# SHEIKH KHALIFA BIN ZAYED ARAB PAKISTAN SCHOOL, ABU DHABI
### مـدرسـة الشيخ خليفة بن زايد العربية الباكستانية أبوظبي

# POLICIES KEYWORDS

Five keywords related to different policies according to ADEK policy guidelines, along with their definitions.

### 1. CULTURAL CONSIDERATION POLICY

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| **Cultural Consideration** | Knowledge, awareness, and understanding of appropriate topics and practices of a culture. |
| **Culture** | The set of distinctive spiritual, material, intellectual, and emotional features of society or a social group, that encompasses not only art and literature, but lifestyles, ways of living together, value systems, traditions, and beliefs (UNESCO, 2001). |
| **National Identity** | A system of social and moral values associated with the lifestyle of the people in the past, present, and future (Ministry of Culture and Youth, as cited in Official Portal of the UAE Government, n.d.). |
| **School Community** | Staff, students, parents/ families, alumni, and others, who share responsibility for one another, provide an environment for intellectual learning, and create a healthy social atmosphere where all the members of the community are supported. |

### 2. E-SAFETY AND IT POLICY (Digital)

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| **E-safety** | *E-Safety* refers to safe and responsible use of technology, including the Internet, mobile devices, and computers, to protect oneself from risks like harmful content and cyberbullying. |
| **Cyber Bullying** | *Cyberbullying* is using digital devices or the Internet to intentionally hurt or upset someone. This includes mean messages, spreading false information, or excluding others online. It is harmful and unacceptable behaviour. |
| **Acceptable use** | *Acceptable Use* means using technology in a way that is safe, responsible, and for educational purposes. This includes following school rules on what is appropriate to access, post, or share online. |
| **Internet filtering** | *Internet Filtering* is the process of blocking harmful or inappropriate content on the Internet. The school uses filtering tools to protect students from seeing or accessing unsuitable material online. |
| **Digital Responsibility** | *Digital Responsibility* means being accountable for one's actions online, using respectful language, protecting personal information, and reporting anything harmful or inappropriate to a teacher or trusted adult. |

### 3. WELL-BEING POLICY

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| **Psychological Well-being**: | This refers to the positive mental health and emotional state of individuals. It includes aspects such as self-esteem, stress management, and the ability to cope with life's challenges. |
| **Social Well-being**: | This involves the quality of relationships and social interactions within the school community. It emphasizes the importance of a supportive and inclusive environment where students and staff feel connected and valued. |
| **Physical Well-being** | This encompasses the physical health and fitness of individuals. It includes access to health services, healthy eating, physical activity, and a safe physical environment. |
| **Intellectual Well-being** | This relates to the stimulation of the mind through learning and creativity. It involves providing opportunities for intellectual and academic growth and encouraging a love for learning. |
| **Environmental Well-being** | This focuses on creating a healthy and sustainable environment. It includes the physical surroundings of the school, as well as promoting sustainable practices and environmental awareness. |

### 4. STUDENT BEHAVIOUR MANAGEMENT POLICY

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| **Behaviour of concern** | Also referred to as "challenging behaviour", includes "any repeated pattern of behaviour, or perception of behaviour, that interferes with or is at risk of interfering with optimal learning, wellbeing, physical safety, and/or engagement in pro-social interaction with peers and adults (Smith & Fox, 2003). This includes risky or illegal habits. |
| **Bullying** | Repeated physical, social, or verbal aggression exercised by a person who feels they are in a position of power, against another person who is perceived as different, weaker, or powerless, to achieve specific gains or draw attention, in a way that hurts this other person physically and/or emotionally. Bullying can be committed by groups or individuals, in person or online (cyberbullying). |
| **Code of Conduct** | A school's principles, standards, and expectations for student behaviour at school and during school-related activities outside the school. It includes a clear statement of what constitutes positive behaviour and what constitutes misconduct. |
| **Misconduct** | Conduct that is not in line with behavioural expectations or the school's Student Code of Conduct. |
| **Positive Behaviour** | The expected standards of student behaviour as set out in the school's Student Code of Conduct. Such behaviour is conducive to the learning, wellbeing, and safety of the student and others in the school community. |
| **Positive Handling** | An approach to resorting to the least intrusive form of physical contact using reasonable force as the only available option to prevent harm to self and others. Positive handling involves not using more force than is reasonably required to intervene through physical contact, such as guiding an injured student to safety by the arm to more extreme |

| | circumstances such as restraining a student who is violently injuring a peer. |
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| **Student Behaviour** | A student's responses to situations and stimuli, including the appropriateness or inappropriateness of their words, mannerisms, attitudes, and actions toward other students, staff, or members of the wider school community. |

## 5. SAFEGUARDING POLICY

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| **At Risk of Harm** | The inability to safeguard one's own wellbeing. |
| **Maltreatment** | Refers to abuse (physical, emotional, etc.), and includes neglect, exploitation, bullying, and cyberbullying of a student. |
| **Safeguarding** | The protection of students from the risks of harm, including maltreatment and other types of risks that impact their overall health and development, wellbeing, and safety. |
| **Safeguarding Lead/ Committee** | An individual (or group of individuals) responsible for the implementation of the safeguarding policy and practices and ensures compliance by the school community. This position can be filled by any relevant position in the school such as the Child Protection Coordinator, School Counsellor, Social Worker, Head of Wellbeing, etc. |
| **Security Breach** | An incident that compromises or results in an unauthorized disclosure of or unlawful access to protected space, persons, systems, and/or information. Security breaches stemming from accidental or deliberate action have the potential to cause damage (financial, legal, or school wide consequences, etc.) to school assets or reputation and includes both confirmed and suspected incidents. |
| **Whistleblowing** | An instance where an individual passes on information about organizational malpractice (e.g., fraud, corruption, miscarriage of justice, risk of serious harm to an individual, risks or damage to the environment and other actions against public interest) taking place at, or near, their place of employment or education. |

## 6. INCLUSION POLICY

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| **Additional learning needs** | Individual requirements for additional support, modifications, or accommodations within a school setting on a permanent or temporary basis in response to a specific context. This applies to any support required by students of determination and those who have special educational needs and/or additional barriers to learning, access, or interaction in that specific context (e.g., dyslexic, hearing or visually impaired, twice exceptional, or gifted and/or talented). |
| **Documented learning plan** | A plan which outlines any personalized learning targets, modifications to curriculum, additional support, or tools for learning which are agreed by school staff, parents, and students (where appropriate), including Individual Educational Plans (IEP), Individual Support Plans (ISP), Individual Learning Plans (ILP), Behaviour Support Plans (BSP), Advanced Learning Plans (ALP), etc. This may be to address any specific identified academic, behavioural, language, or social and emotional need. |

| Gifted and talented | Gifted students demonstrate exceptional ability in one or more domains. Talented students are those who can transform their giftedness into exceptional performance. |
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| Inclusive education | An approach to education which celebrates and acknowledges learning diversity and ensures that teaching is adapted to enable all students to learn. |
| Tiered Model of Support | An approach to meeting the different needs of students which acknowledges that most needs can be met by the teacher (Tier 1: Universal), whilst some may require specific interventions (Tier 2: Targeted) and a few may require a high degree of personalization and possibly external support by specialists (Tier 3: Intensive and Individualized). This includes models such as the Multi-Tiered System of Supports (MTSS), Graduated Approach Model, and others. |
| Inclusion Team | Led by the Head of Inclusion, this includes Inclusion Teachers, Inclusion Assistants, Individual Assistants, and any other staff who provide support for inclusive provision. |
| Twice Exceptional | Students who are both gifted and/or talented and have other additional learning needs. |

## 7. STUDENT MENTAL HEALTH POLICY

| Mental Health | A state of wellbeing in which an individual realizes their own abilities, can cope with the normal stresses of life, can work productively, and is able to make a contribution to their community (WHO, 2022). |
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| School Counsellor | A social care professional who provides social, emotional and academic support, guidance, and counselling to students by designing, implementing, evaluating, and enhancing programs and initiatives related to academic, social, and emotional wellbeing. |
| Social Worker | A professional who supports individuals, families, or groups of people (including children, the elderly, and People of Determination) with social problems, by conducting an assessment of their needs, causes and impact, and working with them and/ or their caregivers to identify, coordinate and manage appropriate solutions to enhance their personal, social, and economic competencies (DCD, 2020). |
| Wellness Spaces | An area in the school that is accessible to all students and is designated for the purpose of recuperation and the promotion of calmness and mental and emotional health. |
| Counselling | Highly personalized therapeutic support provided to an individual by qualified professionals to promote their wellbeing by addressing their academic, career, and social-emotional development needs. |
| Confidentiality | A professional's promise or contract to respect a counselee's privacy by not disclosing anything revealed during counselling, except under specific, agreed-upon conditions (Glosoff & Pate, 2002). |

## 8. CHILD PROTECTION POLICY

| Child Protection Coordinator | A Child Protection Coordinator (CPC) is an appointed staff member at the school who is professionally trained and equipped with skills to act upon child protection concerns that arise within their school and is the key contact for staff and |
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| 5 | authorities where a concern is identified within the school. They should also be the point of contact for the school to respond to emergencies, report to the CPU and other authorities involved, liaise with parents, and provide ongoing support to the child. |
| **School Day** | The school's operating hours including time spent by the student in school buses to and from the school and in extra-curricular school activities. |
| **Student Protection** | All measures, steps, and actions that must be taken to prevent, protect, and support students from risk of maltreatment while they are under the supervision of the school. |
| **Physical Abuse** | An intentional physical act which results in, has a high likelihood of resulting in, or poses a threat of resulting in immediate and/or long-term physical injury or harm to the student's health, survival, and development. |
| **Emotional Abuse** | An act, whether consistent or inconsistent, used to make a student feel unloved, worthless, and of no value and integrity, interfering with the student's positive mental and emotional development. |

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