Equity, Inclusion, and Student Support Policy

Ajyal AlMarefaah International School

Quality Office

Contents

Equity

Ajyal Al Maarefah International School, located in Jazan Province, embraces equity as a foundational value in its commitment to serving a diverse and multicultural student body. The school welcomes students from a wide range of nationalities and ensures that every learner—regardless of background, gender, socio-economic status, language, or ability—has equitable access to quality education, resources, and opportunities. Recognizing the uniqueness of each student, Ajyal provides tailored academic support, differentiated instruction, and targeted interventions to help bridge achievement gaps and foster success. The school actively works to eliminate any form of discrimination and promotes a learning environment rooted in fairness, inclusion, and mutual respect. Through continuous review of its policies and practices, Ajyal upholds its mission to empower all students to reach their full potential in a just and supportive educational setting.

Equitable Access to Education and Resources

Policy Title: Equitable Access to Education and Resources	
Policy Number	EQT-POL-01
Effective Date	
Version	1.0
Approved by	School CEO / Board of Trustees
Responsible Unit	Academic Affairs Department / Student Affairs Office / Quality Assurance Department
1. Purpose	To ensure that all students at Ajyal Al Maarefah International School have fair, inclusive, and non-discriminatory access to educational programs, learning opportunities, and institutional support services, regardless of their personal, social, or cultural backgrounds.
2. Scope	This policy applies to all students, faculty, and staff across all levels of the school and includes academic programs, extracurricular activities, support services, facilities, and digital learning platforms.
3. Policy Statement	Ajyal Al Maarefah International School is committed to providing equitable access to quality education and institutional resources for all students. The school ensures that no student is disadvantaged based on gender, nationality, disability, language, socio-economic status, or any other characteristic. Academic programs and services are designed to meet the diverse learning needs of the student body and promote equal opportunities for growth, participation, and success.

4. Implementation Guidelines	1. **Admissions**: Admission policies are transparent, inclusive, and free from discrimination. 2. **Instructional Materials**: All students have equal access to learning resources, including textbooks, digital tools, and laboratory equipment. 3. **Facilities**: Classrooms, libraries, recreational areas, and other facilities are designed or adapted to be inclusive and accessible. 4. **Technology Access**: Efforts are made to provide students with equitable access to technology for learning, especially in cases of economic hardship. 5. **Language Support**: Language instruction and translation services are provided for students with limited proficiency in the language of instruction. 6. **Special Needs Accommodation**: Students with learning or physical disabilities receive appropriate support and learning accommodations.
5. Roles and Responsibilities	<table><tr><th>Role</th><th>Responsibilities</th></tr><tr><td>Academic Affairs Department</td><td>Ensure curriculum accessibility and instructional equity</td></tr><tr><td>Student Affairs Office</td><td>Monitor and support student needs and service access</td></tr><tr><td>Quality Assurance Department</td><td>Evaluate and report on equity indicators across programs</td></tr><tr><td>Teachers and Staff</td><td>Implement inclusive teaching practices and resource allocation</td></tr><tr><td>School Leadership</td><td>Oversee policy enforcement and promote a culture of equity and fairness</td></tr></table>
6. Monitoring and Review	1. Annual internal reviews and student feedback surveys will assess the effectiveness of equitable access. 2. Reports will be submitted to the School CEO and Board of Trustees with recommendations for improvement. 3. The policy will be reviewed every three years or in response to significant demographic or institutional changes.
7. Related Documents	1. Student Admissions Policy 2. Inclusive Education Guidelines 3. Learning Resource Distribution Plan 4. Language Support Policy 5. Student Services Handbook

Non-Discrimination and Equal Opportunity

Policy Title: Non-Discrimination and Equal Opportunity	
Policy Number	EQT-POL-02
Effective Date	
Version	1.0
Approved by	School CEO / Board of Trustees
Responsible Unit	Human Resources Office / Academic Affairs / Student Affairs
1. Purpose	To affirm Ajyal Al Maarefah International School's commitment to fostering a respectful, inclusive, and safe environment that ensures equal opportunity and prohibits all forms of discrimination in academic, administrative, and co-curricular activities.
2. Scope	This policy applies to all students, faculty, staff, administrators, parents, and affiliated individuals, covering admissions, hiring, promotion, classroom interactions, assessments, and access to school facilities and services.
3. Policy Statement	Ajyal Al Maarefah International School prohibits discrimination on the basis of gender, nationality, ethnicity, religion, disability, language, or socio-economic status. The school ensures that every individual is treated with dignity, receives equal opportunities, and has access to all programs and services without bias. All decisions regarding students and staff shall be made based on merit, qualifications, and demonstrated performance, in alignment with institutional values and regulatory standards.
4. Implementation Guidelines	1. **Inclusive Admissions and Hiring**: Processes will be transparent and free of bias or discriminatory practices. 2. **Equal Learning Opportunities**: Teaching methods and assessments will be adapted to respect and include diverse learning styles and student backgrounds. 3. **Workplace Fairness**: Employment and promotion decisions will be based solely on objective performance and role criteria. 4. **Cultural Respect and Tolerance**: The school fosters awareness and appreciation of cultural, religious, and linguistic diversity. 5. **Complaint Mechanism**: Clear procedures are in place for reporting and investigating claims of discrimination or unfair treatment. 6. **Awareness and Training**: Staff and students will receive regular training on equality, inclusion, and respectful conduct.
5. Roles and Responsibilities	<table><tr><th>Role</th><th>Responsibilities</th></tr><tr><td>Human Resources Office</td><td>Enforce non-discrimination in hiring and workplace practices</td></tr><tr><td>Academic Affairs</td><td>Ensure classroom inclusion and fair academic evaluation</td></tr></table>

	Student Affairs	Promote respectful student engagement and address discrimination claims
	All Staff and Faculty	Model equitable behavior and respond to inappropriate conduct
	School CEO	Lead policy enforcement and institutional culture-building efforts
6. Monitoring and Review	1. Annual policy audits and feedback surveys will monitor implementation and detect gaps or complaints. 2. All reported violations will be addressed promptly and confidentially with appropriate corrective action. 3. The policy will be reviewed every three years or in response to legal or regulatory changes.	
7. Related Documents	1. Code of Conduct 2. Grievance and Complaint Policy 3. Staff Recruitment and Evaluation Policy 4. Student Behavior and Discipline Policy 5. Inclusion and Diversity Training Guidelines	

Differentiated Support for Diverse Learners

Policy Title: Differentiated Support for Diverse Learners	
Policy Number	EQT-POL-03
Effective Date	
Version	1.0
Approved by	School CEO / Academic Director
Responsible Unit	Academic Affairs Department / Student Support Unit / Learning Support Services
1. Purpose	To establish a structured approach for providing tailored academic and non-academic support that addresses the varied learning needs, abilities, and backgrounds of students at Ajyal Al Maarefah International School.
2. Scope	This policy applies to all teaching staff, academic coordinators, counselors, learning support teams, and other school personnel involved in instructional planning and student development. It includes support for students with special educational needs, gifted learners, English language learners, and those requiring remedial assistance.
3. Policy Statement	Ajyal Al Maarefah International School recognizes that students learn in different ways and at varying paces. The school is committed to implementing differentiated support strategies to ensure all students can achieve academic success and personal growth. Instruction, assessment, and student services are adapted to accommodate diverse learning profiles, cultural backgrounds, and individual challenges assuring that no learner is left behind.
4. Implementation Guidelines	1. **Individual Learning Plans (ILPs)**: Created for students requiring additional academic or behavioral support. 2. **Flexible Instructional Strategies**: Teachers use varied methods (visual, auditory, kinesthetic) and pacing to meet learner needs. 3. **Academic Enrichment**: Opportunities provided for high-achieving and gifted students to deepen their learning. 4. **Remedial Programs**: Targeted support is offered to students who are below grade level in key subjects. 5. **Language Support Services**: Tailored support for non-native speakers of the language of instruction. 6. **Ongoing Assessment**: Formative assessments guide support strategies and instructional modifications. 7. **Collaborative Planning**: Teachers, counselors, and support staff collaborate to design interventions. 8. **Parental Involvement**: Families are engaged in the development and review of support plans for their children.

5. Roles and Responsibilities	Role	Responsibilities
	Academic Affairs Department	Oversees curriculum flexibility and inclusion strategies
	Student Support Unit	Develops ILPs, coordinates interventions, and monitors progress
	Learning Support Specialists	Provide direct support to students with identified needs
	Classroom Teachers	Implement differentiated instruction and maintain regular communication with support staff
	Parents/Guardians	Participating in planning and follow-up on interventions
	School Leadership	Provide resources and ensure policy enforcement across departments

6. Monitoring and Review	1. Progress of students receiving differentiated support is reviewed quarterly. 2. ILPs are revised based on student outcomes, feedback, and assessment data. 3. The policy is evaluated every three years or as needed to reflect best practices and evolving student needs.
7. Related Documents	1. Individual Learning Plan (ILP) Template 2. Student Referral and Support Request Form 3. Inclusive Teaching Guidelines 4. Gifted and Talented Education Policy 5. English Language Learner Support Policy

Inclusion

Ajyal Al Maarefah International School embraces inclusion as a core principle that ensures every student feels valued, supported, and empowered to succeed. The school actively fosters an environment where learners of all backgrounds, abilities, languages, and learning styles can participate fully in academic and extracurricular life. Through inclusive teaching strategies, culturally responsive curriculum, and personalized support plans, Ajyal ensures that students with special educational needs, language barriers, or diverse learning profiles are equitably accommodated. Teachers, coordinators, and support staff work collaboratively to eliminate learning obstacles and promote engagement, belonging, and achievement for every child. Inclusion at Ajyal is not only a commitment—it is a daily practice rooted in respect, equity, and community.

Inclusive Teaching, Learning, and Assessment Practices

Policy Title: Inclusive Teaching, Learning, and Assessment Practices	
Policy Number	INC-POL-01
Effective Date	
Version:	1.0
Approved by	School CEO / Academic Director
Responsible Unit	Academic Affairs Department / Quality Assurance Department / Student Support Unit
1. Purpose	To establish clear principles and procedures that promote inclusive teaching, learning, and assessment practices at Ajyal Al Maarefah International School, ensuring that all students—regardless of ability, background, or learning style—can access, engage with, and demonstrate achievement of curriculum expectations.
2. Scope	This policy applies to all teachers, academic coordinators, instructional staff, and support personnel across all educational stages and subjects.
3. Policy Statement	Ajyal Al Maarefah International School is committed to providing an inclusive educational environment where every student's learning needs are recognized, respected, and met through responsive teaching and assessment strategies. The school ensures that instruction and evaluation methods are varied and equitable, promoting active participation, academic success, and personal growth for all learners. Special attention is given to students with learning differences, disabilities, language barriers, and other individual needs to ensure they are supported and empowered throughout the learning process.
4. Implementation Guidelines	1. **Differentiated Instruction**: Teachers adapt teaching methods, materials, and pacing to accommodate different learning styles and ability levels.

	2. **Universal Design for Learning (UDL)**: Lessons are planned with accessibility in mind to benefit all learners from the outset.
	3. **Accessible Assessment**: Students are assessed using varied formats (oral, written, practical) that allow them to demonstrate understanding in appropriate ways.
	4. **Formative and Summative Balance**: Continuous assessment practices are used to guide teaching and identify learning needs early.
	5. **Collaborative Support**: Teachers work with learning support staff and specialists to design inclusive strategies and accommodations.
	6. **Student Voice**: Learners are encouraged to share feedback on teaching and assessments to promote active involvement in their education.
	7. **Professional Development**: Ongoing training is provided to staff on inclusive pedagogy, equity, and cultural responsiveness.
5. Roles and Responsibilities	<table><tr><th>Role</th><th>Responsibilities</th></tr><tr><td>Academic Affairs Department</td><td>Oversee implementation of inclusive strategies in curriculum and instruction</td></tr><tr><td>Student Support Unit</td><td>Provide guidance on accommodations, differentiation, and special education needs</td></tr><tr><td>Teachers and Coordinators</td><td>Design and deliver inclusive lessons and assessments tailored to student needs</td></tr><tr><td>Quality Assurance Department</td><td>Monitor effectiveness and alignment of inclusive practices with academic standards</td></tr><tr><td>School Leadership</td><td>Allocate resources and training to sustain inclusive teaching practices</td></tr></table>
6. Monitoring and Review	1. Inclusive teaching practices are evaluated annually through classroom observations, student feedback, and academic results. 2. Adjustments to instructional approaches are made based on evidence of effectiveness. 3. This policy is reviewed every three years, or sooner if curricular or regulatory changes arise.
7. Related Documents	1. Differentiated Instruction Guidelines 2. Inclusive Education Policy 3. Assessment and Evaluation Framework 4. Student Individual Learning Plan (ILP) Protocol 5. Professional Development Plan for Inclusive Education

Culturally Responsive Education

Policy Title: Culturally Responsive Education	
Policy Number	INC-POL-02
Effective Date	
Version	1.0
Approved by	School CEO / Academic Director
Responsible Unit	Academic Affairs Department / Student Affairs / Quality Assurance Unit
1. Purpose	To promote an educational environment at Ajyal Al Maarefah International School that respects, reflects, and responds to the diverse cultural backgrounds of its students and community, enriching learning experiences and fostering inclusion, engagement, and mutual respect.
2. Scope	This policy applies to all teaching and non-teaching staff, curriculum planners, school leaders, and support teams. It covers curriculum design, instructional strategies, school culture, and student support services.
3. Policy Statement	Ajyal Al Maarefah International School embraces cultural diversity as a strength and is committed to integrating culturally responsive practices across all aspects of teaching and learning. The school ensures that students see their identities, languages, traditions, and worldviews respected and reflected in the curriculum and school environment. Culturally responsive education enhances student motivation, improves academic performance, and prepares students to engage in a global society with understanding, empathy, and respect.
4. Implementation Guidelines	1. **Inclusive Curriculum**: Teaching materials and content incorporate diverse cultural perspectives and avoid cultural bias. 2. **Cultural Representation**: Classroom discussions, assignments, and examples reflect the multicultural backgrounds of students. 3. **Celebration of Diversity**: The school calendar includes multicultural events, language days, and awareness campaigns that celebrate heritage and identity. 4. **Respectful Dialogue**: Teachers facilitate open discussions on cultural differences, global issues, and inclusive values. 5. **Home-School Connection**: Communication strategies involve families from various backgrounds and respect linguistic and cultural differences. 6. **Staff Training**: Teachers and staff receive training on cultural competence and responsiveness in teaching and communication. 7. **Student Engagement**: Students are encouraged to share aspects of their cultures through projects, presentations, and collaborative activities.

5. Roles and Responsibilities	Role	Responsibilities
	Academic Affairs Department	Integrate cultural diversity into curriculum and academic planning
	Student Affairs Unit	Organize cultural events and support student identity development
	Quality Assurance Unit	Monitor the effectiveness and inclusiveness of culturally responsive practices
	Teachers	Apply inclusive and culturally relevant pedagogy in classrooms
	Parents and Guardians	Participate in cultural exchange activities and communication initiatives
	School Leadership	Promote an institutional culture of respect and equity

6. Monitoring and Review	1. Annual reviews will assess the cultural inclusiveness of learning materials, classroom practices, and school events.
	2. Student and parent surveys will be conducted to gather feedback on cultural representation and belonging.
	3. The policy will be reviewed every three years, or in response to major shifts in school demographics or global developments.

7. Related Documents	1. Inclusive Teaching and Learning Policy
	2. Code of Conduct
	3. Diversity Celebration Calendar
	4. Parent Engagement Policy
	5. Staff Development and Training Plan

Support for Students with Special Needs (IEPs and Accommodations)

Policy Title: Support for Students with Special Needs	
Policy Number	INC-POL-03
Effective Date	
Version:	1.0
Approved by	School CEO / Academic Director
Responsible Unit	Student Support Unit / Academic Affairs Department / Quality Assurance Unit
1. Purpose	To establish a framework for identifying, supporting, and empowering students with special educational needs (SEN) to achieve academic success, social inclusion, and personal growth at Ajyal Al Maarefah International School.
2. Scope	This policy applies to all faculty, academic coordinators, support staff, and administrators involved in teaching, learning, assessment, and student services. It includes students with physical, cognitive, emotional, behavioral, and learning challenges.
3. Policy Statement	Ajyal Al Maarefah International School is committed to providing inclusive, equitable, and individualized educational opportunities for students with special needs. The school ensures early identification, professional evaluation, and continuous support through tailored educational plans and appropriate accommodations. Collaboration among educators, families, and support services is essential to removing barriers to learning and fostering the full development of every student.
4. Implementation Guidelines	1. **Identification and Assessment**: Early screening and professional assessment are conducted to identify students who may need support. 2. **Individual Education Plans (IEPs)**: Customized plans are developed for students requiring specialized instruction or accommodations. 3. **Differentiated Instruction**: Teachers adapt content, methodology, and environment to meet individual learning needs. 4. **In-Class and Pull-Out Support**: Students receive support either within the general classroom or through focused intervention sessions. 5. **Training for Teachers**: Staff are trained in inclusive education practices, disability awareness, and assistive strategies. 6. **Parental Engagement**: Families are actively involved in the planning, implementation, and review of their child's learning plan. 7. **Confidentiality and Respect**: All information regarding students with special needs is handled with professionalism and sensitivity.

5. Roles and Responsibilities	Role	Responsibilities
	Student Support Unit	Lead assessment, develop IEPs, and provide specialized instruction and monitoring
	Academic Affairs Department	Ensure curriculum accommodations and instructional flexibility
	Teachers	Implement IEPs and inclusive classroom strategies
	Parents/Guardians	Participate in decision-making and support home-school coordination
	School Leadership	Allocate resources and ensure policy enforcement
6. Monitoring and Review	1. IEPs are reviewed at least once per academic term or as needed based on student progress. 2. Policy implementation is evaluated annually through internal audits and stakeholder feedback. 3. The policy is reviewed every three years or when relevant legislation or school priorities change.	
7. Related Documents	1. Individual Education Plan (IEP) Template 2. Inclusive Education Framework 3. Teacher Training Manual on SEN 4. Confidentiality and Data Protection Policy 5. Student Referral and Screening Form	

Language Inclusion for Multilingual and Non-Native Speakers

Policy Title: Language Inclusion for Multilingual and Non-Native Speakers	
Policy Number	INC-POL-04
Effective Date	
Version	1.0
Approved by	School CEO / Academic Director
Responsible Unit	Academic Affairs Department / Language Support Unit / Student Support Services
1. Purpose	To ensure that students from diverse linguistic backgrounds, including non-native speakers of the school's primary language of instruction, receive the support necessary to fully engage with the curriculum and participate effectively in school life.
2. Scope	This policy applies to all students, teaching staff, academic coordinators, and support personnel across all grade levels. It encompasses students with limited proficiency in the language of instruction, as well as those from multilingual homes.
3. Policy Statement	Ajyal Al Maarefah International School recognizes language diversity as an asset and is committed to promoting an inclusive academic environment where multilingual and non-native speakers can succeed. The school provides targeted language instruction, academic scaffolding, and culturally responsive teaching to help these students overcome linguistic barriers, integrate socially, and meet academic standards. Communication with families is also tailored to be linguistically accessible and culturally respectful.
4. Implementation Guidelines	1. **Language Screening**: New students are assessed for language proficiency to determine support needs. 2. **English/Arabic Language Support Programs**: Targeted language development classes are provided as part of the academic schedule. 3. **Scaffolded Instruction**: Teachers adapt materials and instruction to ensure comprehension and participation for non-native speakers. 4. **Bilingual Communication**: Key school communications are translated to ensure parental understanding and involvement. 5. **Cultural Integration Activities**: Students are supported through programs that foster confidence, belonging, and language immersion. 6. **Progress Monitoring**: Language acquisition and academic progress are tracked regularly to adjust support. 7. **Professional Development**: Teachers receive training in second-language acquisition strategies and classroom integration.

5. Roles and Responsibilities	Role	Responsibilities
	Academic Affairs Department	Coordinate language support services and curriculum integration
	Language Support Unit	Deliver English/Arabic language development programs and monitor progress
	Teachers	Apply inclusive instructional strategies and support language learners
	Student Support Services	Provide counseling and adjustment support for language learners
	Parents and Guardians	Engage in home-school communication and reinforce language learning at home
6. Monitoring and Review	1. Language progress is assessed biannually using standard benchmarks and formative assessments. 2. Feedback from students, teachers, and parents is used to evaluate program effectiveness. 3. The policy is reviewed every three years or sooner, based on demographic shifts or language trends.	
7. Related Documents	1. Language Support Program Plan 2. Student Language Proficiency Assessment Tools 3. Inclusive Education Policy 4. Home-School Communication Guidelines 5. Teacher Training Plan on Language Inclusion	

Student Well-being

Ajyal Al Maarefah International School prioritizes student well-being as a fundamental pillar of its educational philosophy. The school is committed to creating a safe, supportive, and nurturing environment where every student feels respected, valued, and empowered to thrive academically, emotionally, and socially. Comprehensive well-being services—including mental health counseling, health and nutrition programs, anti-bullying initiatives, and character education—are integrated into the school's daily practices. Ajyal fosters a culture of care that promotes resilience, emotional intelligence, and positive relationships among students and staff. By encouraging open communication, student voice, and active engagement, the school ensures that all learners are equipped not only for academic success but also for personal growth and lifelong well-being.

Safe and Supportive Learning Environment

Policy Title: Safe and Supportive Learning Environment	
Policy Number	SWB-POL-01
Effective Date	
Version	1.0
Approved by	School CEO / Board of Trustees
Responsible Unit	Student Affairs / Academic Affairs / Health and Safety Committee
1. Purpose	To establish a comprehensive framework that promotes the physical, emotional, and psychological safety of all students, ensuring a learning environment that is inclusive, respectful, and conducive to academic and personal development.
2. Scope	This policy applies to all students, staff, administrators, visitors, and service providers at Ajyal Al Maarefah International School. It encompasses all academic settings, extracurricular activities, and school-related events.
3. Policy Statement	Ajyal Al Maarefah International School is committed to maintaining a safe, respectful, and supportive environment where every student can learn and grow free from fear, harm, discrimination, or neglect. The school actively prevents bullying, harassment, and abuse through education, early intervention, and clear behavioral expectations. Safety protocols, supervision standards, emotional support services, and community-building activities are integrated into the school culture to ensure the well-being of all learners.
4. Implementation Guidelines	1. **Anti-Bullying and Harassment Prevention**: Clear rules and reporting systems are in place to prevent and address bullying or discrimination.

	2. **Physical Safety Measures**: Regular risk assessments, emergency drills, health checks, and facility inspections are conducted.
	3. **Emotional Support Services**: School counselors and student support staff provide mental health assistance and conflict resolution.
	4. **Positive Behavior Systems**: The school reinforces respectful conduct and accountability through a proactive discipline model.
	5. **Staff Training**: All staff receive regular training on child protection, crisis response, and inclusive classroom practices.
	6. **Parental Involvement**: Families are involved in promoting safe behaviors and are promptly informed of safety concerns.
	7. **Student Empowerment**: Students are encouraged to speak up, report concerns, and participate in creating a caring school culture.
5. Roles and Responsibilities	<table><tr><th>Role</th><th>Responsibilities</th></tr><tr><td>Student Affairs Department</td><td>Oversee student safety programs and behavioral support systems</td></tr><tr><td>Academic Affairs Department</td><td>Ensure integration of well-being topics into curriculum and teacher practices</td></tr><tr><td>Health and Safety Committee</td><td>Conduct risk assessments, coordinate drills, and enforce health protocols</td></tr><tr><td>Teachers and Staff</td><td>Maintain safe classrooms, monitor student interactions, and model respectful behavior</td></tr><tr><td>Counseling Team</td><td>Provide mental health support and crisis intervention</td></tr><tr><td>Parents and Guardians</td><td>Reinforce safety values and communicate concerns to the school</td></tr></table>
6. Monitoring and Review	1. Safety reports, incident logs, and student surveys are reviewed on a quarterly basis. 2. The effectiveness of the policy is evaluated annually by the Health and Safety Committee and Senior Leadership. 3. The policy will be reviewed every three years or sooner, in accordance with changes in regulations or identified needs.
7. Related Documents	1. Student Code of Conduct 2. Anti-Bullying Policy 3. Emergency Response Plan 4. Mental Health and Counseling Policy 5. Child Protection and Safeguarding Policy

Mental Health and Emotional Support Services

Policy Title: Mental Health and Emotional Support Services	
Policy Number	SWB-POL-02
Effective Date	
Version:	1.0
Approved by	School CEO / Board of Trustees
Responsible Unit	Student Affairs Department / Counseling Unit / Health and Safety Committee
1. Purpose	To ensure that Ajyal Al Maarefah International School provides comprehensive, accessible, and confidential mental health and emotional support services that promote the well-being, resilience, and personal development of all students.
2. Scope	This policy applies to all students enrolled at Ajyal Al Maarefah International School. It also includes faculty, staff, and administrators responsible for student care and wellness.
3. Policy Statement	Ajyal Al Maarefah International School is committed to fostering a healthy and emotionally supportive school environment. Recognizing that emotional well-being is fundamental to student success, the school offers counseling services, awareness programs, crisis support, and referrals to appropriate external resources when needed. All services are delivered in a confidential, culturally sensitive, and developmentally appropriate manner.
4. Implementation Guidelines	1. **School Counseling Services**: Licensed school counselors are available for individual and group counseling sessions. 2. **Early Identification**: Teachers and staff are trained to recognize signs of emotional distress and refer students appropriately. 3. **Crisis Intervention**: Immediate support is provided to students experiencing psychological emergencies or traumatic events. 4. **Wellness Programs**: Regular workshops and activities are conducted to build emotional resilience and stress management skills. 5. **Referral System**: When necessary, students are referred to external psychologists or specialized mental health professionals. 6. **Parental Collaboration**: Parents are engaged in support planning, with student confidentiality respected according to policy. • **Confidentiality and Ethics**: All student information is managed with strict confidentiality in line with ethical and legal standards.
5. Roles and Responsibilities	<table><tr><th>Role</th><th>Responsibilities</th></tr><tr><td>**Counseling Unit**</td><td>Deliver mental health support, maintain records, and manage crisis interventions</td></tr></table>

	Student Affairs Department	Coordinate wellness programs and facilitate counselor referrals
	Teachers and Academic Staff	Identify concerns, communicate with counselors, and support referred students
	Health and Safety Committee	Integrate mental health into broader well-being and safety strategies
	Parents/Guardians	Participate in intervention plans and reinforce support at home
	School Leadership	Allocate resources and ensure policy implementation and continuous improvement
6. Monitoring and Review	1. Student well-being is monitored through surveys, counselor logs, and incident reports. 2. The effectiveness of emotional support services is assessed annually. 3. This policy will be reviewed every three years, or earlier as needed based on feedback, changing needs, or external developments.	
7. Related Documents	1. Child Protection and Safeguarding Policy 2. Safe and Supportive Learning Environment Policy 3. Health Services Protocol 4. Student Referral and Intervention Procedure 5. Confidentiality and Privacy Policy	

Health, Nutrition, and Physical Well-being Initiatives

Policy Title: Health, Nutrition, and Physical Well-being Initiatives	
Policy Number	SWB-POL-03
Effective Date	
Version	1.0
Approved by	School CEO / Board of Trustees
Responsible Unit	Student Affairs Department / School Health Services / Physical Education Unit
1. Purpose	To promote the holistic development of students by ensuring access to comprehensive health services, balanced nutrition, and physical well-being programs that support academic achievement and lifelong healthy habits.
2. Scope	This policy applies to all students, teachers, administrative staff, cafeteria providers, and physical education personnel at Ajyal Al Maarefah International School. It covers school health services, meal programs, physical activity, and hygiene practices.
3. Policy Statement	Ajyal Al Maarefah International School is committed to fostering a healthy school community by implementing preventive health measures, promoting balanced nutrition, and ensuring regular physical activity. The school encourages positive lifestyle choices through education, access to nutritious meals, regular medical screenings, and a safe and hygienic environment. These initiatives aim to improve student focus, reduce absenteeism, and support emotional and physical development.
4. Implementation Guidelines	1. **Health Screenings**: Regular medical check-ups and vaccinations are coordinated with licensed health professionals. 2. **Nutrition Standards**: The school cafeteria provides balanced meals and promotes healthy eating habits aligned with national health guidelines. 3. **Physical Education**: Structured physical education classes and extracurricular sports activities are offered to all students. 4. **Hygiene Promotion**: Awareness campaigns and hygiene supplies (e.g., handwashing stations) are integrated throughout the campus. 5. **Health Education**: Age-appropriate lessons on nutrition, fitness, mental health, and personal safety are embedded in the curriculum. 6. **Sick Student Protocols**: Clear procedures for identifying, isolating, and supporting unwell students are enforced. 7. **Parent Collaboration**: Families are encouraged to reinforce healthy behaviors at home and participate in school health initiatives.
5. Roles and Responsibilities	<table><tr><th>Role</th><th>Responsibilities</th></tr><tr><td>School Health Services Unit</td><td>Deliver medical screenings, first aid, and health awareness programs</td></tr></table>

	Student Affairs Department	Coordinate health campaigns and physical wellness initiatives
	Cafeteria Services	Ensure meal offerings meet nutritional guidelines
	PE Department	Provide engaging and inclusive physical education experiences
	Teachers	Reinforce wellness topics in the classroom and identify health-related concerns
	Parents/Guardians	Support school wellness goals through active participation and communication
6. Monitoring and Review	1. Health and nutrition practices are reviewed biannually based on student health records, feedback, and cafeteria evaluations. 2. PE participation and student well-being are monitored through reports and performance assessments. 3. The policy is reviewed every three years or earlier in line with public health recommendations or institutional needs.	
7. Related Documents	1. Safe and Supportive Learning Environment Policy 2. Mental Health and Counseling Policy 3. Cafeteria and Nutrition Guidelines 4. Health Screening Consent Forms 5. PE Curriculum Framework	

Student Voice and Participatory Engagement

Policy Title: Student Voice and Participatory Engagement	
Policy Number	SWB-POL-04
Effective Date	
Version	1.0
Approved by	School CEO / Academic Director
Responsible Unit	Student Affairs Department / School Leadership / Stakeholders Council
1. Purpose	To promote meaningful student involvement in the school community by ensuring mechanisms that empower students to express their views, participate in decision-making processes, and contribute positively to the school's development and culture.
2. Scope	This policy applies to all students at Ajyal Al Maarefah International School, as well as faculty, academic leaders, and staff responsible for student support, academic planning, and governance.
3. Policy Statement	Ajyal Al Maarefah International School values student voice as a vital component of educational excellence and school improvement. The school is committed to fostering a culture where students are encouraged and supported to share their opinions, contribute ideas, and participate in shaping their learning environment. Through formal structures such as student councils, surveys, class discussions, and school forums, students are given opportunities to actively engage in matters affecting their academic and social experiences.
4. Implementation Guidelines	1. Student Council: An elected student council represents the student body, collaborates with school leadership, and proposes initiatives. 2. Feedback Channels: Regular surveys, focus groups, and open forums are conducted to gather student perspectives on teaching, environment, and well-being. 3. Curriculum Input: Students are encouraged to share feedback on course content, assessments, and extracurricular offerings. 4. Inclusion in Committees: Student representatives may be invited to participate in relevant school committees and planning sessions. 5. Recognition of Ideas: Contributions from students are acknowledged, and feasible suggestions are integrated into school improvement plans. 6. Safe Expression Environment: Mechanisms are in place to ensure students can express themselves respectfully and without fear of reprisal. 7. Guidance and Mentorship: Advisors support student leaders in developing communication, collaboration, and leadership skills.

5. Roles and Responsibilities	Role	Responsibilities
	Student Affairs Department	Coordinate student engagement activities and monitor implementation
	Academic Affairs Department	Encourage student input on academic and extracurricular matters
	Teachers and Advisors	Facilitate respectful classroom dialogue and promote student voice initiatives
	School Leadership	Include student feedback in planning and policy development
	Student Council	Represent peer interests, communicate student needs, and initiate positive school actions
6. Monitoring and Review	1. Engagement levels are monitored through participation data, feedback quality, and follow-up outcomes. 2. The impact of student suggestions is reviewed biannually as part of institutional planning and improvement. 3. This policy is reviewed every three years or earlier based on changes in educational practices or student demographics.	
7. Related Documents	1. Student Council Charter 2. Feedback and Grievance Procedure 3. Student Leadership Development Framework 4. Code of Conduct and Student Rights Policy 5. School Improvement Plan Guidelines	

Governance and Accountability

Policy Framework for Equity and Well-being

Policy Title: Policy Framework for Equity and Well-being	
Policy Number	EWB-POL-01
Effective Date	
Version	1.0
Approved by	School CEO / Board of Trustees
Responsible Unit	Quality Assurance Unit / Student Affairs Department / Academic Affairs Department
1. Purpose	To establish a unified framework that integrates equity, inclusion, and student well-being into all aspects of school governance, academic delivery, and student services—ensuring that every learner is supported, respected, and empowered to succeed.
2. Scope	This policy applies to all students, staff, faculty, administrators, and stakeholders of Ajyal Al Maarefah International School. It encompasses all academic, social, operational, and community-facing functions of the school.
3. Policy Statement	Ajyal Al Maarefah International School is committed to upholding the principles of fairness, inclusion, and holistic well-being. The school ensures that its policies, programs, and practices address the diverse needs of all students, eliminate barriers to learning, and foster a safe and nurturing environment. Equity and well-being are central to the school's mission and are embedded into governance structures, instructional design, student engagement strategies, and institutional improvement plans. The policy framework serves to align all related efforts under a shared vision of excellence and social responsibility.
4. Implementation Guidelines	1. Equity Assurance: All academic and administrative decisions will be reviewed for an equitable impact across different student demographics. 2. Inclusive Practices: Instruction, assessments, and extracurricular activities must accommodate diverse learning styles, identities, and backgrounds. 3. Well-being Services: Emotional, physical, and mental health programs will be actively integrated into student life and supported by trained personnel. 4. Monitoring Mechanisms: Key performance indicators (KPIs) and evaluation tools will track equity and well-being outcomes regularly. 5. Community Engagement: Students and families will be involved in the design and review of related initiatives and feedback systems.

	6. Professional Development: All staff will receive regular training on inclusive education, child safeguarding, mental health, and anti-discrimination policies. 7. Data-Informed Decision-Making: Disaggregated data will be used to assess gaps, measure impact, and guide continuous improvement.
5. Roles and Responsibilities	<table><tr><td>Role</td><td>Responsibilities</td></tr><tr><td>Quality Assurance Unit</td><td>Integrate equity and well-being into institutional audits and reports</td></tr><tr><td>Student Affairs Department</td><td>Deliver programs and services that promote inclusion and student support</td></tr><tr><td>Academic Affairs Department</td><td>Ensure curriculum and teaching practices are aligned with inclusive education models</td></tr><tr><td>School Leadership</td><td>Oversee strategic implementation and ensure alignment with national and institutional goals</td></tr><tr><td>Teachers and Staff</td><td>Apply inclusive and supportive practices in daily classroom and interaction settings</td></tr><tr><td>Parents and Guardians</td><td>Engage in meaningful dialogue and contribute to student well-being efforts</td></tr></table>
6. Monitoring and Review	1. Equity and well-being metrics will be reviewed biannually by the Quality Assurance and Student Affairs units. 2. Feedback from students, parents, and staff will inform periodic revisions. 3. The policy will be reviewed every three years, or earlier if required by regulatory changes or internal evaluations.
7. Related Documents	1. Inclusive Education Policy 2. Safe and Supportive Learning Environment Policy 3. Student Mental Health and Counseling Policy 4. Diversity, Equity, and Inclusion Guidelines 5. Student Rights and Engagement Framework

Staff Training on Inclusive and Supportive Practices

Policy Title: Staff Training on Inclusive and Supportive Practices	
Policy Number	EWB-POL-02
Effective Date	
Version	1.0
Approved by	School CEO / Academic Director
Responsible Unit	Human Resources Office / Academic Affairs Department / Quality Assurance Unit
1. Purpose	To ensure all teaching and non-teaching staff at Ajyal Al Maarefah International School are adequately trained in inclusive, equitable, and supportive practices that promote student diversity, well-being, and academic success.
2. Scope	This policy applies to all school personnel, including educators, administrators, support staff, and counselors across all grade levels and departments.
3. Policy Statement	Ajyal Al Maarefah International School recognizes that inclusive and supportive practices are essential to student engagement, equity, and well-being. The school is committed to providing ongoing professional development that equips staff with the knowledge, skills, and attitudes required to create an inclusive and safe learning environment for all students. Training will focus on diversity awareness, differentiated instruction, student mental health, child protection, classroom management, and equity-based decision-making.
4. Implementation Guidelines	1. Mandatory Training: All staff must complete induction and annual refresher training on inclusive education and student support. 2. Specialized Workshops: Sessions will be provided on topics such as managing diverse classrooms, addressing learning difficulties, mental health awareness, and gender and cultural sensitivity. 3. Collaborative Learning: Staff are encouraged to share best practices, participate in peer observations, and engage in learning communities. 4. Expert Facilitation: Internal and external facilitators with expertise in equity and inclusion will lead the training sessions. 5. Performance Linkage: Participation in training will be linked to staff performance evaluations and professional growth plans. 6. Monitoring of Impact: The effectiveness of training will be evaluated through feedback surveys, classroom observations, and student outcome indicators.
5. Roles and Responsibilities	**Role** / **Responsibilities** Human Resources Office — Coordinate training logistics and maintain participation records

	Academic Affairs Department	Ensure training content aligns with curriculum and teaching strategies
	Quality Assurance Unit	Evaluate training effectiveness and track institutional compliance
	School Leadership	Support a professional culture that values equity and inclusion
	Trainers/Facilitators	Design and deliver high-quality, relevant training experiences
	All Staff	Participate actively in training and apply acquired strategies in daily practice
6. Monitoring and Review	1. Training participation and impact are reviewed annually through internal evaluations and performance reviews. 2. Feedback from staff and leadership informs us of updates to training content and delivery. 3. This policy is reviewed every three years, or earlier in response to emerging needs or regulatory updates.	
7. Related Documents	1. Staff Professional Development Plan 2. Inclusive Education Policy 3. Child Protection and Safeguarding Policy 4. Equity and Well-being Framework 5. Performance Appraisal Guidelines	

Monitoring and Evaluation of Equity and Inclusion Impact

Policy Title: Monitoring and Evaluation of Equity and Inclusion Impact	
Policy Number	EWB-POL-03
Effective Date	
Version	1.0
Approved by	School CEO / Board of Trustees
Responsible Unit	Quality Assurance Unit / Student Affairs Department / Academic Affairs Department
1. Purpose	To establish a structured and continuous process for assessing the effectiveness of equity, inclusion, and student well-being initiatives across all areas of school operations, with the goal of ensuring fairness, responsiveness, and accountability.
2. Scope	This policy applies to all school-wide programs, teaching and learning environments, student services, and operational policies at Ajyal Al Maarefah International School. It involves all staff, leadership teams, students, and relevant stakeholders.
3. Policy Statement	Ajyal Al Maarefah International School is committed to the ongoing evaluation of its equity and inclusion practices to ensure that all students receive fair access to learning opportunities and support services. The school will collect, analyze, and act on data related to inclusion, diversity outcomes, and student experiences. This policy ensures that equity is embedded in decision-making processes and that continuous improvements are made based on evidence and feedback.
4. Implementation Guidelines	1. Data Collection: Disaggregated data on student performance, participation, attendance, discipline, and access to services will be collected and analyzed regularly. 2. Equity Audits: Periodic internal audits will evaluate whether school practices promote fairness and inclusiveness. 3. Feedback Mechanisms: Surveys, interviews, and focus groups involving students, staff, and parents will inform evaluation efforts. 4. Performance Indicators: Key Performance Indicators (KPIs) related to inclusion, academic equity, and well-being will guide impact assessment. 5. Reporting and Transparency: Findings will be reported annually to school leadership and used to shape improvement plans. 6. Corrective Action: Where gaps or inequities are identified, specific interventions will be implemented with assigned accountability. 7. Policy Alignment: Evaluation results will inform revisions to institutional policies, teaching strategies, and student support models.

5. Roles and Responsibilities	Role	Responsibilities
	Quality Assurance Unit	Lead monitoring efforts, analyze equity data, and generate evaluation reports
	Academic Affairs Department	Align academic programs with equity goals and support inclusive pedagogy
	Student Affairs Department	Ensure well-being services are responsive to diverse student needs
	School Leadership	Oversee implementation and review of equity-related action plans
	Teachers and Coordinators	Contribute data, support evaluations, and adjust practices based on feedback
	Students and Parents	Participate in feedback processes and help shape inclusive school culture
6. Monitoring and Review	1. The policy's implementation and impact will be reviewed annually based on collected data and community input. 2. Evaluation reports will be shared with senior leadership and used to update strategic and operational plans. 3. The policy itself will be reviewed every three years or sooner if significant issues or gaps are identified.	
7. Related Documents	1. Equity and Well-being Policy Framework 2. Inclusive Education Policy 3. Institutional KPI Framework 4. Student Voice and Engagement Policy 5. Annual Quality Assurance Report	

Family and Community Engagement in Student Support

Policy Title: Family and Community Engagement in Student Support	
Policy Number	EWB-POL-04
Effective Date	
Version	1.0
Approved by	School CEO / Board of Trustees
Responsible Unit	Student Affairs Department / Community Services Unit / Academic Affairs Department
1. Purpose	To strengthen student development and academic success through meaningful collaboration between the school, families, and the wider community, ensuring inclusive support that reflects shared responsibility and mutual trust.
2. Scope	This policy applies to all parents, guardians, school staff, and external community partners involved with Ajyal Al Maarefah International School. It includes academic, social, and emotional support initiatives.
3. Policy Statement	Ajyal Al Maarefah International School believes that active partnership with families and the local community is essential for holistic student development. The school is committed to fostering transparent communication, shared decision-making, and collaborative problem-solving with parents and community members. These partnerships aim to enhance learning outcomes, promote well-being, and support students in achieving their full potential both in and outside the classroom.
4. Implementation Guidelines	1. Open Communication: Maintain regular and respectful communication channels between school and families through meetings, newsletters, and digital platforms. 2. Parent Involvement: Involve parents in school governance bodies, support planning, and educational events. 3. Workshops and Training: Offer sessions to equip parents with strategies to support learning, behavior, and emotional growth at home. 4. Community Partnerships: Establish formal relationships with local organizations to provide resources, mentoring, and enrichment opportunities. 5. Cultural Inclusion: Ensure all engagement efforts respect and reflect the cultural and linguistic diversity of the school community. 6. Feedback and Participation: Collect and act on family and community input in areas such as curriculum, school climate, and well-being services. 7. Student-Centered Approach: Align all family and community involvement with student interests, academic goals, and well-being needs.

5. Roles and Responsibilities	Role	Responsibilities
	Student Affairs Department	Lead school-family engagement activities and coordinate support services
	Community Services Unit	Develop partnerships with local organizations and coordinate community outreach
	Academic Affairs Department	Encourage family involvement in academic planning and learning support
	School Leadership	Ensure policy implementation and foster a welcoming, respectful environment for all
	Teachers and Counselors	Maintain regular contact with families and offer guidance on student progress
	Parents and Guardians	Actively engage in school life and collaborate with staff to support their children

6. Monitoring and Review	1. Engagement levels will be tracked through participation records, surveys, and feedback mechanisms. 2. Annual reports will evaluate the effectiveness of family and community support programs. 3. The policy will be reviewed every three years or earlier based on feedback or institutional changes.
7. Related Documents	1. Safe and Supportive Learning Environment Policy 2. Student Voice and Engagement Policy 3. Stakeholders Council Policy 4. Communication and Information Management Policy 5. Parent Handbook