



TWS PARENT HANDBOOK

2026 - 2027

TABLE OF CONTENTS

Sr. No.	Contents	Page No.
1.	PRINCIPAL'S WELCOME MESSAGE	03
2.	OUR VISION & GEMS CORE VALUES	04
3.	SENIOR LEADERSHIP TEAM DIRECTORY	05
4.	SUMMARY OF TERM DATES	06
5.	KHDA APPROVED ACADEMIC CALENDAR	07
6.	SCHOOL TIMINGS	09
7.	HEALTH & SAFETY & CHILD PROTECTION & SAFEGUARDING POLICY	14
8.	STUDENT LEADERSHIP DRIVE & HOUSE MANAGEMENT SYSTEM	17
9.	SCHOOL HOUSE SYSTEM	18
10.	MY LEARNING PLATFORM – PHOENIX CLASSROOM	22
11.	ATTENDANCE & PUNCTUALITY	26
12.	UNIFORM & DRESS CODE POLICY	27
13.	ANTI – BULLYING GUIDANCE	31
14.	MENTAL HEALTH & WELL BEING	34
15.	THE SCHOOL CURRICULUM	36
16.	THE FOUNDATION STAGE CURRICULUM	37
16 a.	THE PRIMARY SCHOOL – KEY STAGE 1 AND 2 CURRICULA	38
16 b.	THE SECONDARY SCHOOL CURRICULUM – KEY STAGE 3, 4 & 5	39
16 c.	KEY STAGE 5 – YEARS 12 AND 13	41
16 d.	PARENT COUNCIL	44
17.	PHOTO / VIDEO CONSENT	45
18.	LANYARD POLICY	46
19.	CLINIC POLICY & GUIDELINES	48
20.	THREADS SCHOOL UNIFORM GUIDELINES	58
21.	SCHOOL TRANSPORT SERVICES (STS)	59
22.	SCHOOL CANTEEN	63
23.	CONTACT US	66
24.	SCHOOL POLICIES	66

Principal's Welcome Message

Welcome to the Parent Handbook for The Westminster School, Dubai. In the following pages you will find a wealth of information that will hopefully help you support your child as he or she passes through the school. Please take some time to familiarise yourself with the handbook as it should answer many of the questions you may have now or in the future.

We have tried to include everything that we think will be useful to parents but if you think there is something we have missed then please do let us know. We always value parents' feedback and will always use it to help make our school better for our children. We read everything you send us and normally reply personally within 48 hours. If you are not sure of the best way to contact us, then read on – you will surely find your answer in the following pages!

At The Westminster School, Dubai, we believe in working in partnership with parents as it is only when we are working together that our children get the best possible education. I stand at the school gate every morning to welcome your children to school so please do feel free to say 'good morning' or stop for a quick chat. For more complex issues I suggest that you take an appointment so that we can speak undisturbed inside the building.

Whether you are a new parent or have had children in the school for many years, I very much look forward to working with you over the coming year. I wish you and your children all the very best for this academic year.

Carl Roberts

Executive Principal/CEO &

Brand Ambassador for GEMS Westminster Schools

OUR VISION & GEMS CORE VALUES

Empowering learners, creating the future

To inspire a diverse and multicultural community of learners to achieve academic excellence and develop the skills and attributes to become successful global leaders. To empower each other to lead happy and fulfilling lives in a culture of tolerance, innovation and creativity. To create a safe, respectful and equitable learning environment where everyone is free to express their opinion and to have that opinion fully respected.

We are committed to co-operation, planning, discussion and teamwork. We believe that this should be a learning school where each of us appreciates that things can always be improved. The GEMS Core Values play a pivotal role in all our undertakings.



OUR MISSION

To deliver a high-quality British education at an affordable price.

SENIOR LEADERSHIP TEAM DIRECTORY

Sr. No.	Name	Designation	Email Address
1.	Mr. Carl Roberts	Executive Principal / CEO & Brand Ambassador for GEMS Westminster Schools	carl.r_tws@gemsedu.com
2.	Dr. Vijayakumari Sathyan	Head of School / Deputy CEO	vijaya.s_tws@gemsedu.com
3.	Mr. Ahmed Abdelwahab	Asst. Principal – MOE Subjects	ahmed.m_tws@gemsedu.com
4.	Ms. Chanda Pant	Asst. Principal - Primary	chanda.u_tws@gemsedu.com
5.	Ms. Grace Aluoka	Asst. Principal – Boys, Girls & Sixth Form	grace.a_tws@gemsedu.com
6.	Ms. Neelofar Ali	Asst. Principal - Pastoral	neelofar.a_tws@gemsedu.com
7.	Ms. Binny Aji	Academic Improvement Team Leader	binny.a_tws@gemsedu.com
8.	Mr. Kiran Bhasker	Manager School Operations	kiran.b_tws@gemsedu.com
9.	Mr. Jitesh Save	Accounts Officer	jitesh.s_tws@gemsedu.com

THE WESTMINSTER SCHOOL, DUBAI | 2026-2027 CALENDAR

<p>19 Reporting Day-All New Staff/ All Leaders 24 Reporting Day-All Staff 25 Prophet's Birthday 27 Parent orientation-online 31 Orientation Day- FS and New students</p>	AUGUST '26	SEPTEMBER '26	<p>01- 02 Staggered Reopening 29 Leadership Assembly</p> <p>14/9 – 9/10 CA14 Assessments (Years 4/6/7/8/10)</p>												
<p>19-23 Mid-Term Break 19-22 Booster lessons Year1 1-13 27 Awards Day (IGCSE/AS/A Level) 31 Interscholar Quran Competition</p> <p>01/9 -14/10 NGR1 Form A (Years 2-10)</p>	OCTOBER '26	NOVEMBER '26	<p>14 International Day 5 to 19 -Term1 Examinations (Year 10-13) 19 FS Sports Day 24 Year 1 & 2 Sports Day 23-27 Art Exhibition 26 National Day Celebrations</p>												
<p>2-4 UAE National Day 8 Year 3 & 4 Sports Day 9 Year 5 & 6 Sports Day 10 Parent Consultation Day (Non-instructional working day) 14/12 to 1/1 Winter Break 14-18 Booster lessons Year 11-13</p>	DECEMBER '26	JANUARY '27	<p>4 School reopens. 21 TEDx 27-28 Sports Day –Year 7 to 13</p> <p>4/1 – 5/2 NGR1 Form B (Years 2-10) Arabic Benchmark Assessment (Years 4-10)</p>												
<p>04 – 06 MUN 07 Ramadan starts 16 Iftar Party</p> <p>Arabic Benchmark Assessment (Years 4-10)</p>	FEBRUARY '27	MARCH '27	<p>08-12 Eid AL Fitr 15 – 26 – Term 2 Examination (Year 11-13) 31 Secondary production</p>												
<p>1 Parent Consultation Day (Non-instructional working day) 05-09 Spring Break 05-08 Booster lessons- 11-13 20 Primary Pube</p> <p>IGCSE/AS/A Level Exams</p>	APRIL '27	MAY '27	<p>15-18 Eid AL Adha FS Concert</p> <p>24/4 – 23/5 NGR1 Form C (Years 2-10) 24/4 – 27/6 Progress Tests (Years 2-10) IGCSE/AS/A Level Exams</p>												
<p>7/6 – 29/6 End of Year Exams 06 Islamic New Year 17 Graduation (Year 6) 22 Graduation 30 Parent Consultation Day (After School)</p> <p>24/4 – 27/6 Progress Tests (Years 2-10) IGCSE/AS/A Level Exams</p>	JUNE '27	JULY '27	<p>02 Last working day</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tbody> <tr> <td style="background-color: #e0e0e0;">Aug – Dec</td> <td>47</td> </tr> <tr> <td style="background-color: #e0e0e0;">Jan – April</td> <td>60</td> </tr> <tr> <td style="background-color: #e0e0e0;">April – Jun</td> <td>58</td> </tr> <tr> <td style="background-color: #e0e0e0;">Total</td> <td>165</td> </tr> <tr> <td style="background-color: #e0e0e0;">Event</td> <td>PC Day</td> </tr> <tr> <td style="background-color: #e0e0e0;">Holiday</td> <td>Start/End of Term</td> </tr> </tbody> </table>	Aug – Dec	47	Jan – April	60	April – Jun	58	Total	165	Event	PC Day	Holiday	Start/End of Term
Aug – Dec	47														
Jan – April	60														
April – Jun	58														
Total	165														
Event	PC Day														
Holiday	Start/End of Term														

KHDA APPROVED CALENDAR

 KHDA APPROVED CALENDAR

[Export to PDF](#)












August 2026							September 2026							October 2026							November 2026						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
.	.	.	.	.	1	2	.	1	2	3	4	5	6	.	.	.	1	2	3	4	.	.	.	.	.	.	1
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
24	25	26	27	28	29	30	28	29	30	.	.	.	.	26	27	28	29	30	31	.	23	24	25	26	27	28	29
31	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	30	.	.	.	.	.	.
School Days: 1							School Days: 22							School Days: 17							School Days: 21						

December 2026							January 2027							February 2027							March 2027						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
.	1	2	3	4	5	6	.	.	.	.	1	2	3	.	.	.	.	.	.	.	.	.	.	.	.	.	.
7	8	9	10	11	12	13	4	5	6	7	8	9	10	1	2	3	4	5	6	7	1	2	3	4	5	6	7
14	15	16	17	18	19	20	11	12	13	14	15	16	17	8	9	10	11	12	13	14	8	9	10	11	12	13	14
21	22	23	24	25	26	27	18	19	20	21	22	23	24	15	16	17	18	19	20	21	15	16	17	18	19	20	21
28	29	30	31	.	.	.	25	26	27	28	29	30	31	22	23	24	25	26	27	28	22	23	24	25	26	27	28
.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	29	30	31	.	.	.	.
School Days: 6							School Days: 20							School Days: 20							School Days: 18						

April 2027							May 2027							June 2027							July 2027						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
.	.	.	1	2	3	4	.	.	.	.	.	1	2	.	1	2	3	4	5	6	.	.	.	1	2	3	4
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
26	27	28	29	30	.	.	24	25	26	27	28	29	30	28	29	30	.	.	.	.	26	27	28	29	30	31	.
.	.	.	.	.	.	.	31	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
School Days: 17							School Days: 19							School Days: 22							School Days: 2						

Academic Year (Total School Days) (Minimum days required to submit the calendar is 185)		Total days
The total number of days that students formally attend school and includes instructional days, examinations, academic and non-academic activities.		185

Events descriptions

Icon	Event/Definition	Academic / School Days?	Max. No of days	Mandatory/Optional
	Summer break Summer break for students	No	Range of days	*Mandatory for April start schools.
	Winter break Winter break for students	No	Range of days	*Mandatory.
	Spring break Spring break for students	No	Range of days	*Mandatory for Sept start schools
	First academic day for pre-primary students The first day of the academic year for pre-primary students (do not use after winter and spring breaks)	Yes	Start date (1 day)	Optional
	Last academic day for pre-primary students The last day of the academic year for pre-primary students (do not use before winter and spring breaks)	Yes	Last date (1 day)	Optional
	First academic day for students The first day of the academic year for students	Yes	Start date (1 day)	*Mandatory
	Last academic day for students The last day of the academic year for students	Yes	Last date (1 day)	*Mandatory
	First working day of the year for teachers The first day of the academic year for teachers	N/A	Start date (1 day)	*Mandatory
	Last working day of the year for teachers The last day of the academic year for teachers	N/A	Last date (1 day)	*Mandatory
	External examination days during which there is no formal teaching Examination/assessment days fixed by examination boards (for example, IGCSE, IB, CBSE, A-level etc.). Please specify the grade(s)/year(s)	Yes	Range of days	Optional, but Comment is mandatory to fill
	Internal examination days during which there is no formal teaching Examination/assessment days organized and conducted by the school. Please specify the grade(s)/year(s)	Yes	Range of days	Optional, but Comment is mandatory to fill
	Internal examinations occurring in parallel with regular classes A regular school day during which internal examination/assessment takes place. Please specify the grade(s)/year(s).	Yes	Range of days	Optional, but Comment is mandatory to fill
	External examinations occurring in parallel with regular classes A regular school day during which external examination/assessment takes place. (e.g. National Agenda assessments, ASSET, GL tests, MAP tests, IELTS etc.). Please specify the grade(s)/year(s).	Yes	Range of days	Optional, but Comment is mandatory to fill
	Parent Teacher Conference Days for parent teacher meeting. Please specify the schedule and the grade(s)/year(s).	Yes	Range of days	Optional, but Comment is mandatory to fill
	Principal/ superintendent unavailability Days when the principal/superintendent of the school is unavailable for any reason (e.g., recruitment days, conferences, training, etc)	N/A	Range of days	Optional, but Comment is mandatory to fill
	Unavailability of any grade(s)/year(s) due to educational purposes for students Days when students are away on educational mission or field trips (Please specify the grade(s)/year(s) and the event). Kindly refer to KHDA guidelines for trips and events.	Yes	Range of days	Optional, but Comment is mandatory to fill
	Other school holidays Any other holiday (not public holiday) in which the school is off and/or students are not in school	No	Range of days	Optional
	Government holidays Any tentative public holiday whose exact dates will be announced by the government of the UAE. These holidays can be communicated to parents on a tentative basis in which the school is off, but must not be confirmed until officially declared by the UAE government.	No	Range of days	Optional
	Other events Any other events in school occurring in parallel with regular classes; such as celebrations, graduation of a phase, sport day etc. (Please specify)	Yes	Range of days	Optional, but Comment is mandatory to fill
	Professional Development (Students are in School) Days for continuous professional development and training for staff when students are in school	Yes	Range of days	Optional

DAILY ROUTINE FOR YEAR 1 AND 2

MONDAY TO THURSDAY

PERIOD	FROM	TO	DURATION	REMARKS
0 (REGISTRATION)/CORE VALUE PERIOD	07:30	07:50	20 MINUTES	COMMON
I	07:50	08:40	50 MINUTES	COMMON
BREAK - 1	08:40	09:10	30 MINUTES	FOR YR 1 AND 2
II	09:10	10:00	50 MINUTES	FOR YR 1 AND 2
III	10:00	10:45	45 MINUTES	FOR YR 1 AND 2
IV	10:45	11:30	45 MINUTES	FOR YR 1 AND 2
BREAK - 2	11:30	11:45	15 MINUTES	FOR YR 1 AND 2
V	11:45	12:35	50 MINUTES	COMMON
VI	12:35	13:25	50 MINUTES	COMMON
VII / SKILLS	13:25	14:10	45 MINUTES	FOR YR 1 AND 2
FIRST BELL	14:10	DISPERSAL		
SECOND BELL	14:15			

FRIDAY ROUTINE

PERIOD	FROM	TO	DURATION	REMARKS
0 (REGISTRATION) /CORE VALUE PERIOD	07:30	07:50	20 MINUTES	COMMON
I /SP	07:50	08:40	50 MINUTES	COMMON
BREAK	08:40	09:00	20 MINUTES	YR 1 AND 2
II	09:00	09:50	50 MINUTES	YR 1 AND 2
III	09:50	10:40	50 MINUTES	COMMON
FIRST BELL	10:40	DISPERSAL		
SECOND BELL	10:50			

7 PERIODS PER DAY FROM MONDAY TO THURSDAY

3 PERIODS ON FRIDAY

TOTAL = 31 PERIODS PER WEEK

(FOR YEAR 1) – 29 TEACHING PERIOD AND 2 SKILL PERIODS (FROM MONDAY TO THURSDAY)

TOTAL HOURS – 30HRS 20MINS

TOTAL TEACHING HOURS – 24HRS 50MIN+1HR 30MIN SKILL PERIODS FROM MONDAY TO THURSDAY(FOR YR 1)

TOTAL HOURS – 24HRS 50MIN (FOR YR 1 AND 2)

DAILY ROUTINE FOR YEAR 3 AND 4

MONDAY TO THURSDAY

PERIOD	FROM	TO	DURATION	REMARKS
0 (REGISTRATION) CORE VALUE PERIOD	07:30	07:50	20 MINUTES	COMMON
I	07:50	08:40	50 MINUTES	COMMON
II	08:40	09:30	50 MINUTES	YR 4 TO 6
BREAK - 1	09:30	09:50	20 MINUTES	YR 3 & 4 BREAK
III	09:50	10:40	50 MINUTES	
IV	10:40	11:30	50 MINUTES	COMMON
V	11:30	12:20	50 MINUTES	COMMON
BREAK - 2	12:20	12:30	10 MINUTES	YR 3 & 4 BREAK
VI	12:30	13:20	50 MINUTES	COMMON
VII	13:20	14:10	50 MINUTES	COMMON
FIRST BELL	14:10	DISPERSAL		
SECOND BELL	14:20			

FRIDAY ROUTINE

PERIOD	FROM	TO	DURATION	REMARKS
0 (REGISTRATION) /CORE VALUE PERIOD	07:30	07:50	20 MINUTES	COMMON
I / SP	07:50	08:40	50 MINUTES	COMMON
BREAK	08:40	09:00	20 MINUTES	YR 1 TO 4
II	09:00	09:50	50 MINUTES	YR 1 TO 4
III	09:50	10:40	50 MINUTES	COMMON
FIRST BELL	10:40	DISPERSAL		
SECOND BELL	10:55			

7 PERIODS PER DAY FROM MONDAY TO THURSDAY

3 PERIODS ON FRIDAY

TOTAL = 31 PERIODS PER WEEK

TOTAL HOURS – 30HRS 40MIN

TOTAL TEACHING HOURS – 25HRS 50MIN (FOR YR 3 & 4)

DAILY ROUTINE FOR YEAR 5 AND 6

MONDAY TO THURSDAY

PERIOD	FROM	TO	DURATION	REMARKS
0 (REGISTRATION) CORE VALUE PERIOD	07:30	07:50	20 MINUTES	COMMON
I	07:50	08:40	50 MINUTES	
II	08:40	09:30	50 MINUTES	COMMON
III	09:30	10:20	50 MINUTES	YR 4 AND 6
BREAK - 1	10:20	10:40	20 MINUTES	YEAR 5 AND 6
IV	10:40	11:30	50 MINUTES	
V	11:30	12:20	50 MINUTES	COMMON
VI	12:20	13:10	50 MINUTES	COMMON
BREAK - 2	13:10	13:20	10 MINUTES	YEAR 5 AND 6
VII	13:20	14:10	50 MINUTES	
FIRST BELL	14:10			
SECOND BELL	14:20			

DISPERSAL

FRIDAY ROUTINE

PERIOD	FROM	TO	DURATION	REMARKS
0 (REGISTRATION) /CORE VALUE PERIOD	07:30	07:50	20 MINUTES	COMMON
I / SMART PD	07:50	08:40	50 MINUTES	COMMON
II	08:40	09:30	50 MINUTES	YR 5 AND 6
BREAK	09:30	09:50	20 MINUTES	YR 5 AND 6
III	09:50	10:40	50 MINUTES	COMMON
DISPERSAL	10:40			

7 PERIODS PER DAY FROM MONDAY TO THURSDAY

3 PERIODS ON FRIDAY

TOTAL = 31 PERIODS PER WEEK

TOTAL HOURS – 30HRS 40MIN

TOTAL TEACHING HOURS – 25HRS 50MIN (FOR YR 5 & 6)

DAILY ROUTINE FOR YEAR 7 TO 11 (BOYS) AND YEAR 12 AND 13
MONDAY TO THURSDAY

PERIOD	FROM	TO	DURATION	REMARKS
WELLBEING/ME/REG	07:25	07:55	30 MINUTES	COMMON
I	07:55	08:55	60 MINUTES	COMMON
II	08:55	09:50	55 MINUTES	COMMON
III	09:50	10:50	60 MINUTES	FOR 7 TO 11 (BOYS) AND YR 12 AND 13
BREAK	10:50	11:20	30 MINUTES	BREAK FOR 7 TO 11 (BOYS) AND YR 12 AND 13
IV	11:20	12:20	60 MINUTES	COMMON
V	12:20	13:20	60 MINUTES	COMMON
VI	13:20	14:20	60 MINUTES	COMMON
1ST BELL	14:20	DISPERSAL FOR BUS USERS ONLY		
2ND BELL	14:30	DISPERSAL FOR OT STUDENTS		

FRIDAY ROUTINE

PERIOD	FROM	TO	DURATION	REMARKS
0 (REGISTRATION)	07:30	07:35	05 MINUTES	COMMON
I	07:35	08:35	60 MINUTES	COMMON
II	08:35	09:35	60 MINUTES	SECONDARY BOYS & YR12 AND 13
BREAK	09:35	09:50	15 MINUTES	7 TO 13 (SEC BOYS)
III	09:50	10:50	60 MINUTES	COMMON
1ST BELL	10:50	DISPERSAL FOR BUS USERS ONLY		
2ND BELL	10:55	DISPERSAL FOR OT STUDENTS		

7 PERIODS PER DAY FROM MONDAY TO THURSDAY, 3 PERIODS ON FRIDAY
TOTAL = 27 PERIODS PER WEEK

TOTAL TEACHING HOURS – 26HRS 55MINUTES (FOR 7 TO 11 BOYS AND YR12 & 13)

2HRS 30MIN - WB/ME/REG

DAILY ROUTINE FOR YEAR 7 TO 11 (GIRLS)

MONDAY TO THURSDAY

PERIOD	FROM	TO	DURATION	REMARKS
WELLBEING/ME/REG	07:25	07:55	30 MINUTES	COMMOM
I	07:55	08:55	60 MINUTES	COMMON
II	08:55	09:50	55 MINUTES	COMMON
BREAK	09:50	10:20	30 MIN BREAK	7 TO 11 GIRLS
III	10:20	11:20	60 MINUTES	7 TO 11 GIRLS
IV	11:20	12:20	60 MINUTES	COMMON
V	12:20	13:20	60 MINUTES	COMMON
VI	13:20	14:20	60 MINUTES	COMMON
1ST BELL	14:20	DISPERSAL FOR BUS USERS ONLY		
BELL	14:30	DISPERSAL FOR OT STUDENTS		

FRIDAY ROUTINE

PERIOD	FROM	TO	DURATION	REMARKS
0 (REGISTRATION)	07:30	07:35	05 MINUTES	COMMON
I	07:35	08:35	60 MINUTES	COMMON
BREAK	08:35	08:50	15 MINUTES	7 TO 11 (SEC GIRLS)
II	08:50	09:50	60 MINUTES	SECONDARY GIRLS
III	09:50	10:50	60 MINUTES	COMMON
1ST BELL	10:50	DISPERSAL FOR BUS USERS ONLY		
2ND BELL	10:55	DISPERSAL FOR OT STUDENTS		

6 PERIODS PER DAY FROM MONDAY TO THURSDAY, 3 PERIODS ON FRIDAY
TOTAL = 27 PERIODS PER WEEK

TOTAL HOURS – 30HRS 25MIN

TOTAL TEACHING HOURS – 26HRS 55 MINUTES (FOR YR 7 TO 11 GIRLS)

2HRS 30MIN - WB/ME/REG

HEALTH & SAFETY POLICY

The Westminster School, Dubai has rigorous procedures in place for the Health & Safety of students including child safeguarding and protection. All staff are fully aware of these procedures. The school follows the GEMS Safeguarding Policy that outlines clear procedures to protect children from harm. All staff members are regularly trained on safeguarding protocols. Annual Professional development sessions for teachers on Health and Safety and Fire Safety keep them updated and provide them with relevant skills and knowledge to ensure health & safety standards are adhered to and met effectively.

The school provides a safe, hygienic and secure environment for students and staff through daily intensive cleaning procedures and SOPs, security personnel availability and facility planned preventive measures in place. All school cleaning, disinfection and fumigation is done daily by trained staff after staff/student dispersals to ensure the school is cleaned and disinfected thoroughly.

Health & Safety, Security, Internal and External Audits are conducted annually in the school. The Health & Safety audit rating for the year 2024-2025 was in the excellent category. ISO 45001 audit by QMS global evaluated the effectiveness of the Health & Safety Management Systems with no observation and non-compliance. DSIB KHDA Inspection 2022-23- The protection, care, guidance and support of students- Health and safety, including arrangements for child protection/ safeguarding was rated Very Good.

Compliance is ensured in accordance with fire safety procedures, fire evacuation and lockdown drills that are carried out by the school at regular intervals, therefore ensuring students and staff are safe, secure and aware of the safety procedures always.

Trained security Personnel and team available onsite 24/7. All school patrolling is conducted thrice daily and monitored through GTR scanning reports. The security audit rating for the school is at 100% with conformity with all parameters ensuring health & safety standards are rigorously followed and met as per the standards. Access control system is installed in the premises to enhance students' safety and security. 184 CCTV cameras are currently installed to ensure whole school coverage for safety, security and investigation purposes (10% increase in the CCTV cameras in the year 2024-25).

Internal Canteen audits are conducted to ensure food hygiene and H&S standards are monitored and always maintained. Dubai Municipality canteen inspection was in the A Gold category for the first two terms of the 2024-2025 period.

The annual HSE audit and inspection for TWS Clinic yielded 100% compliance and a smooth transition of True-DOC (DHA) to the clinic facility, delivering enhanced healthcare services.

BSO Inspection January 2025 - Performance Standard 3: The welfare, health and safety of pupils was rated **"Outstanding"**.

CHILD PROTECTION & SAFEGUARDING POLICY

The Westminster School is concerned about the welfare and safety of all the stakeholders, most especially the students. The school is bound to create a child-friendly environment in which students feel protected, safe and secure at all times. Thus, students can communicate their thoughts and feelings without hesitation.

Child Protection concerns will be dealt immediately with confidentiality following the procedures set thereof. Records will be accurate, securely stored and filed individually. Information will be forwarded to a concerned person when it is in the best interest of the child following the protocol set by GEMS Safeguarding Policy.

SCHOOL'S CHILD PROTECTION – SAFEGUARDING TEAM

SAFEGUARDING CORE TEAM

- Designated Safeguarding Leader (DSL): Ms. Neelofar Saleem
- Deputy DSL: Ms. Grace Aluoka / Ms. Chanda Pant / Ms. Sahar Ali / Ms. Marshanil Sinha Roy / Mr. Sunu Abrahamphilip / Ms. Anjana Nair/ Ms. Paromita Gupta/ Ms. Anuranji Ravindran/ Ms. Aswathy Menon
- Allegations Manager:
Mr. Carl Roberts - Executive Principal/ CEO & Brand Ambassador for GEMS Westminster Schools
- Deputy Allegations Manager:
Dr. Vijayakumari Sathyan - Head of School / Deputy CEO

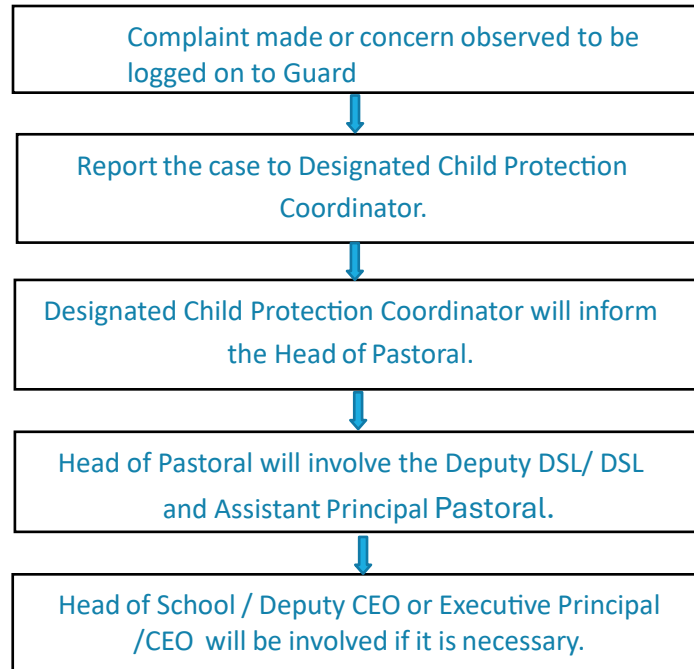
SAFEGUARDING COORDINATORS

- Ms. Anjana Nair (Sixth Form)
- Ms. Binish Rizwan (Yr. 9-11 Boys)
- Ms. Seranic F (Yr. 9-11 Girls)
- Ms. Florence A (Yr. 7-8 Girls)
- Ms. Reena Ravindran (Yr.7-8 Boys)
- Ms. Zynab A (Yr.1, 2 Boys & Girls)
- Ms. Talat A (FS1, FS2- Boys & Girls)

SOD

- Deputy DSL: Ms. Aswathy Menon (Head of Inclusion)
- Ms. Nerrissa Lourdes Agana (Dy. Head of Inclusion)
- Mr. Joe Sebastin (Boys- School counsellor)
- Ms. Sushma D'mello (Girls- School Counsellor)

HOW TO REPORT



SPARKLING GEMS: INCLUSION SUPPORT

Our school is committed to creating an inclusive environment where every student feels valued, supported, and able to succeed. Inclusion means recognizing and responding to the diverse needs of all learners academically, socially, and emotionally so that each child can participate fully in school life.

We use a graduated response approach to identify and support students who may experience barriers to learning. This structured process involves assessing needs, planning appropriate interventions, implementing support, and regularly reviewing progress. Through this cycle, we ensure that support is timely, targeted, and responsive to each student's development.

We believe that strong collaboration with parents is key to student success. Parents are encouraged to share information, attend meetings, and actively participate in planning and reviewing their child's support.

Parents can also refer their child to the Inclusion Team if they notice any barriers to learning, development, or counselling. All referrals are carefully reviewed, and appropriate support strategies are discussed in partnership with families.

Contact Details

For any questions or to discuss your child's needs, please contact:

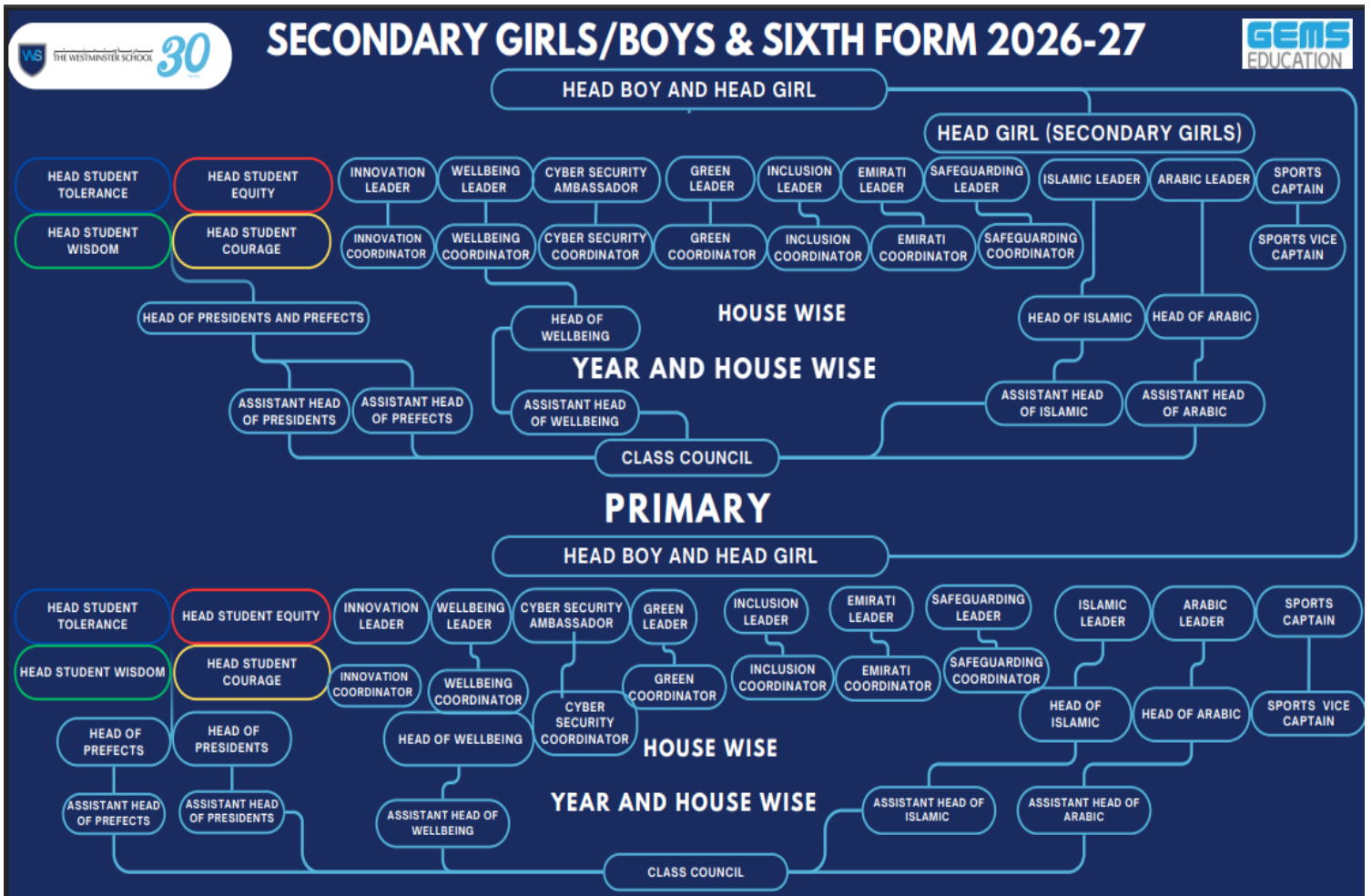
Inclusion Department

Head of Inclusion: Ms. Aswathy Menon

Email: aswathy.a_tws@gemsedu.com

You may also reach out to your child's class teacher or contact the school reception to arrange a meeting with the Inclusion Team.

STUDENT LEADERSHIP DRIVE & HOUSE MANAGEMENT SYSTEM



SCHOOL HOUSE SYSTEM

Aims

The House System aims to inculcate the spirit of team building with **healthy competition** among students. House System facilitates collaboration between the different year groups, increase community spirit, peermentoring and develop leadership opportunities for students across the school.

Structure

There are 4 Houses **House of Tolerance, House of Wisdom, House of Equity & House of Courage** headed by Heads of House of their respective sections. House system works independently at Primary, Secondary Girls, Secondary Boys and Sixth Form level. Students are allocated to a House, and all staff members are also assigned to a House. Each House appoints student leaders at every year level.

Students have many opportunities to earn house points. The student gains house points for attendance, uniform turnout, punctuality, work submission and overall behaviour. The interhouse activities give all students the opportunity to participate in representative sport, music and other activities with the aim of **raising self-esteem, developing self-confidence and fostering student wellbeing.**

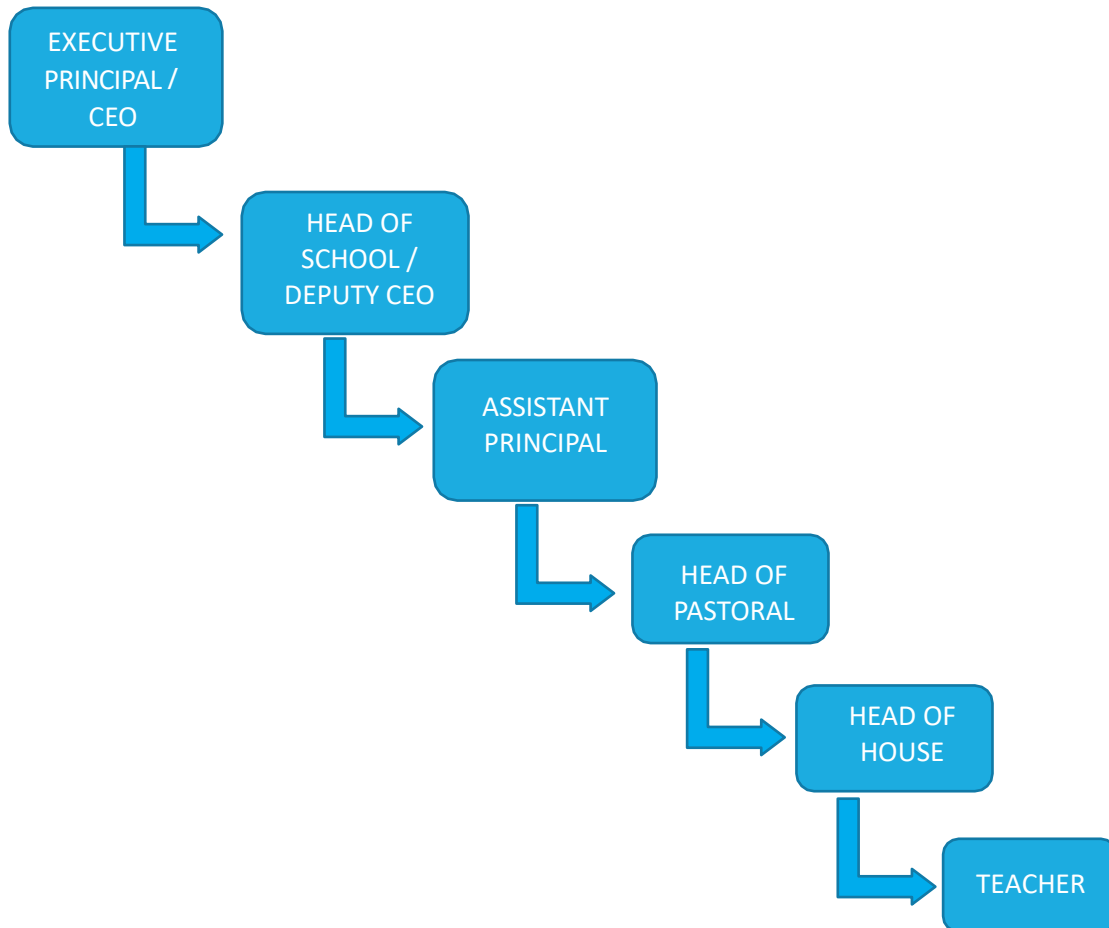
	House of Tolerance	House of Wisdom	House of Equity	House of Courage
HOUSE VISION	Maintaining balance in a community through introspection for the good of all.	The knowledge to guide our actions to perform the highest good for oneself and their community.	Moral righteousness to do well unto one another and to uphold civilised communities.	Courage to speak your mind and stand for justice and your moral principles
HEAD OF HOUSE				
PRIMARY	MS. JYOTHI PARADDI	MS. KHADEEJA BHANPURWALA	MS. FATEMA KUVAWALA	TBA
SECONDARY GIRLS	MS. GAYATRI NAIR	MS. JULIANA THOMAS	MS. SHILPA SELVARAJ	MS. FLORENCE ANTHONY
SECONDARY BOYS	TBA	MR. LIAQAT MALLIK	MS. BINISH RIZWAN	MS. REENA RAVINDRAN

HEAD OF PASTORAL- PRIMARY	MS. IVAN MARY
DY. HEAD OF PASTORAL - PRIMARY	MS. NAYEEM UNNISA
HEAD OF PASTORAL- SECONDARY GIRLS	MS. MARSHANIL SINHA ROY
HEAD OF PASTORAL- SECONDARY BOYS	MR. SUNU PHILIP
HEAD OF SIXTH FORM- PASTORAL	MS. ANJANA NAIR

Pastoral System at TWS

The Pastoral System caters to the holistic development of each and every child which revolves around the well-being of the students in relation to their academic, social and personal needs with special focus on their punctuality and overall behaviour at all times. The Pastoral System works closely with the SEND department to support the students through special counselling sessions, parental engagement and talks.

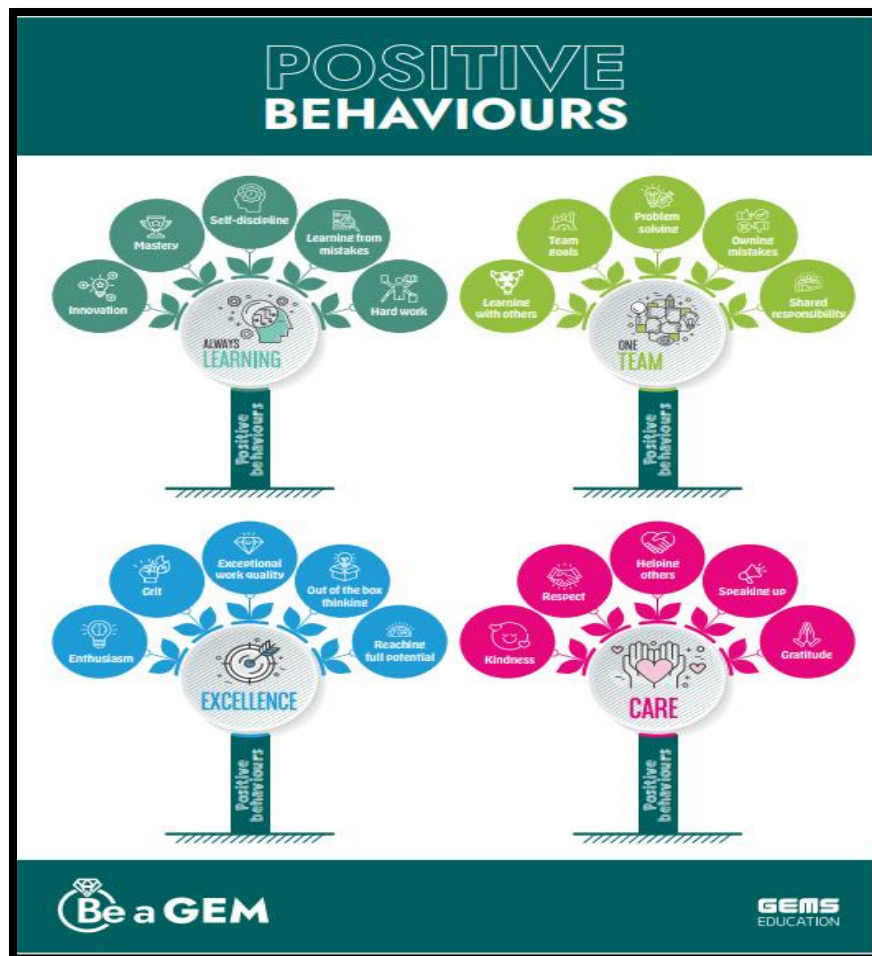
Pastoral Department Organisation Structure



Reward System

The "Be a GEM" Framework: A Guide for Parents

At The Westminster School, Dubai, we are committed to fostering an environment where every child can "sparkle." Through the GEMS-wide **Be a GEM** initiative, we cultivate a culture of excellence grounded in our core values of **Care, One Team, Always Learning, and Excellence**. This framework ensures a safe and ambitious learning space by emphasizing consistent daily routines and the symbolic **GEMS Gateway**, where students are greeted and dismissed with positive affirmations to reinforce their sense of belonging. Our policy prioritizes positive reinforcement, ensuring that encouragement and rewards form the foundation of our daily interactions. While low-level disruptions are managed through gentle corrections and serious "Red Line" behaviours are addressed with firm protocols, our ultimate goal remains restorative. Through our **Reflection process**, we empower students to reset, learn from their mistakes, and return to class with a positive mindset, ensuring that the "genius in every child" is nurtured every day.



Be a GEM Expectations

All students are expected to follow and display the **'7 (seven) Be a GEM expectation** at all times.

Failure to meet our expectations without a valid reason will lead to a consequence.

- BE PRESENT-Attend school every day, on time, with correct uniform and
- BE READY TO LEARN-Follow every routine. Arrive to lessons on time.
- BE THE BEST YOU CAN BE-Live by our GEMS values in lessons and around the school.
- BE KIND-Ensure everyone is able to learn in a calm and happy school.
- BE FOCUSED-Complete homework on time. Take pride in your work.
- BE BRAVE-Speak up if you need support. Tell us about bullying: we will help
- BE AN AMBASSADOR-Join the school's club, leadership programmes and play your part in the school community.

Category	Type of Reward	Description
Daily (Immediate Recognition)	<ul style="list-style-type: none"> • Verbal Praise 	<ul style="list-style-type: none"> • By subject teacher or staff in charge during class or form time. • Each form tutor/home room teacher will aim to award at least 1 student with an achievement point during tutor time. • Each teacher will aim to award at least 3 students within the lesson. • Each head of house / leaders will aim to award at least 5 students from their year group during social times. • It is important that all students are recognised for their achievements and especially students of determination.
Weekly Rewards (Milestone- Based Rewards)	<ul style="list-style-type: none"> • Achievement Points • Positive Postcard sent home • Positive text message sent home • GEM of the Week award 	<ul style="list-style-type: none"> • Awarded by form tutor or subject teacher for positive behaviours listed in the Achievement Point Appendix. • Sent to parents when a student reaches: 50, 100, 150, 200, 500, 1000 GEMS Points, etc. (Multiples of 50) • The student with the highest number of GEMS points within one week, in each year group will be awarded GEM of the Week.
Monthly Recognition	<ul style="list-style-type: none"> • GEMS Leadership Stones Values Recognition 	<ul style="list-style-type: none"> • Monthly award to a student demonstrating leadership Gems stone across the school.

Half -Termly Recognition	<ul style="list-style-type: none"> GEMS Excellence Awards 	<ul style="list-style-type: none"> A half-termly Sparkling GEMS assembly recognises the highest number of positive achievement points achieved by a student in each half term, in each category within each homeroom/tutor group. The student receives a certificate and badge relative to the award. All half-termly rewards are posted on to the school’s social media platforms.
Annual Recognition	<ul style="list-style-type: none"> Principal’s Award Sheikha Fatima Award 	<ul style="list-style-type: none"> For academic excellence, exceptional and holistic contributions throughout the academic year. GEMS of Honour –students who have excelled consistently throughout the year receive a GEMS of Honour t-shirt/tie/scarf or pin badge linked to the academic year. This achievement includes a special reception with the Principal, their parents and EVP/CEdO. The student also qualifies for the prestigious GEMS Group Awards.
	<ul style="list-style-type: none"> Gems Core Values 	<ul style="list-style-type: none"> Given to a student who outstandingly demonstrates Gems Core Values for the whole year

MY LEARNING PLATFORM – PHOENIX CLASSROOM

Phoenix Classroom is a Virtual Learning Environment (VLE) with a number of advanced features and functionality to support Educators in providing quality education through synchronous /asynchronous lessons delivery. Parents have immediate access to their child(ren)’s grades and academic progress and can connect with teachers and perform multiple administrative activities like paying school fees, viewing school and classroom related communication all at one place.

How do I access Phoenix Classroom?

- You can access Phoenix Classroom, go to www.gems.ae and click on Phoenix Classroom Tile.alternatively use this direct URL:
<https://gems.phoenixclassroom.com>
- Use your GEMS username and password. For example,
Username: vishal.k
Password: GEMS password
- If you do not have one, please contact your school ICT Department at dinesh.g_tws@gemsedu.com to obtain a username and password.



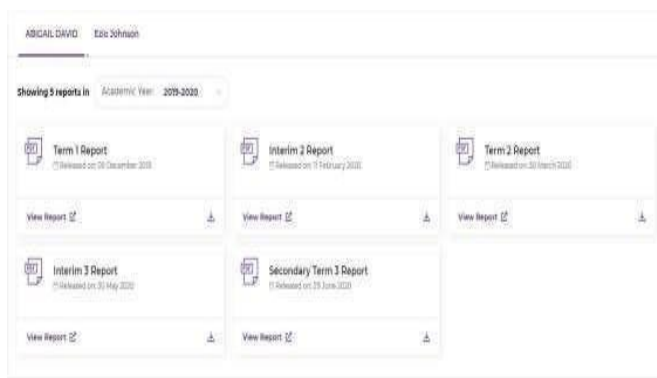
The Phoenix Classroom home page is divided into various sections:

- **Navigation Menu** - the main navigation menu can be found on the left-hand side of the homepage, and within the navigation menu all the available application features are displayed. You can easily access the feature you require at any point by clicking on the relevant option.
- **Banner** - any school activities/programs, announcements, scholastic advertisements school will be displayed in banner for your information.
- **Latest Updates** - within this section you will find two tabs:
 - **Today's Schedule** that displays your child's schedule for the day
 - **What's New** that displays the recent updates and/or additions to the various modules related to your child's profile.
- In the middle of the home page area - you can view at a glance the Groups (classes), Assignments and Planner (Timetable/ Schedule) at a consolidated level.



You can view your child(ren) report card(s) and manage/pay school fees. Using the fees link within the Parents Corner, you can choose to pay School, Transport and Activity Fees, which are all located on the same page for your convenience.

How Do I View My Child's Report Card?



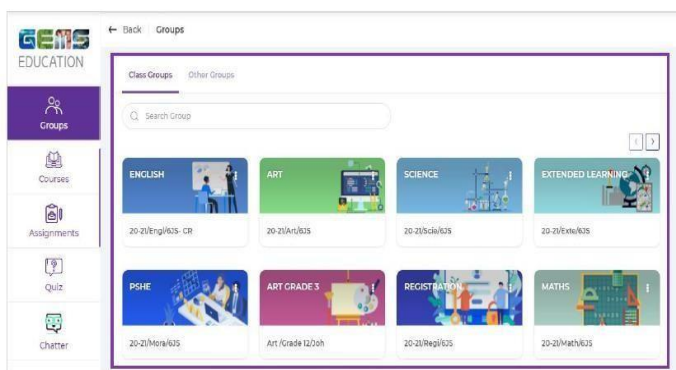
- a. On the left navigation menu, select **Parent's Corner**.
- b. From the displayed list of options, select **Assessment Report** for the respective child, as in the tabs on top.

What are Groups?

Groups are effectively classes. Groups are either created by the School Administrators and/or Teachers. Students are assigned as members to one or more Groups. Each Group is a virtual learning platform where teachers share the learning resources and activities. Within Groups, Teachers can communicate and collaborate with the students, provide instructions, set assignments, quizzes and share resources.

Groups are of two types:

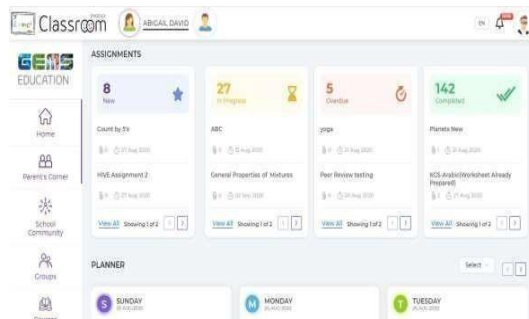
1. **Class Groups** – these are the Groups that have been created within the School Management System. Students are assigned to class groups by the School.
2. **Other Groups** – these are Groups that are created by Teachers, and Students are assigned to them by the Teacher. These are the resource bank groups which contain the learning resources.



- I. From the left navigation menu, select **Groups**.
- II.a. In the **Groups** home page, two tabs are displayed: **Class Groups** and **Other Groups**
- II.b. Select the desired tab and choose the group which you want to view.

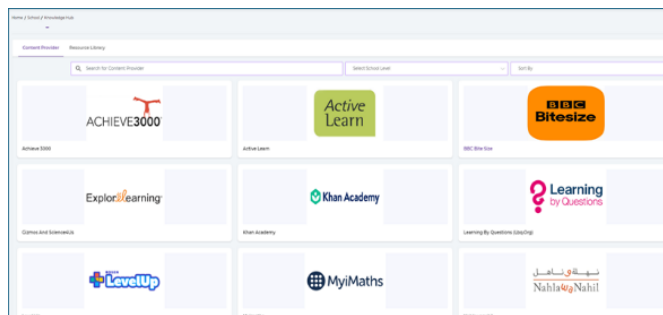
Assignments

Students' assignments (due, completed, and outstanding) are stored within the **Assignments** area. You can view all assignments related to the courses that your child(ren) are currently taking, here



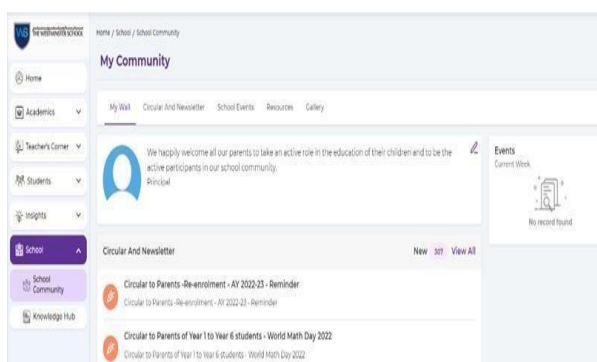
Knowledge Hub

Through the Knowledge Hub you can access links to the various educational reference sites (internal and external) that are shared by the school.



School Community

All circulars, newsletters, resources, Policies and Parent handbook shared by the school can be accessed in the "School Community" area



How Do I Pay School Fees/ Transport Fee/ Activity Fee Online?

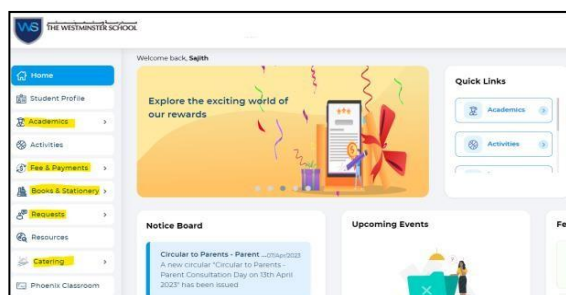
Parents can pay student fees and apply for leave through **GEMS connect**.

To access GEMS Connect, go to www.gems.ae and click on **GEMS Connect**

Tile. Use your GEMS username and password. For example,

Username: vishal.k

Password: GEMS password



ATTENDANCE & PUNCTUALITY

- Students must wear their valid school ID at all times.
- Punctuality is essential and students must report to school on time every day. Once they come to school they are not allowed to go out of the campus without prior permission of the concerned authority.
- Every child is expected to arrive at school by 7:25 am – Primary / 7: 20 am - Secondary and be present in their respective form room by 7:30 am.
- As per the school policy 96% attendance is mandatory.
- Attendance less than 96% will lead to disciplinary action.
- All students must be present on the first and last working days of each term.
- For visiting clinic, student must carry signed student planner by concerned teacher.
- Frequent lateness will lead to disciplinary action.
- Students must be punctual in all lessons as they are monitored through Room Attendance.

Leave and Absence

- In all cases of absence, parents/guardians should notify the Form Tutor and copy the KSL/ HOP through an email, apply for leave on GEMS CONNECT/PARENT PORTAL and upload the evidence.
- Prior approval must be sought from the Key Stage Leader / Head of Pastoral/ Head of House/Assistant Principals through a written application, in case of absence exceeding three days.
- Absence on medical grounds should be supported by a Medical Certificate at all times.
- Irregularity in attendance will be viewed seriously, and insufficient attendance could result in disciplinary action. If a student's frequent absence is found to be willful or is not supported by a note of absence from the parent / guardian, this could result in further action. Continuous absence of **21** days or more without permission will be reported to the Ministry of Education which will result in the student being struck off the school rolls.
- Students will not be permitted to leave early on occasions of events finishing early or on days of exams/tests. Parents are requested not to make doctors' appointments or travel plans on exams days when students have normal lessons going on after the exams.

Gate Pass Request (Early Dispersal)

- Early Dispersal requests are completely digital, and the request has to be made through the Parent Portal (GEMS Connect).
- Same day requests are discouraged unless in case of emergencies and Early Dispersals will not be permitted after 1:00 pm on any day. Parents are requested to meet with our Assistant Principal Pastoral in case of emergencies to help facilitate these requests.
- We would also like to reiterate that early departure from school is not encouraged without a valid reason. So please try to make doctor's appointments, Embassy / Visa visits etc. outside school hours.

UNIFORM & DRESS CODE POLICY

- All students are expected to come smartly dressed to school wearing the prescribed uniform. Students should also wear regular school uniform during **Term Examinations**.
- The school tie/ scarf (based on house colours) and belt must be worn at all times.
- Head Scarves (if worn) should be plain, with no lace or fringes. Girls must wear black, white or dark blue scarves. No other colour permitted.
- Tie - should be of the correct length. The top shirt button must be fastened at all times.
- Students should not roll up the sleeves of their shirts, or their trousers.
- Plain black socks to be worn with black shoes along with the school uniform. The socks must be visible and should be quarter length or crew length at least.
- As part of PE uniform, only white or white track shoes are allowed. Only plain white socks are allowed to be worn with white shoes. There should be no visible logos on the shoes. The socks must be visible and be quarter length or crew length. Trainer socks, ankle socks, transparent socks or slip on socks are not permitted.
- No slippers or sandals are to be worn on the school premises unless special permission has been granted by a teacher due to medical reasons, which is supported with documentary evidence from a professional practitioner.
- Modifications to the uniform are strictly not allowed.
- Students must wear school jackets. No other coloured or printed jackets allowed.
- Sixth Form uniform includes striped blazer, plain white shirt, striped Pants (for boys/girls) or long skirt (for girls). House tie and belt remain the same.
- All students should refrain from wearing gold ornaments or any other jewellery to school. No tattoos are allowed at school. Girls may wear a small pair of earrings, preferably a stud.
- Students must keep short, clean and unvarnished fingernails (no nail paint).
- Hair (Boys) - to be cut short and combed. No fancy haircuts will be permitted. No use of hair oil / gel / haircolour is permitted.
- Hair (Girls) - if shoulder length, hair should be tied. School hair-scrunchies to be used. Long hair should be tied / plaited. No colouring / tinting is permitted. Students will be asked to stay at home or cover their hair if they come to school with coloured hair.
- Hair should be neat and clean at all times.
- Girls must refrain from coming to school with excessive makeup.
- Overall cleanliness, ironed uniforms and polished shoes are the prerequisites of a smart turn out. Faded uniforms/ wrong size uniforms should not be worn.
- Coloured contact lenses are not permitted.
- School ID Cards are a compulsory part of the school uniform and must be worn at all times on the school premises.

Acceptable uniform for FS

**Girls' Uniform
short sleeve dress**



- Top button properly fastened
- Shirt tucked in/
school Belt
- Short sleeve dress below
knee length/Right size
shorts/pants
- Black tights/crew length
black socks and school
shoes

**Boys' Uniform
shorts/Pant**



Girls' PE Uniform



- Regular size PE
T-shirt
- ID Card to be worn
at all the times
- Regular size PE
trousers
- White shoes and
white socks

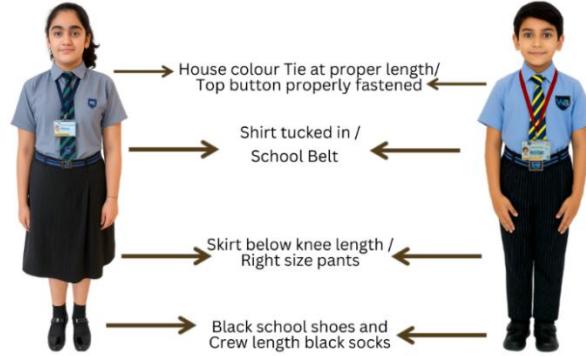
Boys' PE Uniform



Acceptable uniform for Primary

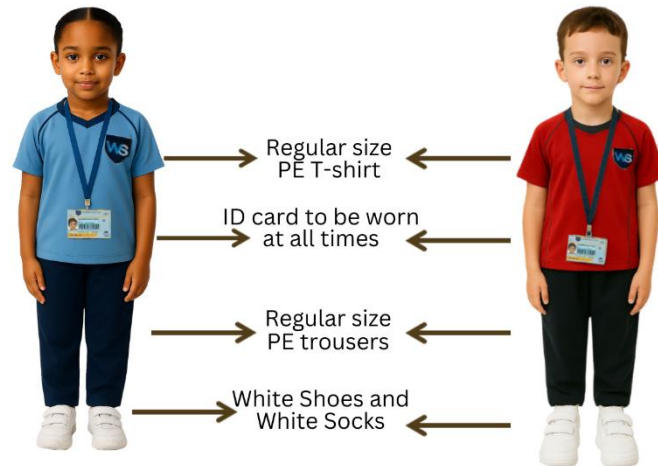
Girls' Uniform with Skirt/Pant

Boys' Uniform



Girls' PE Uniform

Boys' PE Uniform



Acceptable uniform for Secondary School



Acceptable uniform for Sixth Form



ANTI – BULLYING GUIDANCE

The Westminster School (TWS), believes that every child has the right to learn in a school environment, free from bullying of any kind and in which they feel cared for, safe and supported. Bullying of any kind is deemed unacceptable and will always be treated seriously and acted upon. This policy should be read in conjunction with the Rewards and Sanctions Policy and Safeguarding policy.

In order to enable teaching and learning to take place, the school believe that responsible behaviour in all aspects of school life is necessary. TWS seeks to create an inclusive caring, learning environment with effective implementation of a zero-tolerance policy for any act of bullying.

Goals

Anti-Bullying Policy ensure that students learn in a supportive, caring and safe learning environment with zero tolerance of bullying following the specific targets:

- To create a child-friendly environment where students are protected, safe and secured at all times.
- To establish a system that will deal with bullying incidents.
- To ensure that students, teachers, staff and parents understand the Anti-Bullying Policy and the protocol to be followed in case of bullying incidents take place.
- To empower students to be expressive in reporting possible incidents of bullying and express their opinions without fear of ridicule.
- To safeguard the rights of every student free from biases.
- To ensure that students feel listened to and given the utmost care and support at all times.
- To enable teaching and non-teaching staff to be vigilant and act immediately in case they've witness and/or aware of possible bullying incidents.
- To strengthen parent-home school partnership.

Types of Bullying

- **Physical:** Pushing, kicking, hitting, pinching, hair-pulling, punching and other forms of violence or threats of violence.
- **Verbal:** Name-calling and sarcasm insinuation: spreading rumors, persistent teasing, mocking, putdowns, labeling and threatening.
- **Social:** Ignoring, leaving someone intentionally and excluding from the group.
- **Psychological:** Nasty look, stalking, manipulating someone to think bullying is a figment of his/her own imagination.
- **Emotional:** Excluding, ridicule, humiliation.
- **Cyber:** Posting lies or embarrassing pictures of someone in social media, impersonating someone sending or posting messages, videos or photos, and mocking or intimidating someone through text messages, social networks or hacking one's account. Email, text messaging, use of Facebook and other social media, designed to upset or abuse, racist racial taunts, graffiti, gestures.
- **Sexual:** Unwanted physical contact, abusive sexual comments and harassment

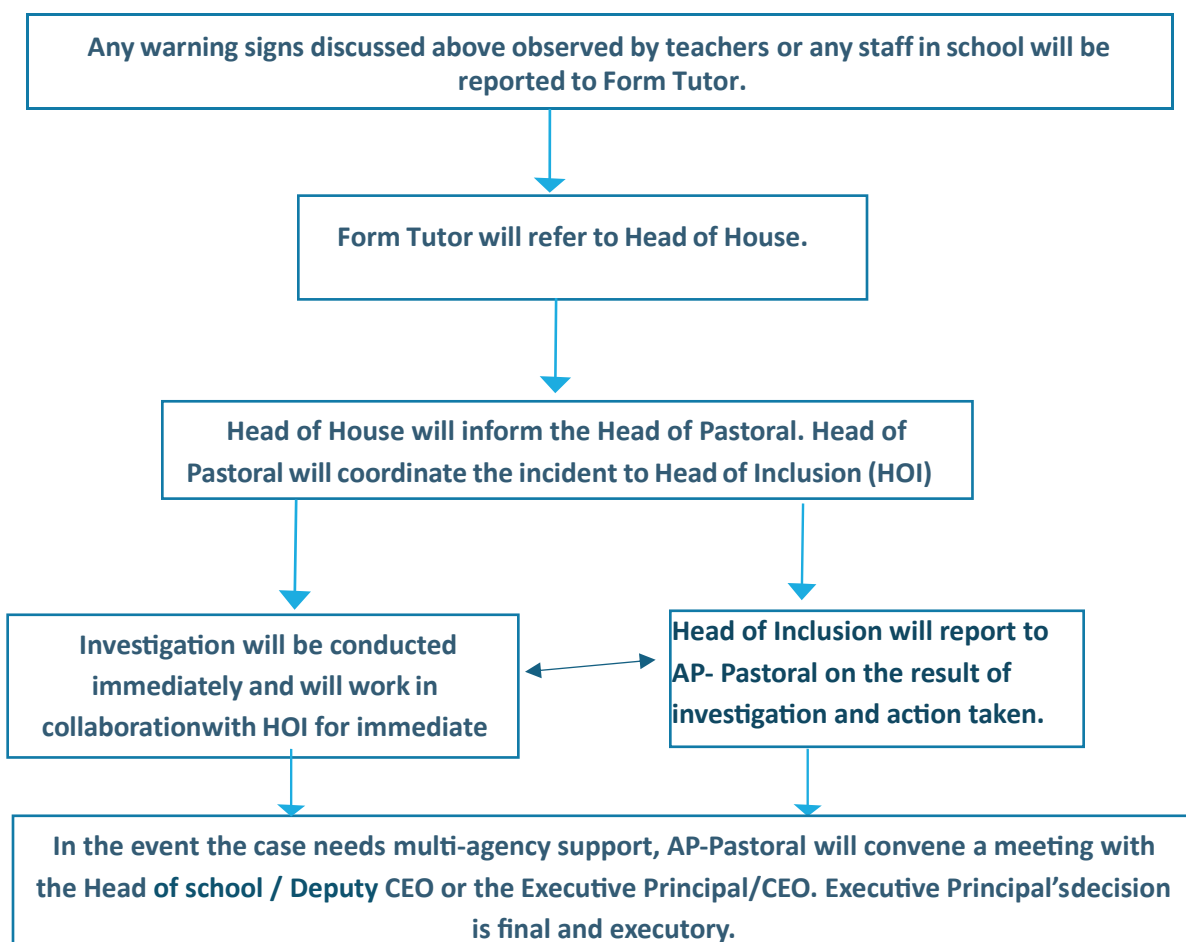
Anti-Bullying Team

The following team is convened to carry out system and procedure effectively following the policy set forth:

- Executive Principal/CEO
- Head of School / Deputy CEO
- Assistant Principal Pastoral/ Assistant Principal Primary/ Secondary & Sixth Form
- Head of Inclusion
- Student Counsellors
- Head of Pastoral Primary and Secondary Boys and Girls and Sixth Form
- Head of House Primary and Secondary Boys and Girls

Reporting Process

All reported incidents will be treated properly without partiality in accordance with the guidelines. Any concerned individual of the school (students, teaching and non-teaching personnel) shall inform any member of the anti-Bullying Team whoever is accessible during the time of incident, **as soon as possible and within the bounds of school timing.**



Disciplinary Measures

- Rules and procedure will be adhered based on TWS Rewards and Sanctions Policy in case the student is proven guilty of bullying.
- Sanction will be applied tantamount to the gravity of offense in reference to TWS Rewards and Sanctions Policy.
- In the event that a school staff member, either teaching or non-teaching, is the perpetrator, rules of law will be applied as stipulated in GEMS Staff Handbook.

Confidentiality

All reported cases will be treated with utmost confidentiality at all times.

Referral

The school may refer the student to a government or non-government agency concerned if deemed necessary.

WHAT PARENTS SHOULD DO

If you are aware your son or daughter is being bullied, you should:

- Listen and try to provide an open, non-judgmental environment for your child to talk about his/her problem.
- Tell him/her you understand and give him/her support.
- Remind him/her has the right to feel safe.
- Suggest your child speak to a member of staff.
- If the problem seems particularly serious, or ongoing, contact the Form Tutors or relevant Head of House with Pastoral Care, or the relevant Head of Pastoral / Key Stage Leader / Assistant Principal immediately.
- Try to avoid an angry or emotional response.
- Parents should realize that actions such as phoning the parent of the bully and discussing the matter with other parents can inflame the situation.
- Contact the school straight away if the issue continues to be unresolved.
- Trust the school to carry through actions that will solve the problem including appropriate communications with parents of all parties concerned.

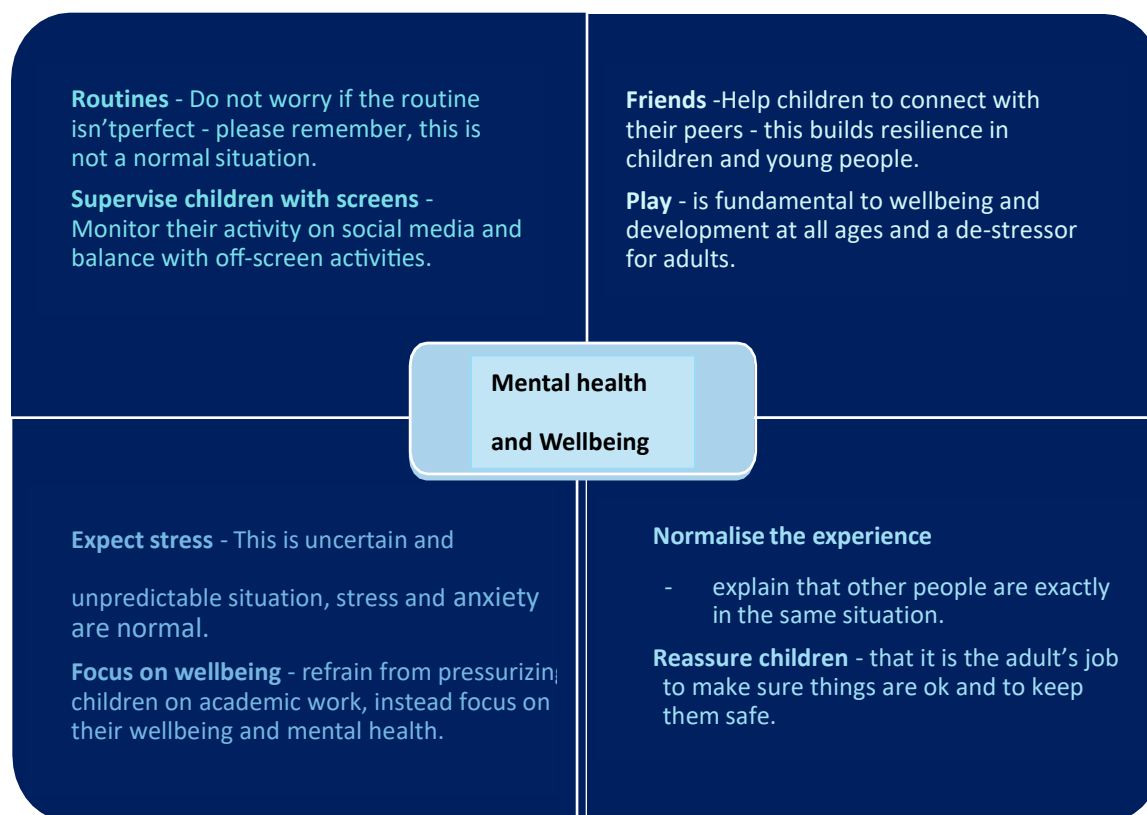
WHAT STUDENTS SHOULD DO IF THEY WITNESS OR EXPERIENCE BULLYING

The school aims to make it easy for students to report bullying so that they are assured that they will be listened to, and incidents acted on. Students are also encouraged through ME/ CSM and assemblies to feel that they can report bullying which may have occurred outside school including cyber-bullying.

If a student is bullied or witnesses bullying, they should immediately speak to any member of staff. Alternatively, students may speak to the school nurse, the school safeguarding team, counsellor or the peer mentors.

MENTAL HEALTH & WELLBEING

Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community. (World Health Organization)



At our school, we aim to promote positive mental health and wellbeing of every member of our staff and student body. We pursue this aim using universal, whole school approaches, specialised and targeted methods to support vulnerable students.

In addition to promoting positive mental health and wellbeing, we aim to recognise and respond to students' wellbeing. By developing and implementing practical, relevant and effective policies and procedures, we can promote a safe and stable environment for students affected both directly and indirectly.

Lead Members of Staff

Whilst all staff have a responsibility to promote the mental health of students, staff below have a specific and relevant role:

- Ms. Sushma D'Mello (Student Counsellor)
- Mr. Joe Sebastin (Student Counsellor)
- Ms. Khadeeja (Wellbeing Lead)
- Dr. Suriya S- School Doctor - First Aid Lead
- Teachers- Certified Mental Health Aider

Possible Warning Signs

School staff may become aware of warning signs that indicate a student is experiencing mental health or emotional issues. These warning signs should be taken seriously and the staff observing any of these warning signs should communicate their concerns with the staff concerned immediately.

Possible warning signs include

- Physical signs of harm that are repeated or appear non-accidental.
- Changes in eating or sleeping habits.
- Increased isolation from friends or family, becoming socially withdrawn.
- Changes in activity and mood.
- Lowering academic achievement.
- Talking or joking about self-harm or suicide.
- Abusing drugs or alcohol.
- Expressing feelings of failure, uselessness or loss of hope.
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour.
- Skipping PE or Changing secretively
- Tardiness to or absence from school.
- Repeated physical pain or nausea with no evident cause.
- An increase in tardiness or absenteeism.

Working with all Parents

Parents are often very welcoming of the support and information from the school about supporting their children's emotional and mental health. In order to support parents, we will

- Highlight sources of information and support about common mental health issues on our school website.
- Ensure that all parents are aware of who to talk to, and how to go about this, if they have concerns about their own child or a friend of their child.
- Share ideas about how parents can support positive mental health in their children.
- Keep parents informed about the mental health topics their children are learning about in school and share ideas for extending and exploring this learning at home.
- Conduct regular awareness sessions

This is an uncertain time and any worry or anxiety which you may be feeling is normal. It is important that we look after not only our physical health but also our mental health and in doing so, parents will be better placed to look after children.

Our circumstances may have changed but our children's needs have not - love, attention and opportunities to learn and play. In order to ensure that their child's core needs are met involve them in planning ideas to cover each of these aspects to maintain wellbeing.

SCHOOL CURRICULUM

The Westminster School, Dubai has designed its curriculum to empower the learners and create their future. Primarily, we offer the National Curriculum for England; however, we also incorporate the goals and values of GEMS Education and the rich national influence of the UAE. This results in students being offered a modern, exciting, and educationally advanced curriculum. A vibrant & creative learning environment.

Core Curriculum: National Curriculum for England

Language of Instruction: English

The National Curriculum for England is a broad and balanced curriculum applied in over 150 countries across the world. It is based on a structured and broad framework that outlines expected levels of achievement through all stages of a student's school life.

In Foundation Stage 1 and 2, students follow the Early Years Foundation Stage programme. In Years 1 to 8, the students' progress through the National Curriculum for England.

The students of Years 10 and 11 study IGCSE subjects, while the students of Years 12 and 13 study AS and A level subjects.

The curriculum lays the foundation for students to pursue university levels of education or professional career paths suited to their abilities, talents and interests. All IGCSE, AS and A level qualification awards are recognized worldwide.

EARLY YEARS FOUNDATION STAGE CURRICULUM

Foundation Stage 1 (FS1) and Foundation Stage 2 (FS2)

Ages: 3 years to 5 years

At Westminster School Dubai, our Early Years Foundation Stage (EYFS) curriculum offers a rich, child-centred learning journey that nurtures curiosity, creativity, and confidence in children aged 3 to 5. Rooted in the UK EYFS framework, our approach blends traditional early childhood best practices with future-focused innovations, including AI exploration, metacognitive skill-building, and STEAM (Science, Technology, Engineering, Arts, and Mathematics) learning.

Our Curriculum Approach

We believe that children learn best through play, exploration, and purposeful interaction. Our curriculum supports the seven areas of learning as outlined in the EYFS framework:

Prime Areas:

- Personal, Social and Emotional Development (PSED)
- Communication and Language
- Physical Development

Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

These areas are interwoven through thematic learning experiences that are engaging, inclusive, and meaningful to the children's interests and cultural backgrounds.

The new Early Years programme in the Foundation Stage ensures that children are suitably prepared for literacy and numeracy. Phonic methods and well-graded writing patterns follow a comprehensive foundation-building programme focusing on enhancing skills in reading, speaking writing and listening. Children in the Foundation Stage mainly learn by playing and exploring, being active and creative learners both indoors and outdoors. The programme is geared for the holistic development of every individual child, developing their self-esteem, social and communication skills. Activities for children are planned around the 7 areas of learning according to the needs and interests of children. Learning takes place directly through formal teaching, using ICT (Information and Communication Technology) and Music. The focus is on both individuals as well as groups.

Arabic Language Integration

As part of our bilingual approach, we implement an Arabic-based bilingual model, ensuring that a minimum of one-third of the instructional time is delivered in Arabic. During these sessions, qualified Arabic teachers lead interactive, play-based activities that are both culturally relevant and developmentally appropriate, fostering a natural and meaningful connection to the Arabic language from an early age.

By the end of Foundation Stage, children will be confident and comfortable in the school environment and have basic knowledge of core concepts to prepare them to begin the National Curriculum for England.

THE PRIMARY SCHOOL

Key Stage 1 (Year 1 and Year 2) and Key Stage 2 (Year 3 to Year 6)

Ages: 5 years old to 11 years old

Curriculum Framework

The foundation of our curriculum is the National Curriculum for England (NCfE), enhanced to meet the expectations of the UAE Ministry of Education (MOE). This dual alignment ensures a coherent and progressive learning journey. Transitions between year levels are carefully structured, supported by progression frameworks that deliver age-appropriate and inclusive lessons

The subjects taught at this level include:

Islamic Education (in Arabic and in English)	Arabic for Arabs	Arabic for Non-Arabs
English	Mathematics	Science
Moral Social Cultural Studies (Year 2 onwards for Arabs and Non Arabs)	Geography	Personal, Social, Health and Economic Education (PSHE Education)
Computing	Physical Education	Art
Music	Wellbeing	French/Urdu (Year 4 onwards)

Arabic Language Integration

As part of our bilingual approach, we implement an Arabic-based bilingual model in Year 1, ensuring that a minimum of one-third of the instructional time is delivered in Arabic. During these sessions, qualified Arabic teachers lead interactive, play-based activities that are both culturally relevant and developmentally appropriate, fostering a natural and meaningful connection to the Arabic language from an early age.

Within the Primary School, academics is integrated with opportunities to enable children to achieve their full potential and develop skills of reasoning, problem-solving and creative thinking. Learning ensures that all students are enthused by what they are learning, and our teachers are passionate about what they are teaching. Students pursue academic and non-academic prospects through various activities. Socially preferred behaviour patterns are inculcated through a focus on etiquette and values that will lay the foundation for students' social

interaction and development. Common Sense Media lessons and Sustainability lessons are integrated into the curriculum. Oracy is integrated into the Primary curriculum and is explicitly taught across all subjects. The students of Upper Key Stage 2 are also exposed to Robotics and augmented reality resources to enhance their learning skills.

Key stage 2 students are provided with the opportunities to develop their leadership skills by sharing class and school responsibilities that nurture organisational skills, accountability and team spirit.

Primary School is the stage of enhanced learning, where the students are constantly evolving and growing, intellectually and emotionally.

Students in Key Stage 1 and Key Stage 2 will appear for the UAE International Benchmark assessments as prescribed by the KHDA.

THE SECONDARY SCHOOL

Key Stage 3 (Year 7, 8 and 9) and Key Stage 4 (Year 10 to Year 11)

Year 7 and Year 8

Years 7 and 8 follow the National Curriculum for England with the integration of Wellbeing, STEAM, Robotics and Sustainability which inspire students and meet the needs of their teenage brains during a time of transition from primary to secondary.

At this stage, learning goals encourage the holistic development of learners. Rigorous and deep learning is achieved through enquiry, research and problem-solving.

Opportunities to experience resilience, morality, communications, thoughtfulness, respect and adaptability are built into the learning tasks.

Subjects at this level

- Islamic Education (in Arabic and in English)
- Arabic for Arabs
- Arabic for non-Arabs
- English
- Mathematics
- Science
- Moral, Education for Arabs
- Moral Education for non-Arabs
- Social Studies for Arabs
- Social Studies for non-Arabs
- Geography
- Life Skills

- Computer Science
- French / Urdu
- Physical Education (PE)
- Global Perspectives
- Art
- Music

Year 9 to Year 11

In Year 9, students are introduced to IGCSE curriculum. Years 10 and 11 students, study IGCSE subjects as per choice made at the end of year 9. Assessment in Key Stage 4 is carried out according to the IGCSE grading system. Our students learn through a range of interesting skills like independent thinking, research, resource collection and effective communication.

Opportunities for individual experiences are encouraged as they communicate and actively participate in the world around them through work experience, university seminars and workshops, and other relevant activities that add value to student development and preparation.

Core Subjects

- English
- Mathematics
- Arabic (for Arabs)
- Arabic (for non- Arabs – till end of Year 10)
- Islamic Education (in Arabic and in English)
- Social Studies for Arabs
- Social Studies for non-Arabs
- Life skills
- Computer Science or Information Communication Technology
- Physical Education
- Moral Education for Arabs
- Moral Education for non-Arabs

Electives

Furthering our commitment to individual student-development, we offer a variety of elective subjects for students to select from when designing their curriculum. These electives include:

- Biology
- Chemistry
- Physics
- Combined Science (Double Award)
- Economics
- Business Studies
- Accounting
- Enterprise

- Psychology
- Global Perspectives
- Environmental Management
- BTEC level 2 - Business
- Geography
- French
- Urdu
- Art and Design
- English Literature

Pearson BTEC International Level 2 Award in Business

BTECs enable a learner-centered approach to education, with a flexible, unit-based structure and knowledge applied to project-based assessments. BTECs focus on the holistic development of the practical, interpersonal and thinking skills required to be successful in employment and higher education.

The **Pearson BTEC International Level 2** qualifications in Business are designed for learners who wish to start a career in business where learners can take units across different business areas such as marketing, logistics, and entrepreneurship, or learn skills that can apply to a wide range of different careers such as communication, working in teams and managing personal finances. This qualification is designed to support learners who want an introduction to the sector through applied learning and for whom an element of business would be complementary. The qualification supports progression to further study at Level 3/pre-tertiary education as part of a programme of study that includes BTEC International Level 3 qualifications and/or International A levels.

After-school enrichment programmes are offered in sports and skill-based activities:

- Basketball
- Cricket
- Football
- Badminton
- Student-led clubs – MUN Debate / Public Speaking / Chess / Graphic or web-designing / Photography / Music / Art

Post -16 Level

Key Stage 5 (Year 12 & 13): A-Levels

The final two years of school significantly shape and prepare TWS students for years ahead at the university. By this stage, individual competencies have been developed significantly, and students are more responsible in designing their curriculum around their strengths, competencies and interests. They are involved in the decision-making process that will become a significant part of their lives. Students are encouraged to seek support when selecting subjects to suit their requirements or to match their graduation expectations.

As the pursuit of individual excellence is our commitment, the following are the range of subjects available for students to study at this stage.

- Islamic Education A (For Muslim Arab Students)
- Islamic Education B (For Muslim non-Arab Students)
- Arabic
- English

- Mathematics
- Physics
- Chemistry
- Biology
- Accounting
- Psychology
- Business Studies
- Economics
- Computer Science
- ICT
- Geography
- Sociology
- Cambridge International Project Qualification (IPQ)
- International BTEC Level 3

International BTEC Level 3

BTEC (which stands for the Business & Technology Education Council) offers high-quality, career-focused qualifications grounded in the real world of work. The demand for workforce skills is increasing and the need for global certification in technical and vocational areas is growing. BTEC qualifications are uniquely placed to respond to these skills gaps by providing practical skills assessment and up-to-date career-focused education in traditional and emerging sectors. Every year, BTEC serves 1 million learners and is recognized in more than 70 countries worldwide.

BTEC International 3 offers learners aged 16 and above the knowledge, understanding and skills that they need to prepare for a career, continue in further education, or progress to higher education.

BTEC courses focus on skills-based learning and are designed around themed units. Rather than testing everything at the end, BTECs are tested throughout the course using assessments based on real-life scenarios. This practical approach allows learners to develop and apply the knowledge, skills, and behaviors that employers and universities are looking for. To prepare our students for a skill-based, future-ready career our school offers the following BTEC qualifications from Pearson.

Level 3-Diploma (720 GLH) which is Equivalent 2 International A level.

- Pearson BTEC International Level 3 Qualifications in Business
- Pearson BTEC International Level 3 Qualifications in Information Technology
- Pearson BTEC International Level 3 Qualifications in Applied Science
- Pearson BTEC International Level 3 Qualifications in Travel and Tourism

Skills Programme Post 16

We offer a range of skills to develop through our skills development programme in Year 12. Students can choose any one skill from the list given below:

- IELTS
- Art and Design (Fashion Designing)

- 3D Printing
- Cognitive Behavior Therapy
- Digital Marketing
- Basics of Programming
- Green Spark

The students at Westminster School move on to higher education across the world, many to prestigious universities. In addition to the development of specific skills and competencies, the curriculum emphasises innovation, enquiry, creativity, analytical evaluation, and other 21st century skills needed to meet the challenges of the future.

Through innovative styles of teaching, workshops, projects and experiments students are given the opportunity to explore aspects of the curriculum and develop a variety of practical skills. Under the guidance of their teachers, students learn aspects of management, instruction and leadership, enhancing their knowledge, confidence and skills, so that they can make more defined career choices.

Teach Like a GEM

We believe every child deserves world-class teaching every single day. Teach Like a GEM brings this vision to life by codifying simple, powerful techniques that help students remember more, think harder, and achieve success.

Learning is a science, but teaching is an art. It takes skill, creativity, and care to bring learning to life and make knowledge stick. Teach Like a GEM gives us a shared language that supports great teaching in every classroom and every subject.

The Teach Like a GEM Playbook sets out the agreed instructional framework to support consistent, quality-first classroom practice. It provides practical guidance for lesson design, delivery, and professional learning, ensuring a shared language and approach to teaching while allowing teachers to respond adaptively to students' needs.

All lessons are carefully planned to incorporate the science of learning to ensure all students make progress from their initial starting point aligned with our curriculum standards, and that all GEMS Shine.

The TLAG Playbook is applied across all subjects, and year groups. It supports teachers in translating curriculum intent into high-impact instructional practice, regardless of phase or discipline.

The Playbook provides clear, actionable instructional techniques that reflect our commitment to world-class education. These techniques are grounded in rigorously tested, evidence-based research, including principles from cognitive science, and are designed to establish a coherent and consistent approach to teaching and learning across subjects and grade levels.

The TLAG Playbook is organised into three interrelated sections:

- GEMS Essentials: Structuring Learning for Impact
- GEMS Talk: Fostering a Culture of Discourse
- GEMS Culture: Optimising Learning Opportunities



In practice, the Teach Like a GEM Playbook is enacted consistently across classrooms to ensure coherence, clarity, and equity in teaching and learning.

All staff use the shared TLAG language, icons, and terminology when planning lessons, delivering instruction, and engaging in professional dialogue.

All teachers use the school-branded Learn Like a GEM PowerPoint template to support consistency in lesson structure and communication of learning to students.

The six GEMS Essentials (Do Now, Learning Outcomes, To Know, I Do – We Do – You Do, Affirmative Checking, and Exit Ticket) are embedded in every lesson and used in the intended instructional sequence to secure clarity, engagement, and strong learning outcomes.

GEMS Talk and GEMS Culture techniques are intentionally fused with the GEMS Essentials in every lesson, ensuring that high-quality discourse, positive routines, and a successful classroom culture are integral to daily practice rather than treated as add-ons.

Read Like A GEM

The Westminster School, Dubai is committed to nurturing confident, fluent readers within its multicultural, English-medium learning environment, while also valuing and supporting students' mother tongues. Aligned with the UAE National Agenda, the school prioritises reading as a lifelong habit through structured programmes, international benchmarking, and a strong whole-school focus on literacy. Through initiatives such as the GEMS Readers Challenge, interdisciplinary reading, and subject-based texts, the school supports students in developing vocabulary, comprehension, and critical thinking skills. Strong foundations in reading are established in the early years through phonics, language development, and shared reading experiences, ensuring students are well-prepared from the Foundation Stage onwards. A culture of reading for pleasure is fostered through programmes such as DEAR (Drop Everything and Read), Guided Reading and Read-aloud sessions, encouraging independence, curiosity, and a lifelong love for reading.

Assessments

Assessment at the Westminster School, Dubai is designed to promote, enhance, and improve student learning. It supports students in understanding their progress and next steps, while enabling teachers to plan effectively and tailor instruction to meet individual learning needs. The school uses a range of assessment strategies to ensure all students can demonstrate their knowledge, skills, and understanding, while also experiencing appropriate challenge and success. Regular and meaningful feedback, along with consistent reporting, keeps parents informed and supports them in guiding their child's learning journey. Assessment is embedded in everyday teaching and includes formative, summative and international benchmark assessments, all of which are used to monitor progress and inform continuous improvement.

PARENT COUNCIL

The Parent Council plays an important role in bringing a student's home and school together for their holistic development. As a result, we initiated the process of forming our first 'Parent Council' in the different sections of the school. The first Parent Council started functioning from March 2021 and Parent representatives have successfully taken the lead at various levels. Since January 2025, they have been effectively running the official and school recognized Year level WhatsApp groups, to ensure that official school communication is shared in a timely manner.

The position of the Chairperson is decided through a voting system. He/she is responsible to liaise with the school and parent community and working effectively towards enhancing a positive change across the school community. The school leader and the Parent Council work together in planning towards the progress of the students and the school. Along with this, the parent council will also be part of assisting new and existing parents with ideas and suggestions for any concerns they might have.

Parent Class Representative

1 Member per class

Year Level Parent Council Member

1 or 2 Members

Parent Council Representative in Local Advisory Body

1 Representative

Roles and Responsibilities of Parent Class Representatives

- To act as the voice of the class connecting with the teacher and the parent community to support the school and strengthen the system.
- To bring positive suggestions across the table which will help further to strengthen the school.
- Learning begins (and continues) at home. A Parent is the first teacher of a child.
- Support events and activities in school.
- A member from the Parent Council will be selected to be part of the Local Advisory Board and will

work with the Senior Management team on the School Improvement Plan.

Ground Rules for the Parent Council



- Decide on a Chairperson for the council.
- Ensure meetings start on time – let the Chairperson know if you are going to be late or cannot attend.
- Stick to the agenda – if there is anything you would particularly like to discuss, speak to the Chairperson for an item on the agenda.
- Support the group and work as a team – everyone’s contribution is important.
- Listen to each other and respect each other’s point of view.
- Discourage domination by one or a few members and encourage quieter members to take part.
- Aim towards constructive discussion and decisions – try not to get **‘personal’**. If you disagree with someone, make clear it is their point of view you disagree with rather than them as an individual.
- Minutes of meetings to be shared with the school with action points.
- Act as the ‘admin’ for the Year level WhatsApp groups and post Circulars and other school initiated information in a timely manner in collaboration with the school’s Parent Relations Executive (PRE).

It is important to remember that the Parent Council cannot discuss matters relating to individual parents, children or staff members for reasons of confidentiality.

PHOTO & VIDEO CONSENT

Photographs and Videos

To ensure the safety and privacy of all our students, we seek your consent for the inclusion of your child’s images or videos in various school publications and materials. These may encompass the yearbook, internal communications, marketing materials, and external publications like the school website and posters. Your consent is crucial for us to proceed responsibly.

 <p style="text-align: center;"><u>GEMS Parent Portal</u></p>	 <p style="text-align: center;"><u>GEMS Connect</u></p>
<p style="text-align: center;">Update the <i>“General consent”</i> in the <i>“Update Student Details”</i> section</p> <p style="text-align: center;"><u>Mac / PC users click here</u></p>	<p style="text-align: center;">Update the <i>“General consent”</i> in the <i>“Student Info”</i> section</p> <p style="text-align: center;"><u>Mobile users click here</u></p>

If you do not wish to have your child recorded, you should indicate this preference through the consent link provided above.

Should you change your mind at any time about your decision either way over consent, you can change your

preference on the GEMS portal through the same link. Any withdrawal of consent will be actioned within one week (seven days) from updating your preferences.

LANYARD POLICY

General Guidelines for School Parents

1. Signing in with Security Staff

All Parents/Visitors who intend to access the school premises must pass through the security post at the main entrance to provide purpose of his/her visit and to complete the signing in process.

- Tell him/her who you are
- Tell him/her why you are there
- Show your identification
- Who you are visiting
- Sign the visitor's book (if needed)
- Comply with all necessary requirements for access to a school as informed by the security staff
- Always wear and display your IDs while visiting the school
- Deposit any of the following original valid IDs: (not required if Emirates ID card reader is available at each premises) - Driving license, Emirates ID card (UAE only), Labour card or Any other ID issued by the Government

2. Access control

- Security staff will inspect the school approved ID lanyard and Badge on the main gate before granting access to the premises.
- Parents failing to bring their ID lanyard/badge will go through the visitors' access process (explained under this document) to seek access in the premises.
- Security team at the school will conduct the access control checks to ensure compliance to the access control, must and will challenge anyone not wearing and displaying their ID and ask them to wear and display their IDs at all the times.
- Confronters will be escorted to the exit gate and requested to leave the school premises.

3. Student I.D Cards

- To ensure identification and safeguarding, all students must carry and wear the student I.D. cards to gain access to the school premises.
- School staff will inspect the school approved I.D. and lanyard on the main gates before granting access to the premises.
- Students failing to bring their I.D. lanyard will go through the visitors' access process to gain access in the premises.
- Comply with all necessary requirements for access to a school as informed by the security staff.

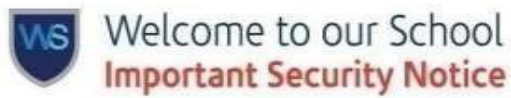
- It is expected from students to wear and display your school IDs always.

4. Access to School during Non-Office Hours

- Any visit during the below stated timings will be considered as non-office hours.
- Monday to Thursday (4:00 PM to 7:00 AM) and Friday (11:00 AM onwards)
- Saturday and Sunday including public holidays (24 hrs.)

5. ID Samples

Parent and Visitor ID.



In order to safeguard our students, please ensure you are wearing the appropriate coloured lanyard at all times whilst on site.

Our Security team and school staff will challenge any adult without a coloured lanyard clearly on display.



Parents & Guardians

If you are a visitor to our school, please ensure you collect one of the following lanyards from our Security office



CLINIC POLICY & GUIDELINES

Student Medical Form & General Consent- Arabic



- Electronic copy is controlled under document control procedure. Hard copy is uncontrolled & under responsibility of beholder.
- It is allowed ONLY to access and keep this document with who issued, who is responsible and to whom it is applicable.
- Information Security Classification: Open Shared -Confidential Shared-Sensitive Shared-Secret

إدارة حماية الصحة العامة - قسم الصحة المدرسية

صورة
شخصية

الاستمارة الصحية للطالب/الطالبة ونموذج الموافقة العامة

عزيزي ولي أمر الطالب/الطالبة:

الرجاء مراعاة الدقة في ملئ الاستمارة التالية وذلك حفاظاً على صحة وسلامة ابنكم/ابنتكم ومتابعة حالتهم الصحية خلال العام الدراسي.

معلومات المدرسة:	
اسم المدرسة:	.....
الصف:	.....
الشعبة:	.....
معلومات الطالب / الطالبة:	
الاسم:	.....
تاريخ الميلاد:	.....
الجنس:	.....
اسم ولي الأمر أو الوصي الشرعي:	.....
رقم الهاتف المتحرك (1):	.....
رقم الهاتف المتحرك (2):	.....
البريد الإلكتروني:	.....
الإمارة:	.....
في حال الطوارئ ولم تتمكن من الوصول إليكم، يمكننا الاتصال بـ:	.....
الاسم:	.....
صلة القرابة:	.....
رقم الهاتف المتحرك:	.....

المرفقات المطلوبة:		
صورة من بطاقة الهوية	نعم <input type="checkbox"/>	لا <input type="checkbox"/>
صورة من جواز السفر	نعم <input type="checkbox"/>	لا <input type="checkbox"/>
بطاقة اللقاحات الأصلية أو صورة محدثة عنها	نعم <input type="checkbox"/>	لا <input type="checkbox"/>
صورة من البطاقة الصحية (إن وجدت)	نعم <input type="checkbox"/>	لا <input type="checkbox"/>
رقم البطاقة الصحية (إن وجدت)	نعم <input type="checkbox"/>	لا <input type="checkbox"/>
صورة من بطاقة التأمين الصحي (إن وجدت)	نعم <input type="checkbox"/>	لا <input type="checkbox"/>

التاريخ الطبي للطالب/الطالبة			
الملاحظات	لا	نعم	المشاكل الصحية
			1 هل يعاني الطالب/الطالبة من أي حساسية دواء /أطعمة /أبخرة؟ يرجى ذكرها إن وجدت
			2 هل يعاني الطالب/الطالبة من مشاكل في القلب؟
			3 هل يعاني الطالب/الطالبة من مرض السكري؟
			4 هل يعاني الطالب/الطالبة من مرض ارتفاع ضغط الدم؟
			5 هل الطالب/الطالبة مصاب بالربو؟
			6 هل يعاني الطالب/الطالبة من مشاكل في الكلى؟
			7 هل يعاني الطالب/الطالبة من نوبات صرع أو نوبات تشنج؟

ID	Issue#	Issue Date	Effective Date	Revision Date	Page#
CP_6.2.14_F07	02	Nov 20, 2023	Nov 20, 2023	Nov 20, 2026	1/3

- Electronic copy is controlled under document control procedure. Hard copy is uncontrolled & under responsibility of beholder.
- It is allowed ONLY to access and keep this document with who issued, who is responsible and to whom it is applicable.
- Information Security Classification: Open Shared -Confidential Shared-Sensitive Shared-Secret

إدارة حماية الصحة العامة -قسم الصحة المدرسية

الاستمارة الصحية للطالب/الطالبة ونموذج الموافقة العامة

8	هل يعاني الطالب/الطالبة من رعاف متكرر (نزيف الأنف)؟
9	هل الطالب/الطالبة مصاب بمرض أنيميا الفول (G6BD) تكسر الدم؟
10	هل الطالب/الطالبة مصاب بأي من أمراض الدم الوراثية (الثلاسيميا، الأنيميا المنجلية، الهيموفيليا ...-؟ يرجى ذكر المرض إن وجد
11	هل يعاني الطالب/الطالبة من أي مشاكل جلدية؟
12	هل يعاني الطالب/الطالبة من أي مشاكل في العيون (طول نظر أو قصر نظر)؟ يرجى ذكر المرض إن وجد
13	هل يعاني الطالب/الطالبة من مشاكل في السمع
14	هل يستخدم الطالب/الطالبة أجهزة طبية مساعدة؟ ما هي؟
15	هل سبق أن أجريت للطالب/الطالبة عمليات جراحية؟ ما هي إن وجدت؟
16	هل أدخل الطالب/الطالبة للمستشفى من قبل؟ اذكر السبب في حال كانت الإجابة نعم
17	هل يعاني الطالب/الطالبة من أي حالة قد تضعف الجهاز المناعي مثل السرطان (سرطان الدم، سرطان الغدد الليمفاوية) أو زراعة الأعضاء؟ يرجى ذكرها إن وجدت
18	هل تعرض الطالب/الطالبة لنقل دم أو أجسام مضادة أو بلازما في السابق؟
19	هل أصيب الطالب/الطالبة بأحد الأمراض التالية: (الكاف، الحصبة، الدفتيريا، السعال الديكي، الجدري المائي، السل)؟ يرجى ذكر المرض إن وجد
20	هل أصيب الطالب/الطالبة بعدوى التهاب الكبد الفيروسي؟
21	هل أصيب الطالب/الطالبة بعدوى شلل الأطفال؟
22	هل يعاني الطالب/الطالبة من أي مشاكل نفسية أو سلوكية؟ يرجى ذكرها إن وجدت
23	هل يعاني الطالب/الطالبة من أي مشاكل أو أمراض أخرى لم يتم ذكرها؟ يرجى ذكر المرض إن وجد

إذا كان الطالب/الطالبة يعاني من إحدى المشاكل الصحية المذكورة أعلاه أو غيرها، يرجى الإجابة عن الأسئلة التالية

الأدوية والعلاجات التي يتناولها الطالب/الطالبة بشكل متواصل أو عند حدوث أزمة صحية
اسم الدواء: الجرعة:

الأدوية الموصى بها في حالة الطوارئ

اسم الدواء: الجرعة:

توصيات محددة من قبل الطبيب المعالج تتعلق بالتغذية

ID	Issue#	Issue Date	Effective Date	Revision Date	Page#
CP_6.2.14_F07	02	Nov 20, 2023	Nov 20, 2023	Nov 20, 2026	2/3

- Electronic copy is controlled under document control procedure. Hard copy is uncontrolled & under responsibility of beholder.
- It is allowed ONLY to access and keep this document with who issued, who is responsible and to whom it is applicable.
- Information Security Classification: Open Shared -Confidential Shared-Sensitive Shared-Secret

إدارة حماية الصحة العامة - قسم الصحة المدرسية

الاستمارة الصحية للطالب/الطالبة ونموذج الموافقة العامة

ملاحظات:
• يرجى إرفاق كافة التقارير الطبية الخاصة بالحالة الصحية للطالب/الطالبة إن وجدت
• إن من مسؤولية ولي أمر الطالب/الطالبة إبلاغ عيادة الصحة المدرسية عن أي تغيير في الحالة الصحية للطالب/الطالبة وإرفاق التقارير اللازمة لإضافتها إلى الملف الصحي.
• يرجى طلب تحديث الاستمارة الصحية/و نموذج الموافقة العامة في بداية كل عام دراسي جديد و كلما لزم الامر

في حال وجود استفسار الرجاء الاتصال بممرض أو طبيب المدرسة

ID	Issue#	Issue Date	Effective Date	Revision Date	Page#
CP_6.2.14_F07	02	Nov 20, 2023	Nov 20, 2023	Nov 20, 2026	4/3

PARENT CONSENT FORM:

Please find below Parent Consent form for medicine administration.



Name of Student: _____ Year: _____ Class: _____

CONSENT FOR THE ADMINISTRATION OF MEDICATION

In the event that your child develops fever or has a pain and the school is unable to contact you, Paracetamol syrup (Adol) or tablet (Panadol) and BRUFEN, ANTACID, LOZENGES, ANTIHISTAMINES ANTIEMETICS IN CASE IF IT IS REQUIRED. It will be administered to your child should it be considered necessary by the school nurse.

I consent I do not consent

Name of Parent/Guardian: _____

Signature of parent/Guardian: _____ Date: _____

CONSENT FOR MEDICAL EXAMINATION

It is a requirement of the Dubai Health Authority (DHA) that all the children have a medical examination when they join a school (Whatever Year), FS, Year 2, Year 5, Year 8 and year 11. Our school doctor carries out medical examinations at the school. The examination includes the measurement of height and weight, examination of the ear, throat, heart, lungs, and abdomen. Screening for hearing and vision will be done in year 1 and above.

Please complete and sign the consent below. If you do not consent to the medical being carried out in the school, you must have it done privately by your doctor and provide a medical report for your child's file.

I Consent I do not consent

Name of Parent/Guardian: _____

Signature of parent/Guardian: _____ Date: _____

CONSENT FOR THE EMERGENCY TREATMENT

Important: In the event of an accident/emergency and the school is unable to contact you, your child will be taken to the Hospital.

I consent do not consent

Name of Parent/Guardian: _____

Signature of parent/Guardian: _____ Date: _____

STUDENT MEDICAL FORM & GENERAL CONSENT- ENGLISH



- Electronic copy is controlled under document control procedure. Hard copy is uncontrolled & under responsibility of beholder.
- It is allowed ONLY to access and keep this document with who issued, who is responsible and to whom it is applicable.
- Information Security Classification: Open Shared -Confidential Shared-Sensitive Shared-Secret

Public Health Protection Department- School Health Section Student Medical Form & General Consent

Student
Photo

Dear Parent/ Guardian of the Student:

Please fill the following form accurately to ensure maintaining and monitoring your child's health and wellbeing during the school Academic year

School Information	
School Name:	Grade: Section:
Student Information	
Student Full Name:	Gender:
Date of Birth:	Nationality:
Parent or Legal Guardian Name:	Relationship:
Mobile Number (1):	Mobile Number (2):
E-Mail:	Emirate:
In case of Emergency and we are unable to reach the parent/guardian, the following person can be contacted:	
Name:	Relationship: Mobile Number:

Required Attachments			
Student's Emirates ID Copy	<input type="checkbox"/> Yes	<input type="checkbox"/> No	ID Number:
Student's Passport Copy	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Original Vaccination Card or Updated Copy	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Health Card Copy (if any)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Health Card Number:
Health Insurance Card Copy (if any)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	

Student Medical History				
	Health Problem	Yes	No	Comments
1	Does the student suffer from any allergy to medicine, food, dust, etc? If yes, please specify in comments			
2	Does the student suffer from any Cardiovascular problem?			
3	Does the student suffer from Diabetes?			
4	Does the student suffer from Hypertension?			
5	Does the student suffer from Bronchial Asthma?			
6	Does the student suffer from any Renal Problem?			
7	Does the student suffer from Epilepsy or Convulsion /seizures?			

ID	Issue#	Issue Date	Effective Date	Revision Date	Page#
CP_6.2.14_F08	02	Nov 20, 2023	Nov 20, 2023	Nov 20, 2026	1/1

- Electronic copy is controlled under document control procedure. Hard copy is uncontrolled & under responsibility of beholder.
- It is allowed ONLY to access and keep this document with who issued, who is responsible and to whom it is applicable.
- Information Security Classification: Open Shared -Confidential Shared-Sensitive Shared-Secret

Public Health Protection Department- School Health Section

Student Medical Form & General Consent

8	Does the student suffer from Epistaxis?			
9	Does the student suffer from Hemolytic Anemia, type G6PD?			
10	Does the student suffer from any Hereditary Blood Disease (e.g. Thalassemia, sickle cell anemia, Hemophilia)? If yes, please specify in comments			
11	Does the student suffer from any Skin Problem?			
12	Does the student suffer from any Eye problem (Myopia, Hyperopia...)? If yes, please specify in comments			
13	Does the student suffer from any Hearing problem?			
14	Does the student use any medical aid device? If yes, please specify the device details in comments			
15	Did the student undergo any surgery in the past? If yes, please specify the details in comments			
16	Was the student ever hospitalized? If yes, please specify the reasons in comments			
17	Does the student have any health condition that could weaken the immune system such as Cancer (Blood cancer, Lymphoma), or an organ transplant? If yes, please specify in comments			
18	Did the student get any blood, antibodies or plasma transfusion in the past?			
19	Did the student suffer from any of the following diseases: (Mumps, Measles, Diphtheria, Pertussis, Chickenpox, Tuberculosis), If yes, please specify details in comments			
20	Did the student suffer from Viral Hepatitis?			
21	Did the student suffer from Poliomyelitis (Infantile paralysis infection)?			
22	Does the student suffer from any Mental or Behavioral Problem? If yes, please specify in comments			
23	Does the student suffer from any other Problem or disease not mentioned here? If yes, please specify in comments			

If the student suffer/suffered from any of the health problems mentioned or not mentioned above, please answer the following questions

Medications or Treatments taken continuously

Medicine Name: Dosage:

Emergency Medications

Medicine Name: Dosage:

Any treating Doctor instructions on Student's nutrition

.....

ID	Issue#	Issue Date	Effective Date	Revision Date	Page#
CP_6.2.14_F08	02	Nov 20, 2023	Nov 20, 2023	Nov 20, 2026	2/1

- Electronic copy is controlled under document control procedure. Hard copy is uncontrolled & under responsibility of beholder.
- It is allowed ONLY to access and keep this document with who issued, who is responsible and to whom it is applicable.
- Information Security Classification: Open Shared -Confidential Shared-Sensitive Shared-Secret

Public Health Protection Department- School Health Section

Student Medical Form & General Consent

Any treating Doctor instructions on Student's physical activity and exercise				
.....				
Any treating Doctor instructions for Student's School Doctor/Nurse to apply during the school day				
.....				
Family Medical History				
	Health Problem	Yes	No	Comments
1	Any Cardiovascular problem and Hypertension			
2	Diabetes			
3	Any Hereditary Blood Disease (e. g. Thalassaemia, sickle cell anemia, Hemophilia)			
4	Any type of Cancer			
5	Any Immune System problem			
6	Any Mental Health problem			
7	Others, please specify in comments			
I agree for my child to have curative and/or preventive services that may include first aid, screening for height, weight, vision acuity, hearing test, dental checkup, Back examination scoliosis screening, Comprehensive Medical Examination, referral to emergency room when necessary, administer emergency medications when needed, and applying the Healthcare Management plan which is planned for based on the instructions of the				
Parent/ Guardian approval and verification for the above mentioned information				
<input type="checkbox"/> I certify that the above provided information are valid				
<input type="checkbox"/> I agree for my child to be provided with the above mentioned health services according to the need				
<input type="checkbox"/> I disagree for my child to be provided with the above mentioned health services (In case of refusal, the above services will not to be offered except in emergency situations which require immediate intervention)				
Parent /Guardian Name: Relationship:				
Parent/ Guardian Signature: Date:				
Notes				
<ul style="list-style-type: none"> • Please attach medical reports about the Student's health problem, if any • It is the responsibility of the Student's Parent/ Guardian to inform the school clinic of any changes in the Student's health status and submit medical reports accordingly to update the Student's Medical Record at 				

ID	Issue#	Issue Date	Effective Date	Revision Date	Page#
CP_6.2.14_F08	02	Nov 20, 2023	Nov 20, 2023	Nov 20, 2026	3/1



- Electronic copy is controlled under document control procedure. Hard copy is uncontrolled & under responsibility of beholder.
- It is allowed ONLY to access and keep this document with who issued, who is responsible and to whom it is applicable.
- Information Security Classification: Open Shared -Confidential Shared-Sensitive Shared-Secret

Public Health Protection Department- School Health Section
Student Medical Form & General Consent

School.
<ul style="list-style-type: none">• This consent has to be filled each academic year and updated whenever required

Please contact the School Doctor/Nurse if there are any queries

ID	Issue#	Issue Date	Effective Date	Revision Date	Page#
CP_6.2.14_F08	02	Nov 20, 2023	Nov 20, 2023	Nov 20, 2026	4/1

SCHOOL VACCINATION CONSENT FORM



- Electronic copy is controlled under document control procedure. Hard copy is uncontrolled & under responsibility of beholder.
- It is allowed ONLY to access and keep this document with who issued, who is responsible and to whom it is applicable.
- Information Security Classification: Open Shared -Confidential Shared-Sensitive Shared-Secret

Public Health Protection Department- School Health Section School Vaccination Consent Form

إدارة حماية الصحة العامة - قسم الصحة المدرسية نموذج الموافقة على إعطاء التطعيمات المدرسية

Section A: This section should be filled by School Doctor/Nurse

قسم أ: يعبأ هذا القسم من قبل طبيب/ممرض المدرسة

Student's Full Name: -----
Gender: ----- Emirates ID: -----
DOB: ----- Grade/Year: -----
School Name: -----

الاسم (الكامل) للطالب/الطالبة: -----
الجنس: ----- رقم الهوية: -----
تاريخ الميلاد: ----- الصف/المرحلة الدراسية: -----
اسم المدرسة: -----

Due Vaccines

اللقاحات المستحقة

According to the National Immunization Program, the student is due for the below marked vaccines as recommended by Dubai Health Authority.

وفقاً للبرنامج الوطني للتحصين، من المقرر أن يحصل الطالب على جرعات التطعيمات الموضحة أدناه حسب التوصيات المعمول بها من قبل هيئة الصحة بدبي.

Vaccination administration Date:-----

تاريخ إعطاء التطعيم:-----

Vaccine	Dose No. رقم الجرعة	Due/مستحق	اللقاح
Hepatitis B vaccine		<input type="checkbox"/>	لقاح التهاب الكبد الفيروسي ب
MMR (Measles, Mumps, Rubella)		<input type="checkbox"/>	لقاح الحصبة، الحصبة الألمانية، التكايف
DTaP-IPV Vaccine (Diphtheria, Tetanus, acellular Pertussis and Inactivated Polio Vaccine)		<input type="checkbox"/>	اللقاح الرباعي DTaP-IPV (الدفتيريا والتكاف والسعال الديكي المقتول وبشلل الأطفال المعطل)
OPV Vaccine (Oral Polio Vaccine)		<input type="checkbox"/>	لقاح شلل الأطفال الفموي
Varicella Vaccine		<input type="checkbox"/>	لقاح الجدري المائي
HPV (Human Papillomavirus) Vaccine		<input type="checkbox"/>	لقاح فيروس الورم الحليمي البشري
Tdap Vaccine (Tetanus, diphtheria, acellular pertussis)		<input type="checkbox"/>	اللقاح الثلاثي Tdap (تكاف والدفتيريا والسعال الديكي المقتول)
Meningococcal Vaccine		<input type="checkbox"/>	لقاح الحمى الشوكية

Section B: Informed Consent for vaccination administration

قسم ب: إقرار الموافقة على إعطاء التطعيم

This part to be filled & signed by parents or guardians only

يعبأ و يوقع الجدول أدناه من قبل ولي الأمر أو الوصي الشرعي فقط

<input type="checkbox"/> I agree to vaccinate with the vaccines marked above	<input type="checkbox"/> أوافق على إعطاء التطعيمات المشار إليها أعلاه
<input type="checkbox"/> I disagree to administer the vaccines marked above: If disagree for vaccination, please state the reason:	<input type="checkbox"/> لا أوافق على إعطاء التطعيمات المشار إليها أعلاه: في حال عدم الموافقة، يرجى ذكر السبب:
<input type="checkbox"/> Vaccination dose marked above has been administered previously; (please provide the proof).	<input type="checkbox"/> تم أخذ جرعة التطعيم المشار إليها أعلاه مسبقاً (يرجى إرسال ما يثبت ذلك إلى عيادة المدرسة)
<input type="checkbox"/> Medical condition that prevents from being vaccinated currently (please provide a medical exemption report from the treating physician)	<input type="checkbox"/> وجود موانع طبية للتطعيم حالياً (يرجى إرسال تقرير يوضح المانع الطبي من قبل الطبيب المعالج)
<input type="checkbox"/> Other reason (please specify).....	<input type="checkbox"/> سبب آخر (الرجاء التحديد)
<input type="checkbox"/> The school medical staff has been provided with an updated immunization record for my son/daughter	<input type="checkbox"/> تم تزويد الطاقم الطبي في المدرسة بسجل التحصينات المحدث الخاص بابني/ابنتي
Parent's / Guardian's Name:	اسم ولي الأمر/ الوصي الشرعي:

ID	Issue#	Issue Date	Effective Date	Revision Date	Page#
CP_6.2.13_F07	02	29/11/2023	29/11/2023	29/11/2026	1/1

- Electronic copy is controlled under document control procedure. Hard copy is uncontrolled & under responsibility of beholder.
- It is allowed ONLY to access and keep this document with who issued, who is responsible and to whom it is applicable.
- Information Security Classification: Open Shared -Confidential Shared-Sensitive Shared-Secret

Public Health Protection Department- School Health Section
School Vaccination Consent Form

إدارة حماية الصحة العامة -قسم الصحة المدرسية
نموذج الموافقة على إعطاء التطعيمات المدرسية

Relation:			صلة القرابة:
Signature Parent's / Guardian's:			توقيع ولي الأمر/ الوصي الشرعي:
Phone No:	Date:	التاريخ:	رقم الهاتف:

If there are any queries, please contact the school doctor or nurse

في حال وجود أي استفسار الرجاء التواصل مع طبيب أو ممرض المدرسة

ID	Issue#	Issue Date	Effective Date	Revision Date	Page#
CP_6.2.13_F07	02	29/11/2023	29/11/2023	29/11/2026	2/1



THE WESTMINSTER SCHOOL - DUBAI

CORE UNIFORM FS1 - FS2

BOYS
 SS SHIRT, LS SHIRT, BELT, NAVY SHORTS, PLAIN NAVY TROUSER, BLACK SOCKS(2)

GIRLS
 SHORT SLEEVE DRESS, BLACK TIGHTS(1), BLACK SOCKS(3)

CORE UNIFORM Y1 - Y6

BOYS
 SS SHIRT, LS SHIRT, BELT, NAVY PINSTRIPED TROUSER, Y1-Y3 ELASTIC TIE, Y4-Y6 FULL TIE

GIRLS
 SS BLOUSE, LS BLOUSE, BELT, NAVY PINSTRIPED LONG LENGTH & KNEE SKIRT, NAVY PINSTRIPED TROUSER, Y1-Y3 ELASTIC TIE, Y4-Y6 FULL TIE

CORE UNIFORM Y7 - Y11

BOYS
 SS SHIRT, LS SHIRT, BELT, NAVY PINSTRIPED TROUSER, TIES

GIRLS
 SS BLOUSE, LS BLOUSE, BELT, NAVY PINSTRIPED LONG LENGTH & KNEE SKIRT, NAVY PINSTRIPED TROUSER, NECK SCARFS

SIXTH FORM UNIFORM Y12 - Y13

BOYS
 WHITE SS SHIRT, NAVY PIPING, TIES, NAVY TRACK PANT, NAVY PINSTRIPED TROUSER, NAVY PINSTRIPED BOYS BLAZER

GIRLS
 NAVY PIPING, WHITE SS BLOUSE, NAVY PINSTRIPED TROUSER, GIRLS BLAZER, NAVY PINSTRIPED LONG LENGTH

PE UNIFORM ALL YEARS

SEAMLESS PE, NAVY TRACK PANT

YELLOW / NAVY / WHITE, BACK, GREEN / NAVY, BLUE / NAVY, RED / NAVY

Red / Navy, Green / Navy, Blue / Navy, Yellow/ Navy White

HOUSE COLOURS: RED EQUITY, GREEN WISDOM, BLUE TOLERANCE, YELLOW COURAGE

DIRTY FIT FABRIC, MADE TO MEASURE, Y7-Y13

WINTERWEAR & LABCOAT UNISEX

NAVY PULLOVER, UNISEX LAB COAT (MTM) NOTE: Y4 TO Y13, NAVY JACKET

ADDITIONAL ITEMS ALL YEARS

HEAD SCARF, BELT WITH LOGO, BLACK & WHITE SOCKS(1), HAIR BAND & SCRUNCHIES, BLACK SHOES FS1-FS2, Y1-Y13, WHITE PE SHOES, REGULAR BAGS 12 INCHES, 16 INCHES, 18 INCHES, A-LINE BAG

www.threadsme.com



800-THREADS(8473237)

SCHOOL TRANSPORT SERVICES (STS)

Bus transport for students is an outsourced service provided by School Transport Services LLC (STS) to provide quality and safe service as per the local transport authority's regulations. Please click the link for details regarding STS policy. Please access <http://www.sts-group.com> for the Terms and Conditions of service as well as all other relevant information.

Safety Regulations to Be Followed for Use of Transport

An 'Identity Card' is issued to each student and it is mandatory for students to carry ID cards and get them scanned while boarding and de-boarding the buses. To ensure the safety of students, STS has issued Guardian Cards to all students of Year 6 and below. It is obligatory for the parent to be personally present or to arrange for an authorized person to receive the student, by presenting the Guardian Card or school issued Parent Card at the residence or drop off point, on the following conditions:

1. It is mandatory that an adult with the Guardian Card is present to collect the students of Years 4 below. If Years 4 below students have older siblings (Years 5 and above) travelling with them and an undertaking has been given that they can be dropped in the care of their older sibling can be done if such an undertaking is not given and an adult is not available to receive the students, they will be brought back to the school.
2. If the students of Years 5 to 7 are dropped without an adult, parents should sign a consent form accordingly.
3. If the conditions stated above are not strictly followed by any parent, the students will be brought back to school, and it would be the responsibility of the parents to collect the students from the school.
4. If the conditions stated above are not strictly followed by any parent, the students will be brought back to school, and it would be the responsibility of the parents to collect the students from the school.
5. Students are expected to adhere and follow all the safety protocols each time he/she boards a school bus in accordance with the bus behavior code. Any student whose conduct is objectionable and/or offensive on the bus will, in the first instance, be verbally warned by the academic and/or operations supervisor. In the absence of any change in conduct the student may be suspended from using the school transport temporarily or permanently.
6. All behavior and/or safety related concerns will be reported to the bus guardians and respective head of Pastoral followed by warning notifications that will be sent from the school management which will result in temporary or permanent withdrawal/cancellations of STS bus services.

To ensure their own safety, as well as to avoid problems arising from use of school transport, students should keep in mind the following points:

1. The bus pick up/drop off point cannot be changed without prior intimation or approval.
2. Students must return home by the assigned bus on which they come to school.

On any occasion if the parents / guardians want to collect their student from School who normally travel by bus, they should do so before 12:00 P.M. after HOP/Key Stage Leader's permission and approval is obtained. They (parents/ guardians) should not collect their children from the bus without prior approval of the HOP/Key Stage Leader. Parents are advised to check on the availability of the school bus service before they move to a new locality.

Registration for Transport Services

1. All students who require the services of STS shall apply in a prescribed form available on the website or at the school (STS counter).
2. The application form available on the website <http://www.sts-group.com> or at the school counter should be completed and submitted by the parent. All asterisk marked columns must be filled up. The Parent should make the necessary payment at the STS counter in the school. A bar-coded ID card will be provided to the student.
3. Every transport user should have a bar-coded bus Identity Card to take the Electronic Attendance. No student will be permitted to board the bus without an ID card. This is emphasised for the safety of the students.
4. Replacement bar coded bus Identity card will be charged at AED 20/- per card.

Payment of Fees

School follows Term wise payment. Fees must be paid in full on or before the start of each term as follows.

TERM 1	1st SEPTEMBER
TERM 2	1st JANUARY
TERM 3	1st APRIL

Annual fees and computer fees must be paid along with the Term 1 tuition fee at the beginning of the academic year and it is mandatory for all students.

Fee reminders will be sent to defaulters in accordance with M.O.E. rules. If the dues are not cleared thereafter, further action will be taken as per M.O.E. regulations.

Tuition fees proforma invoices are sent to the parents on record, prior to the start of the academic year. The fees for each term must be paid in full on or before the commencement of such term. Make sure that your contact details (Mobile No., E-mail) are updated in the student record, so you will not miss out on any communication from the school.

Term fees are charged from the first day of the term month, not from the date of joining.

If a student re-joins the school after the first term and their place has been reserved since September, fees for the entire period from September until the actual date of re-joining must be paid in full.

A full term's prior written notice is required for withdrawal of students from school, failing which one term's tuition fees will be forfeited. All school fee refunds follow the Ministry of Education Bylaws for Private Education.

Failure to settle school fees on time may lead to the loss of the student's place at the school, as well as additional penalties, which could include:

The withholding of educational transcripts, school reports, references, and final exam results.

Suspension from school in line with UAE Ministry of Education regulations, and possible temporary or permanent expulsion.

The non-confirmation of a re-enrolment seat for the following academic year.

All forms of payment methods are accepted (in AED only) and can be made in person at the school cash counters. Payment of fees and tuition fees can be paid by cash, cheque (current dated), credit card, Gems Parent portal (Online) or bank transfer directly to the school bank account below.

Payment details for wire transfers:

Account Name : THE WESTMINSTER SCHOOL

Account No : 010493139177

IBAN No. : AE380330000010493139177

Bank Name : MASHREQ BANK

Swift Code : BOMLAEAD

(Important: Please ensure the student's name, ID number, and year are included in your payment reference. Without this information, we will be unable to trace your transaction. Also, kindly add any applicable bank charges to ensure the full amount due is received. To help us process your payment quickly, please email a copy of the wire transfer to finance_tws@gemsedu.com.)

Online fee payment is available through the GEMS Parent Portal. Parents can log in using the credentials provided by the school and make payments via <https://connect.gemseducation.com/> or the GEMS Connect mobile application.

All cheque payments must be made to 'THE WESTMINSTER SCHOOL'. Administrative charges will apply if a cheque is returned (bounced).

The school shall not be held responsible for any returned cheques. It is the sole responsibility of the parent to ensure that sufficient funds are available in the account on the due date. All cheques will be deposited into the school's bank account upon receipt, in accordance with the payment schedule.

School payments must be made in full by the due date. School does not accept monthly or partial payments via the online portal or at the school fee counter.

Fees such as field trips, events, activities and transcripts or Bonafide certificates, Fee letters of payment can be made under the activity tab in GEMS parent portal.

School fees are subject to Ministry approval and may be reviewed.

Parents with outstanding fees will continue to receive fee reminders through email and SMS until the payments are settled.

The Accounts Office is closed on weekends and during public holidays. School fee counters are open from 07.30 AM to 03.30 PM on Monday to Thursday and from 07.30 AM to 11.30 AM on Fridays.

All queries related to school fees can be emailed to finance_tws@gemsedu.com

Report cards will be issued only after all fee dues are cleared by the end of each term.

FEE CONCESSIONS & DISCOUNTS

Sibling Fee Concession:

In order to encourage the cause of education, the school provides Sibling fee concessions in cases where several students are enrolled in the school from the same family (Applicable from 4th child onwards).

In the case of students eligible for Sibling fee concessions by virtue of falling under the 4th to 8th child categories and whose fees are paid to the school directly by the companies of their parents, no part of the fees will be refunded in cash or otherwise to the parents or students.

All concessions lapse at the end of the academic year and must be reapplied for at the beginning of the next academic year. Sibling fee concessions granted in one year are not automatically continued in the following year.

Parents are requested to ensure that the sibling concession is applied through the registration department, along with the required documents such as passport and visa copies.

All concessions must be applied for each year before 15th September. No applications will be accepted after this deadline.

Discounts:

GEMS offer discount on advance payments made using the FAB GEMS World Credit Card. Parents may also convert these payments into monthly installments through bank without any charges.

For application of credit card and any clarifications - please feel free to reach out bank representatives Mr. Aneesh Chembreth at +971 528929882 / aneesh.chembreth2@bankfab.com and Mr. Midhun Narayanan at +971 509321645/ midhun.narayanan@bankfab.com

SCHOOL CANTEEN

Slices is committed to serving and supporting our school, student and parent community safely. The scope of the guidelines includes delivery of food to ensure students are provided with a safe, hygienic Food & Beverages service. Based on the current guidelines that have been sent by the Dubai Municipality regarding the reopening of food establishments, and in coordination with our HSE office, Slices has reviewed their operational procedures in all areas of Operation, with a strong focus on Personal Hygiene and Food safety.

General Health & Safety Guidelines

- Protocols updated in accordance with Dubai Municipality guidelines including full use of disposables, managing social distancing, and cleaning.
- Mandatory wearing of PPE (Mask, Gloves, Hairnet, Face shields, Disposable Aprons) while working within the premises.
- All non-Slices staff will not be permitted into Slices facilities.
- Staff – Food Hygiene Training for Managers to HACCP Level 3 & 4, Supervisors to PIC Level 3 and all operational staff have Basic Food Hygiene Certification.
- All operational staff have completed the test for Occupational Health Card as a Food Handler.
- All staff completed medicals as part of their Visa process.
- Quality officer located at Slices kitchen trained HACCP Level 4 & NEBOSH to monitor standards.
- HSE internal site audits are completed weekly by Slices management.
- Random external audits by DM, GEMS HSE, KHDA and food control body from each Emirate.
- Audits of external suppliers as part of our existing food safety management system including supplier audits.
- Microbiological swabbing of contact surfaces including tables, staff independently analyzed.
- Water test sampling independently analyzed.
- Full traceability protocols implemented include recording data to monitor delivery, storage, preparation, and dispatch.
- The canteen will be in operation with a staggered break system.

Pre-Opening

- Full deep cleanse of all kitchen and server facilities.
- 5-day induction / training plan for all operational staff to include updates on revised standards of operating and sanitation.
- Medical screening of all staff before returning to work including travel history review.
- Ongoing daily symptoms checker of all staff.
- Additional Reminder signage in place for all staff to follow hygiene practices.
- Service adaptations in accordance with Government advice including increased use of disposables, removal of service trays, open displays and buffets to be removed.

Internal measures

- Daily temperature screening of all staff entering school site before starting work.
- Use of faceguards/shields to be confirmed once guidelines have been communicated.
- Mandatory wearing of PPE (Mask, Gloves, Hairnet, Disposable Aprons) while working within the premises.
- Revised Opening and Closing Cleaning and disinfection Checklists filled in daily and will form an integral part of Operations team site audits.
- Regular Hand wash Sign off sheets will be in place.
- Only designated members of staff will have access to store rooms and certain storage areas where possible.
- Staff will be required to change into their uniform after arriving on site - we ask that schools that have not yet provided locker cupboards please install these so personal belonging can be kept separate.
- Distancing among co-workers while working where possible.
- Managing the health status of employees and staying home for mild symptoms. Daily regular Symptoms, checking and recording of employees (Temperature, cough, shortness of breath).
- Personal Hygiene and preventive measure for the control of COVID 19 will be followed by the employees.

Payment Modes

- Cash payments will be accepted at the canteen counter.
- Cashless Card system also available for all students to make contactless payments via Students ID /Bus Card to avoid exchange of coins / cash.

As a precautionary measure, to limit cash exchanges and speed up service, we encourage parents to register and sign up to our Online Payment portal, pay@slices.ae by following the below steps

Go to <https://pay.slices.ae/> and click on **Register Now**

1. Fill in the requested details and click on Next to Add Child. Please make sure to fill in the Card ID details with the correct number to link the card properly
2. Add your child's information
3. Add your child's Dietary Information (Optional)
4. Add any known allergies information (Optional) Submit
5. Great, your child is now registered with Slices!

To top up the account

1. Click the name of your child and choose the option "top up".
2. If your child is under classroom delivery, click the gear button beside your name on the upper right side of the screen and choose "top up".
3. Select Top-amount - Click on the prepopulated set amount (100, 300 or 500 AED) or enter custom amount in order to top up account with your chosen method of payment.

How to add another child to your account

1. Login to your account at <https://pay.slices.ae/>
2. Click “add Child” button
3. Add your child’s information
4. Add your child’s Dietary Information (Optional)
5. Add any known allergies information (Optional)
6. Great! You have now registered an additional child with Slices and their card will require top-up.

Important to remember

The top-up amount will go to your parent “holding” account first, which you can see on the top right-hand side under your name. This will allow you to manually transfer / add balances from your account to your individual child’s account, and you need to manually transfer to each child's account separately.

To top up your child’s account

Click on your child’s name and click the Top up button. The corresponding amount from your parent balance will then be transferred to the child. If this amount is not manually transferred from the parent account by you, it will not show in your child’s account.

CONTACT US

You are, of course, welcome to get in touch with anyone here, but we suggest that the best people for you to contact initially are:

1) Form Tutor

For general issues or questions about your child's academic progress or welfare, please e-mail the form tutor in the first instance. He or she will help ensure that the right people are involved, whether Subject Leader, Head of House, Key Stage Leaders or Head of Pastoral.

2) For FS and Primary related queries

Please contact Asst. Principal (Primary) – Ms. Chanda Pant - chanda.u_tws@gemsedu.com

3) For Secondary section (Boys and Girls) and Sixth Form related queries

Please contact Asst. Principal (Secondary and Sixth Form) – Ms. Grace Aluoka - grace.a_tws@gemsedu.com

4) For School related queries

Please contact Head of School / Deputy CEO – Dr. Vijayakumari Sathyan - vijaya.s_tws@gemsedu.com

5) PA to Principal

Please phone the PA to the Principal if you would like to make an appointment to see him.

Ms. Philomena Mascarenhas, PA to the Principal

E-mail: philomena.m_tws@gemsedu.com

Tel: +971 4 2988333

For full details about our school, please visit our social media pages below

- Website: <https://www.gemsws-ghusais.com/en>
- Facebook: <https://www.facebook.com/WestminsterDubai/>
- Twitter: [@official_TWS](https://twitter.com/official_TWS)
- Instagram: Gemstwsdubai

POLICIES

All policies on the website can be accessed through the below link:

<https://www.gemsws-ghusais.com/For-Parents/Key-Documents-and-Policies>