



Student Administrative Affairs Policy (AY 2024-26)

Introduction

Having effective, supportive, and smooth transitions and administrative processes when joining or leaving a school (admissions), when arriving at and departing from school (attendance), and when moving between grades or cycles (promotion) can have a significant impact on student academic, physical, social, and emotional wellbeing. This policy sets out the minimum requirement that schools must put in place with regard to student administrative affairs.

Purpose

- Ensure that the school makes fair and transparent decisions related to admissions and grade placement.
- Ensure that students can transfer between schools with minimal course/ grade repetition.
- Set out ADEK's expectations in relation to student attendance.
- Ensure that the school deals firmly and effectively with concerns related to student absence and punctuality.
- Outline exceptional circumstances under which students may not be promoted or accelerated beyond their age-appropriate grade.
- Ensure appropriate transition support is provided to students at key stages.

Definitions

Absence	The state of not being physically present in class/at school.
Absence rate	The proportion of unauthorized absences to school days as per the approved school calendar. If the student was admitted mid-year, the absence rate is calculated from their joining date.
Additional Learning Needs	<p>Individual requirements for additional support, modifications, or accommodations within a school setting on a permanent or temporary basis in response to a specific context. This applies to any support required by students of determination and those who have special educational needs and/or additional barriers to learning, access, or interaction in that specific context (e.g., dyslexic, hearing or visually impaired, twice exceptional, or gifted and/or talented).</p> <p>For example, a student with restricted mobility may require lesson accommodations to participate in Physical Education and building accommodations to access facilities but may not require any accommodations in assessments. Equally, a student with hearing impairment may require adaptive and assistive technology to access content in class and may also require physical accommodations (e.g., sit in the front of the class to be able to lip read) to access learning.</p>
Admission	The process by which students are accepted to a school, up to and including enrollment and registration.
Academic Year	The period of the year during which students attend school, as defined by ADEK.
Attendance	The state of being physically present in class or at school. The attendance rate is recorded as the proportion of whole school days attended relative to the total number of school days as per the approved school calendar.
Clinical Assessment Report	A report arising from assessment of a student, conducted by a clinical psychologist, education psychologist, speech and language pathologist, doctor, or other suitably qualified professional.
Cycle	A stage in the primary and secondary educational process and is classified in Abu Dhabi as the following: Kindergarten (KG), Cycle 1 (G1/ Y2-G5/ Y6), Cycle 2 (G6/ Y7- G8/ Y9), and Cycle 3 (G9/ Y10-G12/ Y13). Private schools teaching UAE Ministry of Education (MoE) curriculum may follow MoE cycles: KG, Cycle 1 (G1-G4), Cycle 2 (G5-G8), and Cycle 3 (G9-G12).

Documented Learning Plan (DLP)	A plan which outlines any personalized learning targets, modifications to curriculum, additional support, or tools for learning which are agreed by school staff, parents, and students (where appropriate), including Individual Educational Plans (IEP), Individual Support Plans (ISP), Individual Learning Plans (ILP), Behavior Support Plans (BSP), Advanced Learning Plans (ALP), etc. This may be to address any specific identified academic, behavioral, language, or social and emotional need.
Examination Leave	A period of absence authorized by the school for students to attend external examinations.
Enrollment	The process by which a child is included on a school's official list of students.
Lateness	Arrival later than the specified time for class.
Grade Placement	The process of placing a student in a grade/ year, normally in accordance with their age group.
Maltreatment	Physical, emotional, or sexual abuse. Maltreatment includes neglect, exploitation, and/or bullying.
Parent	The person legally liable for a child or entrusted with their care, defined as the custodian of the child as per the Federal Decree Law No. 3 of 2016 Concerning Child Rights.
Present	The state of being physically available in class/at school.
Promotion	The sequential movement of a student from one grade/ year to the next at the end of an academic year.
Punctuality	Arrival on time for school/class.
Receiving School	The school to which a student transfers.
Registration	The process by which a child's information is uploaded on eSIS and the school's management system.
Retention	An exceptional circumstance whereby a student is held back in their current grade/year rather than being promoted with their peers.
Sending School	The school from which a student transfers.
Student Behavior	The way in which a student acts or conduct themselves, especially towards others.
Student Transfer	The process of a student permanently leaving one educational institution to attend another.

Study Leave	A period of absence that is authorized by the school for students to study for examinations.
UAE General Education Certificate (Shahadat Al-Thanawiya Al-Amma)	UAE's general secondary education lasts 3 years, covering grades 10, 11 and 12. It is comprised of a common year 1 and then pursued by a specialization in Science or Arts. Upon the completion of the 12th year, students are required to sit the examination in order to qualify for a general education certificate.

Policy

1. Admissions

1.1 School Admissions Policy: BRS has developed and implemented an Admissions Policy and has made it available to prospective parents via the school website. The school has outlined the following elements, at a minimum, in the admissions policy:

1. Non-Discrimination: BRS takes a fair and transparent approach to admissions and shall not discriminate based on race, gender (excluding single-gendered schools), special educational needs, disabilities, religion or beliefs, language, or medical conditions.
2. Open Campus: BRS has established protocols to allow prospective parents and students to visit the school's premises.
3. Procedures: The school communicates clear procedures and timelines for applications, offers, acceptances, and enrollment.
4. Documentation: The school clarifies the documentation that parents are required to submit to enable the admission of their children to the school.
5. Inclusive Admission Practices: BRS adopts practices for students with additional learning needs during the admissions process, in line with the [BRS Inclusion Policy](#).
 - a. The school shall provide a statement in its policy that requires parents of students with additional learning needs to disclose all known information regarding their child's needs, as well as to submit any relevant documentation (e.g., clinical assessment reports).
 - b. Inability to Accommodate: The school shall not decline admissions for students with additional learning needs. However, in exceptional circumstances, where the school considers that it is unable to meet the needs of any students with additional learning needs, the school shall submit an inability to accommodate notification to ADEK and the parents.

1.2 Admissions Assessments:

1. Use of Assessment:
 - a. The school shall assess students through observation, interviews, and/or placement tests for students in KG, Cycle 1, and Cycle 2.
 - b. Admission tests are only authorized when the school can guarantee a grade placement for the child. The results of the assessments may only be used to inform the level of learning support required.
 - c. In the following exceptional circumstances, the school can additionally use formal assessments to determine grade placement:
 - Students changing curricula in Cycle 3 (G9 to G12).
 - Students transitioning from alternative educational provision (e.g., homeschooling, coming from countries where grade equivalency cannot be established)

- Students who have not attended school for more than two years.

1.3 Waiting List: BRS has a waiting list criteria when the school is oversubscribed and has more applicants than places available. These criteria shall be published on the school website and include the following:

1. A transparent selection process (including prioritization criteria) for determining who gets offered a place once it becomes available.
2. The maximum number of students that can be on a waiting list.
3. How long a waiting list is open. Waiting lists shall be refreshed every term.

1.4 Offer and Withdrawal of a Place: BRS issues an offer letter when a student's application is approved by the admissions committee. The school shall outline the period of validity of the offer letter and not withdraw it unless:

1. The parent has not completed the enrollment or re-enrollment procedures outlined by the school within the stipulated deadline; or
2. It is established that admission was obtained fraudulently.

1.5 Registration:

1. eSIS: BRS registers all its students on the Enterprise Student Information System (eSIS).
2. Required Documents: The school shall seek the following valid documents from parents and ensure that they are up to date:
 - a. Registration Form: The school requires parents to complete a registration form.
 - Child's contact information.
 - Copy of child's birth certificate.
 - Copy of child's passport.
 - Copy of child's Emirates ID or diplomatic card with passport.
 - Copy of parent's passports (both mother and father, if applicable) and evidence of UAE residency or copies of diplomatic cards with passports.
 - b. Medical Records: Parents shall submit medical records for their children in accordance with the Department of Health (DOH) requirements.
 - The school ensures that the nurse creates DoH-compliant medical files for new students from schools outside the UAE.
 - c. Transfer Certificate: When a student is transferring to a school in Abu Dhabi and is seeking admission to Grade 2 or above (Including transferring mid-year Grade 1), the sending school must issue a student performance report and a Transfer Certificate (attested if applicable to the country of transfer).
 - d. Documented Learning Plan (DLP): The school shall plan, monitor, assess, and evaluate teaching and learning programs personalized for students with additional learning needs, as per the [BRS Inclusion Policy](#).
 - e. Clinical Assessment Report: If applicable, the school is authorized to ask parents to submit a clinical assessment report assessing their child's needs by a qualified professional, as per the [BRS Health and Safety Policy](#).

- f. Leaving Certificate: If a student is transferring from a government school to BRS, a Leaving Certificate and a student performance report issued by the government school are required.
3. Provision for Exceptions: Non-UAE transfer students are temporarily exempt from submitting their Emirates ID card during the registration period if it is not yet available to them; however, the school shall require parents to sign an undertaking to submit the card by the end of the term in which the student was enrolled.
 4. Update Student Profile: The school updates the student profile in eSIS with the new Emirates ID card (except for students with diplomatic cards).
 5. Record Maintenance: BRS maintains and stores all student admission files in line with the [BRS Records Policy](#).

1.6 Enrollment and Re-enrollment:

1. Enrollment: The school is authorized to enroll students at any time (subject to available space and fulfillment of admissions requirements) prior to the enrollment cut-off date stipulated by ADEK.
2. Re-enrollment: The school shall re-enroll all existing students for the upcoming academic year, provided that all conditions for re-enrollment, as defined by ADEK, have been met.
 - a. BRS has a clearly published re-enrollment procedure, detailing the prerequisites and timelines for re-enrollment.
 - b. The school ensures that existing students are automatically re-enrolled in the next academic year, subject to meeting fee payment requirements, as per the [BRS Fee Policy](#), unless parents actively choose to withdraw their child from the school.

1.7 Placement of New Students:

1. Grade Placement: The school shall place all new students in a grade corresponding to their age as per [Table 1. Age Cut-Offs for Grades/ Years](#), unless their placement in a different grade has been approved by ADEK.

[Table 1. Age Cut-Offs for Grades*](#)

The age cut-off date (in the school year wherein the student is registered)	Schools whose academic year starts in September	Schools whose academic year starts in January	Schools whose academic year starts in April*
	31 August	30 April	31 March
Pre-KG	3 years		
KG 1	4 years		
KG 2	5 years		
Grade 1	6 years		

2. Grade Placement for Transferring Students: The school shall determine the grade placement for transferring students based on the last grade completed as per the Transfer Certificate.
 - a. The school shall not place students who have not attended school for more than two years in a grade level more than two years behind the grade level corresponding to their age.
 - b. When evaluating the placement of students with additional learning needs, the school shall consider the students' documented learning plans (DLPs), in line with the [BRS Inclusion Policy](#).

1.8 Transition for New and Transfer Students: BRS shall take all necessary steps to ensure a seamless transition for new and transfer students.

1. Transfer of Records: The school shall transfer the records of a student to receiving schools in accordance with the guidelines outlined in the [BRS Records Policy](#). In case of transfers within the Emirate, receiving schools shall update the student's registration on both ADEK's eSIS and the school's internal system.
2. Transferring Curricula: When students are transferred to receiving schools with a different curriculum, the receiving schools shall write to the student's parents highlighting the potential risks that may arise in the adoption of a different curriculum.

2. Attendance

2.1 Requirements: At the beginning of each academic year, BRS develops, implements, monitors, and regularly reviews and communicates its Attendance Policy to parents and publish it on the website. The school shall outline the following elements in their policy, at a minimum:

1. Defining Attendance and Punctuality: BRS ensures that its attendance policy defines attendance and punctuality and sets out the school's procedures to ensure compliance.
 - a. The school has a procedure in place to follow up on all unreported absences within 2 hours of the attendance register being closed.
 - b. BRS has established a system to record and notify parents of the arrival and departure of unaccompanied Cycle 3 students and upon request for students in any grade below Cycle 3, in line with the [BRS Safeguarding Policy](#).
 - c. For compulsory grades (Grade 1 and above), the school shall identify students with unauthorized absence rates above 5% of the total calendar days outlined by ADEK as a "cause for concern".
 - The school shall determine whether to identify the student as being at educational risk, in line with the [BRS Educational Risk Policy](#).
 - If the absences lead to reasonable suspicions of maltreatment (neglect), the school shall report this in line with the [BRS Student Protection Policy](#).

- d. For the KG cycle, the school shall identify a student's overall absence rates (including authorized and unauthorized absences) above 10% of the total calendar days outlined by ADEK, as a "cause for concern" in line with the BRS Educational Risk Policy and/or the *BRS Student Protection Policy*, if applicable. The school shall advise the student's parents that persistent absences may have an impact on student learning and progression.
 - e. The school requires students with additional learning needs to comply with the school's attendance requirements as detailed above. However, the school shall accommodate leaves requested for medical or therapeutic reasons.
2. Ensuring Attendance Compliance: BRS outlines the procedures via which attendance compliance is ensured, including:
- a. Recording attendance.
 - b. Managing absences in accordance with the guidelines issued by the ADEK Student Happiness Committee.
 - c. Recognizing excellent or improved student attendance.
 - d. Reporting attendance to ADEK daily on eSIS.
 - e. Safeguarding against travel-related absences during periods before school breaks by verifying that lesson plans enable positive engagement in productive learning throughout the academic year (e.g., lesson plans are not designed to be "light" in the last week before the end of the term in anticipation of student absences).
 - f. Communicating and working effectively with parents, students, and school staff about the importance of good attendance, the rules of attendance, and the consequences of poor attendance.
3. Authorized Absences:
- a. The school shall authorize the following types of absences, provided they are supported by a signed letter from parents or official documents from appropriate authorities:
 - Illness.
 - Death of a first- or second-degree relative.
 - Medical appointment scheduled prior to the absence.
 - Official community task.
 - Mandatory appearance before an official body.
 - Essential urgent family travel for matters such as medical care, escort leave, or a death in the family.
 - Attendance of conferences, competitions, and events, with the permission of the Principal (e.g., Model United Nations, sports events, Olympiads).
 - Work in the entertainment industry.
 - Observation of religious holidays that are not defined as public holidays in the UAE.
 - Examination leave (for board and pre-collegiate examinations only, when approved by ADEK).
 - Study leave (up to 4 weeks annually for board and pre-collegiate examinations only, when approved by ADEK).
 - The school shall remain open for learning during study leave and shall ensure that adequate support is provided to students who are not taking leave.

- Leave for medical or therapeutic reasons for students with additional learning needs.
- Government-approved school closures due to extreme weather conditions.
- Where an absence is authorized, the school shall inform the student of work to be caught up and shall allow the student to complete any assignments or tests that they have missed.

4. Punctuality:

- a. The school shall excuse students who are late in the morning in the case of adverse weather conditions, or any other exceptional reason deemed appropriate by the school administration.
- b. BRS has a mechanism in place to approve and manage student punctuality (for instance, requiring students to register at the reception to obtain a late pass).
- c. Where a student is late on three or more occasions within an academic year, the school shall undertake the appropriate course of action in line with the *BRS Student Behavior Policy*.

2.2 Maintenance of Attendance Records: BRS ensures that teachers record student attendance daily and report it to the centralized unit responsible for updating eSIS.

2.3 Intervention Mechanism for Students at Educational Risk: The school is authorized to identify any students with low attendance as “students at educational risk”.

1. The school shall work with the concerned students and their parents to implement an intervention plan in line with the *BRS Educational Risk Policy*.

3. Promotion

3.1 Requirements: BRS has developed and implemented a Promotion Policy, which outlines the following elements at a minimum:

1. Age Requirement: BRS has set out the age requirements for grade placement as per Table 1. Age Cut-Offs for Grades/ Years.
2. Mandatory Promotion: The school shall promote all students with their peer group sequentially from one grade to the next if they fulfill the promotion requirements for the previous year.
 - a. Exceptions to Mandatory Promotion: The school shall not retain students in a grade in any circumstance, except where a Cycle 2 or 3 student does not meet the promotion requirements as per the ADEK-approved curriculum and fails to make progress following interventions identified in the *BRS Educational Risk Policy*.
 - Where a student fails to meet the objectives in their DLP but does meet the promotion requirements set out in the ADEK-approved curriculum, the school shall promote them and adjust their DLP objectives accordingly.
 - The school is not authorized to retain a student in Cycle 2 or 3 in a certain grade more than 2 consecutive times.

- the school is not authorized to retain any student in more than two different grades during the entirety of their school education.
 - Voluntary Grade Repetition: The school is authorized to exceptionally allow a student to repeat the school grade/ year upon the request of the student's parents, and if deemed in the best interest of the student and their wellbeing.
- b. If parents request grade repetition to enable the student to improve their grades, the school is authorized to use its discretion to make the decision.
 - c. The school shall obtain ADEK's approval before retaining a student.
3. Exceptions for Students with Additional Learning Needs: The school shall consider, on an exceptional basis, requests by parents of students with additional learning needs for their child to be retained in their grade in Cycle 2/3. Such cases must be considered by the school in close collaboration with the parents. This decision must be approved by ADEK.
- 3.2 Supporting Students at Educational Risk: Where a student is identified to be at risk of not being promoted:
1. The school shall abide by the requirements of the *BRS Educational Risk Policy*.
 2. The school shall notify the student's parents and involve them in planning support and intervention measures.

4. Transition Support

- 4.1 BRS provides transition support for students throughout their education journey, which includes the following stages/phases:
1. Admissions: The school shall establish programs to support new students in the school. In particular, targeted transition support shall be provided to:
 - a. Students starting school for the first time or coming from alternative early education settings.
 - b. Students transferring from specialized provision, homeschooling, or any other type of educational provision.
 - c. Students in exchange programs.
 - d. Students with additional learning needs in all circumstances, in line with the *BRS Inclusion Policy*.
 2. Promotions: The school shall develop plans to support students with transitions between cycles and promotions:
 - a. The school shall establish targeted DLPs to support individual students who have not been promoted or who have accelerated, in line with the *BRS Inclusion Policy*.
 - b. The school shall develop programs to support students' transition between cycles (or other key stages defined by the school) by preparing them for the new environment (in the year prior) and during their first year in the new cycle.

3. Graduation and Leaving School: The school shall develop programs to support students' transition following graduation or switching pathways by preparing them for the new environment.
 - a. The school shall develop support for individual students transitioning out of the current school into Higher Education, Technical and Vocational Education and Training (TVET), specialized provision, homeschooling, and other non-mainstream education systems, in line with the *BRS CU Guidance Policy* and *BRS Inclusion Policy*.

5. Compliance

- 5.1 This policy shall be effective as of the start of the Academic Year 2024/ 25 (Fall term). The school will be fully compliant with this policy by the start of the Academic Year 2025/ 26 (Fall term).

Approved By:

Dr. Rishikesh Padegaonkar
Principal
Bright Riders School



Next Review: AY 2026-2027