolution.
Parents	<ul style="list-style-type: none"> - Submit concerns through the designated channels, providing clear and accurate information. - Participate in meetings and discussions related to their complaint. - Respect the school’s process and timelines for resolution. - Collaborate in implementing agreed solutions to support their child's well-being.

PARENTS' VOLUNTEER POLICY

Aim:

To encourage and support active parental involvement in school activities by providing a structured and organized volunteer program that enhances the school community. Volunteers will contribute to various school events, such as sports activities and trips, in a manner that ensures safety, security, and alignment with school policies.

Category	Details
Purpose	<ul style="list-style-type: none"> - To increase parental involvement in school life and foster a sense of community. - To provide additional support for school activities and events. - To ensure volunteer participation is organized, safe, and in line with school guidelines.
Volunteer Types	<ul style="list-style-type: none"> - Occasional support such as at sports events, school trips, etc. - Volunteers generally commit to one or two occasions.
Volunteer Selection	<ul style="list-style-type: none"> - A consent form will be sent to all parents offering volunteer services. - School will select volunteers based on need. - In case of a large number of requests, preference will be given to new volunteers for the next activity.
Volunteer Expectations	<ul style="list-style-type: none"> - Volunteers are expected to follow school rules and policies during their volunteer period. - Volunteers must sign the logbook upon entering the premises.
Volunteer Cancellation	<ul style="list-style-type: none"> - Volunteers must inform the management at least two days in advance if they want to cancel their appointment.
Volunteer Responsibilities	<ul style="list-style-type: none"> - Volunteers will remain with the assigned staff and at the designated location. - Volunteers will ensure the safety and security of students, alongside staff.
Photography Guidelines	<ul style="list-style-type: none"> - Volunteers are not allowed to take pictures of staff or students with their mobile phones or cameras.

8. LEGAL AND ETHICAL COMPLIANCE

QUESTIONNAIRE POLICY **INTERNAL (SMT) & EXTERNAL (MOEHE)**

Aim:

To foster continuous improvement and collaborative school development by engaging all stakeholders through structured feedback tools aligned with the school's mission, vision, and desired learner outcomes.

Objectives:

- ✓ To ensure stakeholders are informed and actively engaged in all aspects of school life.
- ✓ To evaluate the effectiveness of academic and administrative programs.
- ✓ To involve parents and students in decision-making that impacts their educational journey.
- ✓ To align feedback mechanisms with school goals and national expectations.

Target Respondents:

- Parents
- Students
- Teachers

Implementation Process:

Step	Action
1	The SMT meets to determine focus areas for the questionnaires based on current school needs and MOEHE requirements.
2	Questionnaires are designed and distributed electronically or manually.
3	Building Supervisors gather completed responses and submit them to SMT.
4	SMT analyzes the feedback and drafts recommendations for improvement.
5	Approved recommendations are implemented and shared with stakeholders.

Types of Questionnaires:

Category	Focus Areas
Academic	<ul style="list-style-type: none">- Teacher performance- Student academic progress- Effectiveness of support programs
General	<ul style="list-style-type: none">- School vision, mission, and priorities- Participation in school activities- Promotion of Qatar National Identity

Frequency:

- At the end of each semester
- After key school events or educational activities

Roles & Responsibilities:

Stakeholder	Roles & Responsibilities
Senior Management Team (SMT)	<ul style="list-style-type: none"> - Plan and lead questionnaire initiatives - Review and approve questionnaire content - Analyze data and prepare reports - Implement recommendations and inform stakeholders
Parents	<ul style="list-style-type: none"> - Provide honest and constructive feedback - Participate actively in school surveys - Collaborate with the school in improving programs and services
Students	<ul style="list-style-type: none"> - Reflect on their learning experiences - Share feedback to help improve the school environment and academic support
Social Workers	<ul style="list-style-type: none"> - Assist in communication with parents and students - Help interpret and support questionnaire responses if needed
Student Affairs	<ul style="list-style-type: none"> - Coordinate the distribution and collection of surveys - Ensure student participation and engagement
Building Supervisors	<ul style="list-style-type: none"> - Distribute and collect physical questionnaires - Submit completed forms to SMT promptly





Oscar Academy
Under the Supervision of Ministry of Education and Higher Education
عطاء متزايد... وثقة تتجدد
A.Y. 2022-2023



'Oscar Builds Readers and Leaders'