

Emirati Students Policy

Academic year 2026–27

Our vision

Arab Unity School (AUS) aims to provide a stimulating, inclusive learning environment that challenges students to discover their potential and develop into respectful, reliable, resilient and purposeful leaders of the global community. This policy puts that vision into practice for Emirati students, under the words Respectful, Resilient, Leadership. Our policy mission is: together we inspire and empower Emirati students to become respectful, resilient and reliable leaders who value diversity, support one another and contribute positively to society.

What the policy is for

The policy sets out how the school supports the achievement, wellbeing, personal development, attendance, participation and future readiness of Emirati students from FS2 to Year 13. It reflects the UAE priority of investing in future generations and KHDA and DSIB expectations that schools know their students well, meet diverse needs and promote wellbeing and personal development. AUS is committed to ensuring that Emirati students are known, valued, supported and challenged appropriately.

What we aim to achieve

We aim for Emirati students to:

- make secure academic progress from their starting points;
- feel safe, included, known and well supported;
- attend regularly and engage positively in learning;
- develop confidence, leadership, responsibility and a strong sense of identity;
- benefit from timely intervention where extra support is needed; and
- experience a strong home-school partnership that improves outcomes and wellbeing.

How we support Emirati students

- **Mentorship:** every Emirati student has a teacher mentor, who is a regular point of contact for support, guidance and communication. Mentors monitor wellbeing and progress, share concerns early with the right leader or team, and contact parents in a timely and constructive way, whether for support or to celebrate success.
- **Progress and attainment:** students who need additional academic or cognitive support are identified early and helped through classroom support, planned intervention and, where appropriate, referral under the Inclusion Policy. Progress is reviewed through assessment information, classroom evidence and phase-based monitoring, and outstanding achievement is celebrated. Reading is encouraged through targeted opportunities, including the Emirati Reading Buddy Programme where applicable.
- **Attendance:** the school aims for at least 94% attendance for Emirati students. Attendance is monitored routinely, patterns of absence are followed up promptly, and supportive action is agreed with families where attendance falls below expectations.
- **Parent partnership:** mentors are the key link between home and school. Communication is regular, respectful and focused on progress, wellbeing and next steps.
- **Leadership and student voice:** Emirati students are encouraged to take part in student leadership, enrichment and the wider life of the school, and staff look for opportunities for participation, representation and recognition.

Who is responsible

Who	Their part
Parent Governor	Attends governing body meetings and reviews how the policy works in practice, through visits or monitoring information.
School leadership	Monitors the impact of the policy on outcomes, wellbeing and attendance, ensures consistent practice across phases and provides support and challenge.
Head of Inclusion and relevant leaders	Coordinate provision, intervention and review where Emirati students need additional support.
Mentors	Check in regularly with their students, monitor wellbeing, engagement and progress, keep parents informed and escalate concerns promptly.
Year and phase leaders	Make sure support is in place in classrooms, and monitor progress through learning walks, work scrutiny and assessment review.
Teachers	Know their Emirati students well, provide appropriate challenge and support, and use assessment and feedback to promote progress.
Parents	Support learning, attendance and engagement at home, and stay in regular contact with the school and mentor.

How we know it is working

The school monitors student progress and attainment, wellbeing and engagement, attendance and punctuality, the quality of classroom practice and support, and parent communication. Leaders use learning walks, work scrutiny, attendance review, assessment analysis, case discussions and parent feedback to strengthen practice. The policy is working when Emirati students are well known to staff, supported promptly, engaged positively, making progress from their starting points, attending regularly and taking part confidently in school life.

Review

The policy is reviewed annually, or sooner if school practice or KHDA, DSIB, Ministry of Education or wider UAE requirements change. It is read alongside the Inclusion, Safeguarding and Child Protection, Attendance, Assessment and Behaviour policies.