



**Parent Handbook
Year 7 to 11
Academic Year 2023/2024**

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Welcome

In the Secondary School we encourage students to apply learning to some of the greatest challenges of the day, to think beyond the usual confines of the curriculum and to pursue their own projects and research in a way that is not usually possible in a school environment. Our ecological focus is embedded into school life through multiple facets of school life allowing students to become true global citizens of the future. It is this extended learning which focuses on future-proofed skills, knowledge, and understanding which allows students to develop holistically as they progress through the school.

As students move into the Secondary School their learning remains inquiry driven with questioning and active learning providing time for exploration, but also becomes more independent with teachers facilitating learning creating a student-centered learning approach. The Secondary School floor has been designed with purpose and creativity to encourage these styles of learning to flourish inside the classroom and beyond the classroom walls. The facilities of our Wahah and Marketplace allow for bonding and social interactions with a heavy emphasis on sustainability putting our values into visible action.

The uniqueness of our school is not only in the environment which our students are immersed in but also in the flexibility in the educational pathways a child can follow. We follow the National Curriculum for England with the rigorous standards of GCSEs and A levels adhered to with options of BTECs for more practical yet still internationally recognised qualification.

Our very own Global Impact Certificate and the GCSE Global Perspectives course sits alongside these options ensuring our ethos of sustainability and eco-literacy is embedded into their learning, thus our students leave school with a very distinctive and competitive portfolio. The real-world application of learning helps foster in students an awareness of how the world is changing. Our aim is to prepare them for this change by developing their character through the personalised pastoral care which our students receive. Our students flourish through their strong relationships with staff at the school and the trust which is created by these close connections developing inter-personal, intrapersonal and intellectual strengths which help them to form a 'strength of will, strength of heart and strength of mind'.

It is a privilege for us as a school that you have entrusted your child into our care and it is a responsibility we take seriously. The Arbor community is strong due to the communication and understanding between families and the school creating a family feel in all that we do. We encourage you to walk with us as together so we can help your child truly flourish.

We are proud of our 'Arborists' and know that they will go onto to achieve great successes in life 'ensuring enough for all, forever' with all of us guiding them on their Secondary School journey together.

Wishing you all the best for the year ahead, and the years which follow.



Ms Frances Powell
Head of Secondary School



Our Vision

Enough for all, forever.

We are guided by an ethic of material sufficiency - **enough** for all, forever.

We are guided by an ethic of equity – enough **for all**, forever.

We are guided by an ethic of responsibility to future generations – enough for all, **forever**



Our Mission

Arbor School's mission is to provide an education that connects our community with the natural world and inspires us to imagine and build a future in which all may flourish.



Secondary School Leadership Team

Head of Secondary School



Ms Frances Powell

Frances joined the Arbor School as the inaugural Head of Secondary in 22/23 after fourteen years of experience internationally here in Dubai as well as South Korea, Singapore, Hong Kong, and the UK. Frances ensures a strong focus on values-based education balancing high academic expectations alongside wellbeing remaining at the very core of school life. She believes a school leader must lead with integrity and develop relationships across the school community based on trust and mutual respect. Frances' educational philosophy is that a school should nurture compassionate, principled and globally minded citizens. Her focus is on embedding programmes and structures to enable students to flourish socially and emotionally, alongside her drive in ensuring high academic attainment for all, and her strategic insight into preparing students to make their mark on the world confidently and successfully.

Originally hailing from England, Frances received a First Class Honours degree in English and went on to complete her PGCE and Masters of Education at the University of Cambridge. Alongside this Frances holds a Diploma in Psychology, an NPQSL and is a Fellow of the CCT, as well as presenting at many workshops and conferences across the globe.

A keen sports person Frances embraces all of the activities Dubai has to offer with its beaches, running paths and gyms, as well as enjoying quieter downtime reading historical fiction and educational leadership texts.

Assistant Head Curriculum, Teaching & Learning



Mr Daniel Mortlock

Daniel is an experienced educational leader, improving school results, developing curriculum, and prioritising student well-being. Having grown up as an expat and attending a private boarding school, his deep-rooted understanding and connection to the international community stem from his personal experiences.

Since 2020 Daniel has been responsible for the curriculum planning for the Secondary School including launching the KS4 curriculum pathways.

Currently pursuing an MA in Educational Leadership and Management at Buckingham University, Mr. Daniel holds a degree in Industrial Product Design from Aston University, along with a PGCE in Engineering and Design Technology. His previous experience as a MAT leader and Head of Faculty stand him in good stead as he continues to transform our curriculum and academic results.

Outside his professional commitments, Mr. Daniel is happily married with two young boys. Embracing the opportunities of living in Dubai, Daniel and his family have an interest in global travel and he has a keen passion for sports, including white water kayaking, rugby, and cricket.

Assistant Head Pastoral Care



Dr Vanessa Mitchell

Dr Vanessa Mitchell brings over 15 years of pastoral experience including leading successful initiatives to support student wellbeing in an academic environment. In her most recent role as Deputy Principal Pastoral and Designated Safeguarding Lead, she led her school successfully through the Wellbeing Award for Schools working with students, staff and parents. Vanessa is passionate about creating a positive, inclusive and supportive school culture which allows all young people to grow in confidence, be themselves and thrive academically.

Throughout her teaching career, Vanessa has previously held roles as Head of Sixth Form and Head of Department. In 2022, Vanessa was a finalist for Pastoral Leader of the Year at the National Awards for Pastoral Care in Education where she was commended for her passion for pastoral care as well as her ability to inspire and motivate colleagues to make a real difference in the lives of young people.

Vanessa's background is in Psychology, gaining a PhD specialising in children's eating behaviour. Moving from a small island in the English Channel, Vanessa is excited to join The Arbor School to build on the excellent pastoral provision already in place at the school and support the next phase in the school's development.

Assistant Head Purpose & Pedagogy



Ms Hannah Mainds

Specialising in Environmental Ethics, and with 13 years of teaching experience, Hannah has taught in academic private schools in Shanghai, London and Dubai, and is now the Assistant Head of Purpose and Pedagogy in the school overseeing Ecoliteracy and Global Impact programmes, inquiry learning and our Arbor Promise. Since joining Arbor, Hannah has co-constructed the UAE-centric Ecoliteracy programme of study combining the 17SDGs with geographical and scientific theory and practical work, as well as developing a bespoke problem-based Global Impact Certificate programme which combines environmental education and service learning.

With professional expertise centred around service learning and ethics, Hannah is passionate about social and environmental justice, having worked on many international service projects around the world including The Million Tree Project and volunteering for WWF's Changemakers Citizen Science Programme, being nominated as Ambassador for Climate Action. At Arbor, she believes developing a strong sense of moral accountability and environmental stewardship is pivotal, and achieved through a strong sense of role modelled behaviour and attitudes.

Secondary School Team

Administrative Staff

PA to the Head of Secondary
Examination Officer
Futures Counsellor

Shelly Thaxter
Antony Beadle
Sherifa Amin

Secondary Staff:

Arabic & Islamic

Head of Arabic & Islamic
Islamic Lead
Arabic Teachers

Amer Haj Ali
Ahmad Jlelati

Art & Food Technology

Art & Food Teacher
Art & Food LSA

Sarah Clarke
Chrissie Venter

Business Studies

Business Studies Teacher

David Smale

Design Technology

DT Teacher
DT Teacher
DT Technician

Dan Mortlock
Lee Batchford
Godwill Nsoh

Drama & Music

Performing Arts Lead

James Tunstill

Ecoliteracy, Global Perspective and GIC

Ecoliteracy, GP and GIC Lead
Ecoliteracy GP and GIC Teacher

Hannah Mainds
Kate Perry

English

Head of English
English Teacher
English Teacher

Katie Sexton
Davina Looker
Megan Johnson

Geography

Geography Teacher

Kate Perry

History

History Teacher

Emily Birks

IT & Business

Head of Digital Technology & IT Teacher

David Smale

Maths

Head of Maths

Craig O'Brien

Maths Teacher

Stephen Curley

Maths Teacher

Brooke Williams

MSC (Moral, Social & Cultural Studies)

Head of MSC and World Cultures

Emily Birks

MSC Teachers

Lee Batchford, Rachel Richards, Melanie Heskett,
Stephen Curley**Science**

Head of Science & Biology Teacher

Gemma Sykes

Chemistry Teacher

Dana Alkhundakji

Physics Teacher

Gerard Nash

Science Technician

George Mathew

PE

Head of Whole School Physical Education

George Spurling

PE Teacher

Emma Nanson

Swim Coach

Grant Woods

Swim Coach

Jessica Gie

Swim Coach/Lifeguard

Nilan Tharanga

Psychology

Psychology Teacher

Megan Johnson

Psychology Teacher

Vanessa Mitchell

World Languages

Head of World Languages

Melanie Heskett

World Languages Teacher

Rachel Richards

Thrive Department

Head of Thrive

Rachel Smith-Green

Senior Counsellor & Psychotherapist

AC Lieke

Educational Psychologist

Ashleigh Wilson

Secondary Inclusion Teacher

Michelle Sakande

Alternative Curriculum Lead

Neby Lesley

LSA

John Kamara

LSA

Justine Van Impe

Secondary Tutors

Year 7



Brooke Williams
Maths Teacher



James Tunstill
Music Teacher



Kate Perry
Ecoliteracy & Geography Teacher



Rachel Richards
MFL Teacher

Year 8



Emily Birks
History Teacher

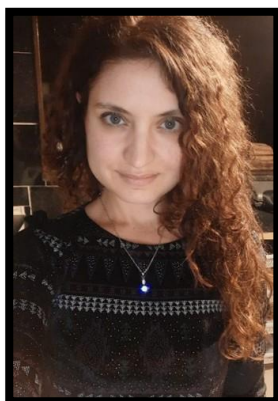


Emma Nanson
PE Teacher



Lee Batchford
DT Teacher

Year 9



Dana Alkhundakji
Chemistry Teacher



Gerard Nash
Physics Teacher



Melanie Heskett
Head of MFL

Year 10



Sarah Clarke
Art & Food Tech Teacher



Stephen Curley
Maths Teacher

Year 11



Davina Looker
English Teacher



Dave Smale
Digital Technology Lead, Business Studies
& Computing Teacher



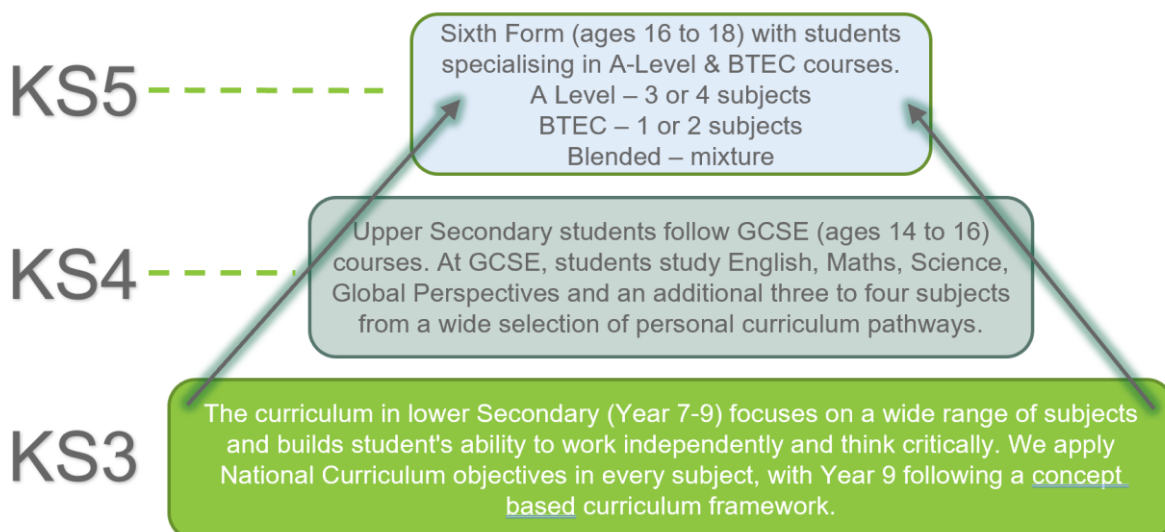
Megan Johnson
English & Psychology Teacher



Secondary Curriculum

Arbor offers a purpose driven education, an education that respects the best traditions of the British curriculum, applied within the context of authentic local, and global challenges.

Students will be taught by specialist teachers in all subject areas in order to deepen their knowledge, and as they move from one classroom to the next, they will develop organisational skills and further independence.



KEY STAGE 3

Year 7 and 8 follow the English National Curriculum programme alongside the school's bespoke eco-literacy curriculum.

Year 9 follows a bespoke progressive programme which combines the National Curriculum for England objectives with a concept-based curriculum approach. This blends our eco-literacy ethos with traditional programmes of study providing a progressive, unique curriculum for our students.

KEY STAGE 4

Year 10-11 follow their GCSE pathway choices which are chosen at the end of Year 9. They have multiple options they can choose from such as Triple Science, Psychology, Physical Education and Computer Science. Alongside their core subjects of English Language and Literature, Maths and Science they also take the Global Perspectives IGCSE to enhance their portfolio of subjects and deepen their critical understanding of the world around us. They work towards our own accredited Global Impact Certificate which blends concepts of ecoliteracy with social enterprise and service learning.

KEY STAGE 5

Students can choose one of three pathways on offer to them in Year 11 which they continue into Year 12. They can choose A Levels, BTECs or a blended pathway of both. All of these options are supported by the Level 2 Global Impact Certification.

See the following booklets for more information:

[Curriculum Booklet Overviews – KS3](#)

[Options Booklet](#)

Secondary Pastoral Care

Our Secondary pastoral care is at the very core of who we are as a school. Our students are cared for with individual attention and support and guided to achieve their potential through close relationships with our teachers, thus allowing them to flourish.

Here at Arbor Secondary we provide a personalised pastoral programme which is strengths-based and restorative, facilitating our students to reflect, explore and thrive, becoming the best versions of themselves. Our core values and character strengths are highly valued and modelled by all in the school.

Our tutor groups are purposefully small in number with carefully chosen form tutors assigned to them allowing for individualised care and attention. They are supported by our counselling team, Thrive department, Medical Care Team and the Assistant Head (Pastoral Care). The support system in our school is multi-faceted ensuring students always have someone to talk to.

It is important to us that every child in our care feels safe, valued, and supported.

Pastoral Programme

Students see their form tutor twice a day – in the morning and afternoon allowing for close relationships and regular check ins to occur. Tutors also deliver a full tutor lesson once a week. During these times they follow a thoughtful and enriching programme which includes Relationship, Social and Health sessions, Positive Education Curriculum as well as additional lessons in Moral and Social Education.

We combine our individual knowledge of students with research based, explicit pastoral curriculum to teach students the key concepts of wellbeing so they can live healthy, fulfilling lives. These sessions allow our students to gain the skills needed to help them flourish.

Student Code of Conduct

- Show kindness, respect, and a shared understanding of Arbor values.
- Value, and be inclusive, of all members of our community.
- Respect the environment, school property and the property of others.
- Maintain and support an environment conducive to learning.
- Listen to other's opinions with tolerance and thoughtfulness.
- Immerse yourself in the opportunities available to develop your passions.
- Maintain outstanding attendance and punctuality.
- Maintain our high expectations on uniform and appearances.
- Respect and follow the school's expectations and values at all times.



The Role of a Form Tutor

The Form Tutor plays a crucial role in setting expectations for all our students by creating a positive learning environment, establishing excellent relationships, and encouraging a collaborative approach aligned to Arbor values. Students will be tutored in small groups, meaning Form Tutors will have a thorough insight into students' academic progress and social development. They will promote excellence in everything our students do, from behaviour, attendance, punctuality, and uniform. Form Tutors will also be the first point of contact between home and school for any curriculum or pastoral queries.

RHSE Programme

The Secondary Relationship Health and Social Education programme reflects the school's values and ethos and encourages respect for other people. It is adapted to suit the changing needs of our students as they progress through school, and our tutors and pastoral team pay close attention to the individuals within their groups.

The focus of the programme is on open and supportive sessions where every student is encouraged to contribute and feel safe and welcome. We encourage plenty of dialogue between tutor and tutees to speak, assert opinions, or ask questions.

We cover three core key themes, which are Health & Wellbeing, Relationships, and Living in the Wider World, which we teach over the three terms. Our aim is to equip our students with the knowledge and skills that will help them outside of their academic studies and to become valued members of the community.

Positive Education

Alongside our pastoral care programme is our focus on positive education values which underpin our communication, relationships and pastoral care in the school. Positive Education concepts come from Positive Psychology ideologies which focuses on facilitating people to move into positive levels of wellbeing, rather than merely feeling okay. We aim to build skills and strategies with our students to allow them to thrive, and provide a strengths based approach to growth and development.

MSC

Moral Social and Cultural Studies is an innovative, engaging curriculum designed to develop young people of all nationalities and ages in the UAE with universal principles and values, that reflect the shared experiences of humanity. Students are taught through two lenses: Moral Education and Social Studies

Moral Education helps to create a strong foundation of moral purpose, an ethical outlook, character development and an understanding of shared values of humanity. It will help prepare youth to compete in a rapidly changing environment and make meaningful contributions to society. The programme also teaches students practical life skills that will encourage them to develop into well-adjusted adults.

MSC covers four pillars – character and morality; the individual and the community; civic studies; and cultural studies and blends academic content with an exploration of character and ethics.



House System

All students and staff belong to one of four school Houses. Houses are allocated on entry to the school based on existing numbers in each house, and siblings are generally placed in the same house. Our students are very proud of their House and have a strong sense of belonging to their House family. House Captains and Vice Captains lead assemblies and organise their House teams for the various competitions.



During the year there are a variety of inter-house competitions; these can be academic, sporting, creative, cultural or linked to community service. Competitions are organised both horizontally and vertically throughout the school, so that a strong house spirit across all age groups is developed.

Students also have the opportunity to earn house points through their daily work, by displaying exemplary behaviour, by showing acts of kindness and for giving of their best.

Students and staff will all wear their house shirts every Friday to further develop a sense of belonging. The names of the houses have been chosen to reflect the environmental ethos and focus of the school.

Our houses are:

(Dr. Jane) **Goodall**

(Sir David) **Attenborough**

(Ken) **Yeang**

(Isatou) **Ceesay**



Student Leadership

Students at the Arbor School have a variety of councils they can join, and potentially lead. It is important to us that leadership is focused on 'everyday' leadership and the character strengths of fairness, perspective, teamwork, zest, kindness as well as leadership. Leadership is about who you are, and how you lead, rather than a title.

All student leaders will undergo training based on the five exemplary principles of 'the student leadership challenge®'. At Arbor School we aim to ensure that these practices provide a framework toward students understanding leadership and facilitate successful leadership moments.



THE STUDENT LEADERSHIP CHALLENGE®

We have the following student groups in the school which support our vision and ethos:

- Class Representatives
- Year Group Representatives
- Student Council
- Eco Council
- Wellbeing Council
- Thrive Council
- House Leaders
- Global Awareness Council
- Innovation Council



Unique Secondary School Spaces

Complementing its unique approach to learning, the Arbor Secondary School offers unique facilities designed for a transformational experience. Each learning space is inspired by nature, blended with cutting edge design and functionality. The result is a range of learning and recreational spaces which allows students to connect to their future. State of the art science laboratories, computing room and music technology suites have been carefully curated to help develop students' creative skills and innovative expertise.

The Second floor is dedicated to our Secondary students. They have access to an emotional guidance counsellor, the thrive team for extra support, our Futures counsellor for University and careers counselling and a dedicated School clinic. All aspects of the child are cared for!

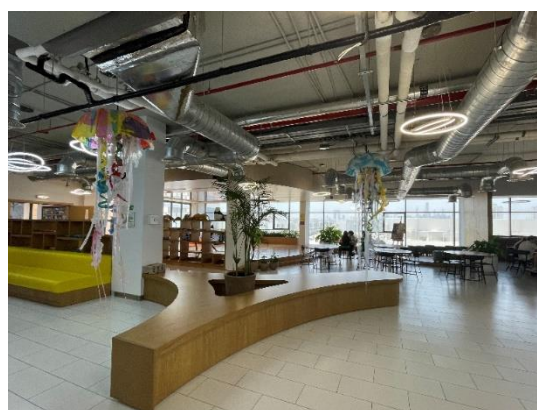


The Marketplace

Embracing students' creativity, the open and airy Marketplace provides an area to reflect and study, socialise, present to peers, or display artefacts produced in the atelier, from design, fashion, textiles, and fine art to digital media. Students will use this space for flexible learning, social time and a canteen space at lunch.

The Wahah

At the heart of the Secondary School, the Wahah is a hub for social interactions and provides a flexible learning space. Social activities are provided such as giant chess and table tennis with breakout spaces. It houses the Farmhouse Café, part of Arbor's in-house farm-to-fork dining concept for students and staff, and a mini-auditorium for innovative learning opportunities.



The Zen Zone

Situated in our Thrive area, next to the school clinic and counselling space, is our Zen Zone. This encompasses our mindfulness colouring walls, beanbag chill-out spaces and a sensory room in the Thrive room. It is important to provide students with these calm spaces during their busy school day.

Communication

Effective communication is essential to building a healthy partnership between a school and a parent in order to strengthen a student's learning experience. The relationship between home and school is a vital part of our ethos, so please do give staff a smile, say hello and ask any questions you may have when you see them.

We hold academic review evenings throughout the year where students present their work. There are two opportunities to meet your child's teachers for formal feedback, as well as three reports which provide you and your child with details on their grades and effort. You will receive a weekly newsletter which contains all information you need to know as well as updates on school events.

For queries outside this time, your child's tutor is the first port of call and will be able to help you with any questions you have or guide you to the relevant person. If you would like to have a formal conversation with the tutor, or specialist teacher, please contact them to arrange a mutually convenient time to meet online or in person, so that they can help and assist you.

Whilst staff will respond to emails as soon as they can, they are busy during the day, but you should expect a response within 24-48 hours during the school week. Should your email be sent over a weekend, you should expect a response at the start of the working week.

If you do not receive a response, or would like more clarification, please do contact the appropriate senior staff member as listed in the leadership section for support.

For any general inquiries in relation to school matters, our parent relations team can be reached through the email below:

reception@thearborschool.ae, or the mainschool phone line (04 581 4100).

For school accounts queries, please direct your communication to: finance@thearborschool.ae, or contact the main office (04 581 4100)

Your main 'app' for communication is Zenda, run through Nexsquare. This is where you will pay your child's fees, see their attendance and receive general updates from class teachers, tutors and Secondary Leaders. There will be parent training session on how to use the app effectively in August.



A Typical Day

School Timings

Timings of the Day

Period/Activity	Time
Registration/Tutor Time	7:45 - 8:00
Lessons	8:00 - 10:00
Break	10:00 - 10:20
Lessons	10:20 - 12:20
Lunch & Activities	12:20 - 1:10
Tutor Time	1:10 - 1:20
Lessons	1:20 - 3:20
After School Activities	3:20 - 4:20

The Secondary School Day starts promptly at 7:45am with tutor time, which includes assemblies, registration time, and a pastoral programme. Lessons start at 8:00am and finish at 3:20pm, Monday to Thursday, and at 12:00pm on Friday.

Gates will open at 7:30am and students can enter the school from the drop-off point closest to the biodomes, entering through the biodome gates and then up through the Secondary School staircase. Students must be in their form room by 7:45am or they will be marked as late. If students arrive after 7:45am, they will enter through reception and will be registered and be given a late slip.

Students have a morning break from 10:00 - 10:20am, and lunch is from 12:20 - 1:10pm. During both breaks, the students can eat and relax in the secondary break-out spaces, or they can choose to go outside during cooler weather. From 1:10 – 1:20 students return to their Form Room for mindfulness activities before starting afternoon lessons.

Pick-up is at 3:20pm (Monday-Thursday) and 12:00pm on Friday. Students and those travelling on a bus will depart from school at 3:30pm (Monday-Thursday) and 12:00pm (Friday). ECAs are also on offer Monday - Thursday from 3:20pm – 4:20pm

If you live in the vicinity adjacent to the school, and would like your child to go home directly, you can inform Dr Vanessa (Assistant Head Pastoral Care) and sign a consent form to allow this to happen.

Should you need to inform the school of any changes to pick-up/transportation arrangements, then Parent Relations and the form tutor should be informed of this by 11:00am that morning.

Sample Timetable KS3 (Year 7, 8 & 9)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
	7:45-8:00	8:00-8:20	8:20-8:40	8:40-9:00	9:00-9:20	9:20-9:40	9:40-10:00	10:00-10:20	10:20-10:40	10:40-11:00	11:00-11:20	11:20-11:40	11:40-12:00	12:00-12:20	12:20-12:40	12:40-13:00	13:00-13:20	13:20-13:40	13:40-14:00	14:00-14:20	14:20-14:40	14:40-15:00	15:00-15:20
MONDAY	Tutor / Assembly	Arabic	Design Technology	Break	History	Science	Lunch	Tutor	Maths	Tutor / Pos Ed	Ecoliteracy												
TUESDAY	Tutor	Maths	English	Break	Arabic	PE	Islamic	Lunch	Tutor	Maths	Drama	MFL											
WEDNESDAY	Tutor	English	Science	Break	MSC	Maths	Arabic	Lunch	Tutor	MFL	Ecoliteracy	Computing											
THURSDAY	Tutor / Assembly	Arabic	English	Break	Arabic	Islamic	Music	Lunch	Tutor	Maths	Art												
FRIDAY	Tutor	Science	English	Break	PE	Geography																	

KS3 – Y7

Sample Timetable KS4 (Year 10 & 11)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
	7:45-8:00	8:00-8:20	8:20-8:40	8:40-9:00	9:00-9:20	9:20-9:40	9:40-10:00	10:00-10:20	10:20-10:40	10:40-11:00	11:00-11:20	11:20-11:40	11:40-12:00	12:00-12:20	12:20-12:40	12:40-13:00	13:00-13:20	13:20-13:40	13:40-14:00	14:00-14:20	14:20-14:40	14:40-15:00	15:00-15:20
MONDAY	Tutor / Assembly	Option A	Arabic	Break	English	Maths	Lunch	Tutor	Options C	Option B													
TUESDAY	Tutor	Islamic	Option A	Arabic	Break	Maths	Global Perspectives	Lunch	Tutor	Science Chemistry	English												
WEDNESDAY	Tutor	Option B	Arabic	Maths	Break	Science Biology	Global Perspectives	Lunch	Tutor	English	Options C												
THURSDAY	Tutor / Assembly	Tutor / Pos Ed	Option A	Break	Maths	Science Physics	Lunch	Tutor	English	Science													
FRIDAY	Tutor	Options C	PE	Islamic	Break	Arabic	Option B																

KS4 – Y11

Absences

Students are expected to attend school regularly and on time. Parents are requested to inform the Form Tutor and Parent Relations about any absences, lateness or the need to leave school early or for an appointment. You can contact the Form Tutor by email and Parent Relations via the email address: reception@thearborschool.ae, or by phone : 04 581 4100.

From the third day of medical absence, parents should submit supporting medical documentation, including an absence note from the Doctor to Parent Relations via email, which will then be shared with the School Clinic for their review and follow-up as appropriate.

Education is our priority and as children and families have weekends and holidays, the Head of Secondary may not grant any leave of absence to students during term time unless they consider there to be 'exceptional circumstances'. At the Arbor School an absence for 'exceptional circumstances' is defined as an absence that cannot be reasonably avoided. Requests for term-time absence must be made in writing to the Head of Secondary School via the Zenda app. This should be done at least 3 weeks in advance and prior to making any firm travel plans. All requests will be considered on an individual basis.

Homework

As students move into the Secondary School, a more formal homework timetable will be implemented to support learning in class and to encourage more independent learning at home, in preparation for external examinations.

Our homework policy follows three main types of home learning:

1. Lagged Homework/Spaced Retrieval Practice

The homework assigned is based on a previous lesson's learning. This could be as little as one lesson before, or as much as two weeks before. The basic idea is that the homework is not synced to the lesson of that day, but to previous learned content. Students use retrieval methods to remember information, extend their previous knowledge and become more confident in an area once they have had more time to develop their understanding.

2. Flipped Learning

This form of homework is a type of blended learning where students engage with content and gain knowledge before the lesson topic is introduced. This is often in the form of reading or a video and note-taking. This allows students to develop their own critical insight and independent knowledge, which is then extended and stretched in their lesson by their teacher.

3. Knowledge Organisers

This is a one-page document with key terms and areas from a topic. It often has visual elements and colour formatted. They can be used for recall, or to help organise multiple points from a theme/module. Students may create them or may be given them.

Homework will not be set over the three longer school holidays for Key Stage Three, only during term time and over the half term breaks. For Key Stage Four homework may be set in the holidays but will take the format of revision, examination practice or coursework. Key daily timetables and homework timetables will be shared with students and parents on the first day of the school year. Timetables will also be available for your use and homework will be in student planners. Students must take responsibility for their homework by ensuring that they complete their homework timetable in their planners and monitor their deadlines.

Uniform



All students are expected to come to school in the correct school uniform to ensure consistency in appearance across the school. We ask for parental support in meeting these expectations. As we continue to develop and embed sustainability as a whole-school approach, we have a 100% sustainable, organic/ recycled, and fair-trade uniform through our partnership with Kapes. They are among a few providers of sustainable uniform in the UAE and all products are made in ethically certified factories that guarantee employee welfare whilst paying fair wages, just one of the reasons we are proud to be partnered with them.

Our uniform code in the Secondary School provided by Kapes is as follows:

- White Shirt/Blouse of appropriate length and size
- Trousers & Shorts (boys)
- Skorts, Skirts & Trousers (girls)
- School Jacket
- Formal Plain Black Leather Shoes (not canvas, sneakers or trainers)
- Plain White Socks (ankle length or trainer socks)
- PE Shirt & Shorts and base layer if needed (see below for more details)
- House Polo Shirt (Friday & School House Colour Days with uniform lower half)

Accessories & Jewellery

- Students with hair longer than shoulder length, will be expected to tie it back during practical lessons for health and safety reasons. Hair bands should be plain green or black, no other hair ornament is necessary.
- Hair should be appropriate to a school environment; hair must be of a natural colour. Use of hair dyes, coloured extensions, shavings, or patterns is not permissible.
- Make up and nail varnish is not permitted, all students wearing makeup will be requested to remove it. For safety and hygiene, nails for all students should be short.
- Students are only permitted to wear one pair of small stud earrings in the earlobe and a watch. All jewellery must be removed during PE lessons and interschool matches, and students are individually responsible for its safekeeping.

If a student is deemed to be in breach of the dress code, the school will contact parents to request the appropriate changes.

The Arbor School's sustainable uniform can be ordered via the Kapes website. To place your uniform order, please visit shopkapes.com and use the code 7enHB3Uk2P to log in.

Physical Education

Secondary School students are required to come to school in full uniform every day even if they have a sporting ECA. On the days in the week where students have PE and swimming, they may come to school in their PE kit.

PE Kit

- Arbor PE Sports Top
- Arbor PE Green Shorts
- Arbor Base Layer Tops and Bottoms (worn with green Arbor PE top/shorts over for modesty or comfort reasons – these must be worn in tandem with their PE kit))
- Sports trainers (non-marking sole, suitable- no converse, vans, air max)

Swimming Kit

- Girls should wear blue or black one-piece swimming costume.
- Boys should wear blue or black swim shorts with an optional rash vest of the same colour.
- Longer wetsuit style costumes are also permissible for boys or girls
- School uniform swim caps and own brand goggles are required
- On swimming days, students are expected to bring a swimming bag large enough to hold a towel, swimming costume, flip-flops/rubber shoes, swim cap and goggles.

Required Resources

- ✓ Large pencil case or plastic wallet with zipper to hold all stationary items
- ✓ 2 HB Pencils
- ✓ 3 or 4 Pens (black, blue, and red)
- ✓ Ruler
- ✓ Eraser
- ✓ Scientific Calculator (non-programmable)
- ✓ Highlighter Pens – 2 or 3 different colors
- ✓ Water Bottle
- ✓ Surface Pro & Charger (KS4 only)
- ✓ Stylus for all
- ✓ Pencil Sharpener
- ✓ Coloured Pencils
- ✓ Glue Stick (2)
- ✓ Coloured Felt Tip Marker Pens
- ✓ Small Stapler & Staples
- ✓ 30 cm Ruler
- ✓ Scissors
- ✓ Scientific Calculator (non-programmable)
- ✓ Apple Pencil (or iPad compatible pencil with iPad 6th and 7th generations)
- ✓ Personal Headphones

Please ensure that all items are clearly labelled with your child's name.

Please note that devices which are necessary to support and enhance the curriculum will be provided by the school and ***students should not bring their own devices from home into school.***

The school will provide an iPad for Year 7 and 8 students, and a Surface Pro for Year 9 and KS4 students.

Extra-Curricular Activities

Extra-curricular activities are a key component of school life at the Arbor School, providing space and time for students to develop their passions. All students are expected to undertake at least one ECA a week, and most students take part in at least three. Most ECAs take place from 3.20pm- 4.20pm from Monday to Thursday. We offer a wide range of activities from gardening and music technology to drama and art, with a large focus on ecoliteracy, sustainability and the environment.

As part of the ECA programme external specialist ECAs are provided for a small charge. These are run through our ECA provider ISM and booked through the same ECA programme. These range from Film Making and Language learning to Chemical Engineering.



Representative sports teams will also run during the ECA slot and some development sports squads for those will run in the mornings before school. We are part of the BSME Games team competitions, participate and host swim galas, and compete in the DASSA leagues for many sports such as football, netball, basketball, swimming, athletics and racquet sports.

Our ECA programme runs on a termly basis and sign-up takes place using the school cloud system, with launch and sign-up dates publicised through the Zenda app and the newsletter. There is a bus service after ECAs.

We also have a full lunchtime ECA programme which allows students to participate in academic enrichment or other areas of passion.



In addition to our ECA offering, there are a multitude of activities taking place at school outside of hours and at weekends. Everything from arts and crafts and foreign language classes; to basketball, football and tennis academies, as well as sports camps during the school holidays.

Please contact info@ismsports.org for more details about these.

Residential/Trips

All of our day and residential trips adhere to our mission as a school and our school aims. They all focus on allowing students to shine in different ways, outside of a regular classroom setting and allow students to apply their values of care and compassion to real life situations. Our trips are carefully planned with expert and experienced providers to focus on leadership skills, ethical values, adventurous challenges whilst keeping a keen eye on environmental justice and sustainability.

Day Trips

Students in the Secondary School have a range of opportunities to engage in learning and service outside the classroom. Subject specialists and our Scientist in Residence design and plan a range of local day trips. These place-based learning opportunities are designed to bring the curriculum to life through visits to land-based and marine nature reserves, cultural centres, museums, local businesses, and other attractions.



EMEG

All Year groups will travel to EMEG for one day in the school year. The Emirates Marine Environmental Group mission is to preserve biodiversity in the United Arab Emirates by planting mangroves and by:

- Protecting endangered wildlife through conservation strategy
- Actively participating in endangered species conservation efforts
- Advancing scientific research through collaboration
- Promoting environmental education within the local community
- Conserving fragile ecosystems for future generations



Residentials

Every year group are expected to attend one or two residential trip options during our week without walls. For some of our students, these overnight trips are their first real taste of independence. Experiencing this independence in a safe and positive environment will boost our student's self-confidence and allow them opportunities to be brave outside of the classroom. Residentials are essential for personal and social development, allowing new friendships to bloom and new challenges to be faced.

Experiences that take students out of their comfort zone are essential for personal growth and developing an appetite for trying new things. Day trips and residential trips enable our students to enjoy experiences that cannot be replicated in the classroom environment: the ambience of the large open spaces of the desert or the excitement and power of a live encounter with animals in their natural habitat.



With each of our year group trips, our students venture into undiscovered territory and as their life experience grows, so does their perspective on the world we live in. We follow a progressive programme with students experiencing a range of different options as they move through the school. All of our trips have tight links to our curriculum as well allowing for optimal, real life learning experiences.

All school trips have additional fees, ranging from low-cost local bus transport and admission fees to more expensive residential and international travel programmes.






Global Impact Certificate

Through curricular and co-curricular opportunities to study global issues, environmental science and sustainability, our young adult learners are preparing to articulate, design and create their preferred futures.




- ✓ All Arbor School students completing Key Stage 4 will earn a Level 1 Global Impact Certificate (L1GIC).
- ✓ All students completing Key Stage 5 will earn a Level 2 Global Impact Certificate (L2GIC).

LEVEL 1 - The Level 1 Global Impact Certificate has three main components.

 COMPONENT 1	 COMPONENT 2	 COMPONENT 3
<p>The completion of three termly courses, co-designed by the student and their Global Impact Certificate Mentor.</p> <p>Students will have the option of co-creating and completing three related courses, providing a focused, in-depth learning experience; or three courses that are thematically related but very different in their approach – for example, a Science-based topic, an Art and Design-based topic and a Social Science-based topic.</p>	<p>The production of a research paper, based on a globally important topic chosen by the student, in conversation with their mentor. The content of the research paper will build on the three courses from component 1.</p>	<p>The development of a product or the implementation of a project related to the topic of the research paper.</p> <p>This product or project will be presented in an exhibition for an authentic audience, including people who are knowledgeable in the topic areas presented.</p>

Time allocated for L1GIC will include more than 130 hours of guided course instruction and additional time for completion of the other components.

LEVEL 2 - The Level 2 Global Impact Certificate has three main components.

 COMPONENT 1	 COMPONENT 2	 COMPONENT 3
<p>The first is successful completion of the two-year, Global Perspective IGCE course.</p> <p>This course emphasizes the development and application of collaboration, communication, research, critical thinking, perspective taking and project management skills that are essential to Key Stage 5 and post-secondary success.</p> <p>The course provides opportunities for students to choose from a range of authentic global topics, and to follow their interests and passions in their practical individual and teamwork.</p>	<p>A public presentation of their individual and team projects to an authentic audience, including people who are knowledgeable in the topic areas presented.</p> <p>These exhibitions will provide a forum for the exchange of ideas among students in the class and with members of the wider school community.</p>	<p>Student-directed involvement in sustainability-related service, enterprise, recreation, learning and the arts.</p> <p>These activities provide opportunities for students to explore new areas of interest and deepen their understanding of established interests through active involvement.</p>

Administrative

Lost property

As the students move into Secondary School, they are expected to take responsibility and look after their own belongings. All students will be allocated a secure locker to store their items throughout the day.

There is a lost property box on the Second Floor which students can find any lost items. Lost property can be collected from reception at the end of the school day.

Phone Policy

The Arbor School has a zero-visibility policy with regards to students and phones. We do, however, appreciate that as a student moves into Secondary School, they may wish to have access to them on the way to and from school. If parents would like their child to have a phone for this purpose, then the phone must be switched off and be stored safely in bags between 7:30 am and 3:20pm each day. Should phones be seen by a member of staff during this time, they will be confiscated until the end of the school day, and parents informed. The school will not take responsibility for lost or damaged phones that are brought into school.

Medical

The health and safety of our students is of the utmost importance, and the Arbor School has a designated School Clinic, staffed with a full-time Doctor and Nurse on the Second Floor to deal with all medical concerns.

The medical team works closely with the pastoral team to ensure our students are fully supported. You must inform the team of any medical needs or allergies so your child can be given the best care possible. The medical team will contact parents regarding the annual schedule of DHA mandated checks and vaccination schedule.

Transportation

A school bus can be accessed for easy transportation to and from school, or one way. The Arbor School partners with STS, Dubai's leading school transport service provider, to offer parents a safe, convenient, and cost-effective alternative for transporting students to and from school, adhering fully to all applicable KHDA and RTA safety regulations governing school transport. All details regarding school transportation, fees, and Terms and Conditions can be found [here](#).

School Lunches

With the aim of more closely aligning our food operations with Arbor's core pillars of ecoliteracy, sustainability and environmental justice, we have a "farm-to-fork" canteen concept run by The Farmhouse at Arbor. The concept makes full use of school-grown produce in the provision of food to students, complemented by the careful sourcing of seasonal ingredients from local and sustainable suppliers. The Farmhouse offers a variety of meal options including vegetarian, vegan and a Simply Farmhouse Menu for our less adventurous eaters.

Secondary School students can access the Farmhouse Café on the Second Floor in the Wahah at breaktimes and lunchtimes with a full range of healthy snacks and drinks. During lunchtime they also have the option of the Farmhouse Canteen in The Marketplace for a full healthy meal with a drink provided. In order to purchase food and drinks students must use their student card which parents can top up easily. Students are also able to bring their own packed lunch and snacks into school to be eaten in the appropriate area.



Visit our website [here](#) for more details on each of the menus and how to order.

Child Protection and Safeguarding

At the Arbor School, we believe that all children in our care have a right to learn and develop in a safe environment. We are committed to adhering strictly to all applicable safeguarding child regulations and guidelines, as well as implementing safeguarding best practices in a holistic manner, that involves staff, parents, students, and other members of the school community.

The school upholds the basic principle that children have the right to life, safety and are entitled to education (Child Rights Law, UAE).

We follow the UK Department for Education guidance and the Federal Law No. 3 of 2016 concerning child rights (Wadeema's Law) in our Safeguarding practices and training.

Safeguarding promotes the welfare of children and is defined by the UK Department for Education as:

- ✓ protecting children from maltreatment;
- ✓ preventing the impairment of children's mental and physical health or development;
- ✓ ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- ✓ and taking action to enable all children to have the best outcomes." KCSIE 2022.

If you have any concerns about the safety of a child, please do not hesitate to contact Ms Frances Powell at fpowell@thearborschool.ae. Your concerns will be dealt with sensitively.



STAY IN TOUCH



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