INTERNATIONAL SCHOOL OF CREATIVE SCIENCE
NAD AL SHEBA

BSO British School Overseas Inspected DfE Accredited
RATED OUTSTANDING SCHOOL

COMMUNITY AND PARENT PARTNERSHIP PARTICIPATION POLICY 2026-27

International School of Creative Science Nad al Sheba

Document Information

Field	Detail
Created Date	November 2021. Updated October 2026
Created by	Principal
Approved by	Principal and Governing Board
Review Cycle	One Year
Next Review	October 2027
Principal	Ataullah Parkar

Table of Contents

SECTION 1 INTRODUCTION 3
SECTION 2 PURPOSE 3
SECTION 3 SCOPE 3
SECTION 4 DEFINITIONS 3
SECTION 5 PRINCIPLES OF PARTNERSHIP AT ISCS NAS 4
SECTION 6 PARENT TEACHER ASSOCIATION (PTA) 4
SECTION 7 PARENT VOICE AND CONSULTATION 5
SECTION 8 COMMUNICATION: EXPECTATIONS AND CHANNELS 5
SECTION 9 SUPPORTING LEARNING, WELLBEING AND BARAKAH CULTURE 7
SECTION 10 DIGITAL SAFETY PARTNERSHIP 7
SECTION 11 VOLUNTEERING AND PARENT PARTICIPATION IN SCHOOL ACTIVITIES 7
SECTION 12 COMMUNITY PARTNERSHIPS, ENRICHMENT AND OUTREACH 8
SECTION 13 CAMPUS CONDUCT AND VISITOR BADGE EXPECTATIONS 9
SECTION 14 PROCEDURE FOR RAISING CONCERNS 9
SECTION 15 UNACCEPTABLE CONDUCT OR COMMUNICATION 10
SECTION 16 CONSEQUENCES OF BREACHING THIS POLICY 10
SECTION 17 MONITORING AND REVIEW 10
SECTION 18 RELATED POLICIES AND DOCUMENTS 11

SECTION 1 INTRODUCTION

At the International School of Creative Science, Nad Al Sheba (ISCS NAS), we believe that families and schools work together as partners in the education and development of children and young people. Parents and guardians play a vital role in supporting academic progress, wellbeing, behaviour, and personal development. When families are engaged, students benefit academically, socially, and emotionally, and the school community becomes a stronger, more united environment.

As a school founded upon Islamic values, ISCS NAS places strong emphasis on adab (good character), responsibility, and the shared duty of nurturing children with excellence and care. We also recognise the importance of Barakah Culture within our school: a culture rooted in intention, service, growth, and positive relationships, where staff, students, and parents work together with trust and purpose.

This policy sets out the framework through which ISCS NAS builds and sustains meaningful partnerships with parents and the wider community, ensuring that parent participation strengthens learning, wellbeing, safeguarding, and school improvement.

SECTION 2 PURPOSE

The purpose of this policy is to:

1. Establish a clear framework for parent partnership and community participation at ISCS NAS.
2. Promote respectful, professional and culturally appropriate communication between parents and school staff.
3. Clarify the roles of parents in supporting learning, wellbeing, safeguarding and digital safety.
4. Provide structured opportunities for parent voice and involvement in school improvement.
5. Define the role of the Parent Teacher Association (PTA) as a key driver of community engagement and partnership.
6. Ensure that parent participation supports the best interests of students and the smooth running of the school.

SECTION 3 SCOPE

This policy applies to all parents and guardians of ISCS NAS students and covers:

- participation in school life, events, and volunteering
- membership and work within the PTA
- parent committees formed through the PTA
- parent surveys, consultation meetings, and feedback processes
- all forms of communication with the school, including WhatsApp and EduNation
- conduct while on campus and during school events

SECTION 4 DEFINITIONS

Parent Partnership: A sustained, collaborative relationship between school and families which supports learning, wellbeing, safeguarding and personal development.

Parent Participation: Involvement of parents in school events, councils, volunteering, consultation, and community initiatives.

Community Partnership: Engagement between ISCS NAS and external organisations, charities, universities, businesses, or community groups to enhance student opportunities and wider school impact.

SECTION 5 PRINCIPLES OF PARTNERSHIP AT ISCS NAS

Partnership at ISCS NAS is built upon the following principles:

- **Shared responsibility:** Families and school see education as a joint responsibility.
- **Respect and adab:** Communication and behaviour must be dignified, calm, and respectful.
- **Two-way communication:** Parents have a voice and are listened to, while the school retains responsibility for final decisions.
- **Inclusivity:** The school seeks to engage families across different backgrounds and needs.
- **Safeguarding first:** Student safety, welfare, and protection are the school's highest priority.
- **Ethos alignment:** Parent participation should strengthen the Islamic ethos of the school and contribute to Barakah Culture.

SECTION 6 PARENT TEACHER ASSOCIATION (PTA)

6.1 Role and Purpose of the PTA

ISCS NAS operates a Parent Teacher Association (PTA) as a core structure for strengthening community partnership. The PTA provides an organised and positive mechanism for collaboration between parents and the school.

The PTA supports the school by

- strengthening communication and trust across the community
- gathering feedback and identifying themes for improvement
- supporting the school's strategic priorities through committee work
- contributing to community-building activities and events
- supporting parent engagement in learning, wellbeing and digital safety
- supporting the school in strengthening community links and outreach initiatives aligned with the school's priorities

6.2 PTA Committee Structure (Annual)

At ISCS NAS, PTA committees are formed annually in line with the school's priorities and line of travel. Committees may include (but are not limited to):

- Reading and Literacy Committee
- Wellbeing and Student Support Committee
- Digital Safety and Technology Committee
- Community Events and Enrichment Committee
- Charity and Service Committee

The committee structure may change from year to year depending on the strategic needs of the school.

6.3 Boundaries of the PTA

The PTA is not a governance body and does not become involved in:

- staff performance or HR matters
- safeguarding investigations
- confidential student disciplinary matters
- operational decision-making and school leadership responsibilities

The PTA exists to strengthen partnership and community contribution, not to replace the school's formal leadership and accountability structures.

Parent voice is also represented at governance level. Several parents serve as representatives on the school's Governing

Board, ensuring that the perspectives of families inform strategic oversight and decision-making.

SECTION 7 PARENT VOICE AND CONSULTATION

ISCS NAS values parent voice as a key driver of continuous improvement.

7.1 Parent Surveys

Parent voice is gathered through:

- termly internal parent surveys
- KHDA parent survey
- BSO inspection parent questionnaire
- BEAM parent survey

Survey outcomes are reviewed by the school leadership team and contribute to strategic planning and school improvement priorities.

7.2 Strategic Parent Updates

ISCS NAS holds regular online and in person parent meetings to share updates on the school's strategic direction, key priorities, and improvement journey. These meetings allow parents to:

- understand the school's line of travel
- ask questions and seek clarification
- contribute suggestions in a structured manner
- receive curriculum or phase-specific updates that support decision-making and explain detailed priorities

In addition, ISCS NAS holds targeted Emirati parent forums, in line with the Emirati Learners Policy, so that Emirati families can contribute directly to the school's priorities for their children.

SECTION 8 COMMUNICATION: EXPECTATIONS AND CHANNELS

ISCS NAS is committed to open, constructive communication. We also recognise that communication must be managed effectively and respectfully in order to protect staff wellbeing, reduce misinformation, and ensure issues are resolved appropriately.

8.1 Communication Platforms Used at ISCS NAS

ISCS NAS uses the following platforms to communicate with parents:

- WhatsApp: Used for announcements, reminders, community-building, and supporting manageable communication loads.
- EduNation: Used as the main school MIS platform for administrative communication and contact with teachers.
- Parent Guide: Published at the start of the academic year to provide key information and expectations.

Key communications are provided in both Arabic and English. Routine messages sent through EduNation or email will be acknowledged or answered within two working days.

8.2 Expected Communication Conduct

Parents are expected to:

- communicate respectfully and calmly
- avoid accusatory language
- seek resolution rather than conflict
- maintain confidentiality

- avoid discussing school matters in public or informal group spaces in ways that may harm trust

8.3 Access to Senior Leaders and Open-Door Escalation

ISCS NAS recognises that, on occasion, parents may need to escalate a concern quickly, particularly where the matter relates to safeguarding, student welfare, health and safety, or urgent wellbeing needs.

For this reason, ISCS NAS maintains an open-door culture and ensures that parents are able to contact senior leaders when an urgent matter cannot reasonably wait for the standard communication process.

Parents may contact senior leaders directly via WhatsApp in cases where:

- there is an immediate safeguarding or child protection concern
- there is a serious wellbeing concern that requires urgent attention
- there is a health and safety matter requiring immediate action
- there is an urgent issue which may significantly impact a child's welfare or dignity
- a parent believes a matter is time-sensitive and cannot wait for the normal escalation route

Respectful Use and Communication Expectations

Parents are expected to use direct WhatsApp access to senior leaders responsibly and respectfully. ISCS NAS asks parents to recognise that senior leaders have a responsibility to balance urgent family support and responsiveness, operational oversight, safeguarding leadership, and strategic school improvement priorities.

In order to protect the capacity of senior leaders to fulfil these responsibilities effectively, parents are asked to:

- avoid using WhatsApp access for routine matters (e.g., homework queries, minor day-to-day issues, general complaints)
- avoid repeated messaging on the same matter before a reasonable response time has passed
- maintain respectful tone and language at all times
- allow the school to redirect the concern to the appropriate staff member once the urgent issue has been acknowledged

Professional Boundaries and Response Times

ISCS NAS is committed to responding promptly to urgent matters. However, parents should understand that:

- WhatsApp is not monitored continuously outside school hours
- leaders may not be able to respond immediately during teaching, supervision, or meetings
- urgent safeguarding concerns should always be reported immediately through the school's safeguarding routes where possible

Where a concern is not urgent, parents will be guided back to the normal communication channels to ensure that issues are handled efficiently and fairly.

8.4 Reporting on Student Progress

ISCS NAS keeps parents well informed about their child's attainment, progress and personal development through:

- three written reports each academic year
- three formal parent–teacher consultation meetings each academic year
- ongoing access to their child's grades through EduNation
- additional meetings with teachers or pastoral leaders where there is a concern, or at a parent's request

Reports are written to give parents a clear and accurate picture of their child's strengths and next steps, and the guidance they need to support learning at home.

SECTION 9 SUPPORTING LEARNING, WELLBEING AND BARAKAH CULTURE

9.1 Supporting Learning at Home

Parents are expected to support their child by:

- ensuring strong attendance and punctuality
- maintaining routines that support sleep, nutrition and focus
- encouraging reading at home and engagement with learning
- attending parent meetings, workshops, and consultation sessions
- reinforcing school expectations for behaviour and learning attitudes

9.2 Supporting Wellbeing and Student Development

ISCS NAS encourages parents to engage with wellbeing initiatives through:

- PTA wellbeing committee work
- school workshops and awareness sessions
- collaboration with pastoral and inclusion teams where appropriate

Parents of students with special educational needs and disabilities (Students of Determination) are involved as partners in identifying their child's needs and in setting and reviewing their Individual Education Plan (IEP), in line with KHDA's inclusive education expectations.

9.3 Barakah Culture and Ethos Partnership

Parents are encouraged to participate in strengthening Barakah Culture by:

- modelling adab and positive speech
- reinforcing respectful relationships between students and staff
- supporting school initiatives that promote gratitude, responsibility, and service
- working with the PTA to build community unity and constructive engagement

SECTION 10 DIGITAL SAFETY PARTNERSHIP

ISCS NAS recognises that digital safety is a shared responsibility between home and school. The school is committed to educating students and parents on safe, responsible and ethical technology use.

Parents are expected to:

- monitor children's device use at home
- support school guidance on mobile phones, apps and social media
- engage in parent digital safety sessions where offered
- reinforce healthy boundaries and appropriate online behaviour

Digital safety partnership is also supported through PTA committees and parent engagement activities.

SECTION 11 VOLUNTEERING AND PARENT PARTICIPATION IN SCHOOL ACTIVITIES

ISCS NAS welcomes parent participation in school life, including:

- reading and literacy initiatives
- supporting school events and celebrations
- supporting enrichment and community initiatives

- participating in PTA committees
- supporting charity and service work
- contributing expertise through talks or workshops (where appropriate)

All volunteering is coordinated through the school and/or PTA, and must follow safeguarding expectations.

SECTION 12 COMMUNITY PARTNERSHIPS, ENRICHMENT AND OUTREACH

ISCS NAS believes that education is strengthened when schools build purposeful relationships with the wider community. Community partnerships provide students with enriched learning experiences, strengthen moral development, widen aspiration, and contribute to a positive culture of service.

ISCS NAS therefore welcomes and actively develops partnerships with organisations that align with the school's ethos, UAE values, and safeguarding expectations.

12.1 Types of Community Partnerships

ISCS NAS partnerships may include (but are not limited to):

- Universities and higher education providers, supporting aspiration, career guidance, leadership development, and research-informed practice
- Educational institutions and cultural organisations that enhance curriculum delivery and strengthen student identity
- Charities and service organisations, enabling student leadership, volunteering, and social responsibility
- Institutions that promote values, wellbeing, community cohesion, and responsible citizenship

All partnerships are evaluated to ensure they align with ISCS NAS expectations and contribute positively to student outcomes and the wider school culture.

12.2 Curriculum Enrichment Through Partnerships

ISCS NAS is committed to providing a holistic and ambitious curriculum that extends beyond academic outcomes alone. Community partnerships and outreach initiatives are used to strengthen curriculum breadth and depth by providing students with meaningful exposure to:

- leadership and teamwork
- service and social responsibility
- cultural, environmental and community awareness
- oracy, confidence and public engagement
- career pathways and real-world application
- enrichment in sport, arts and wider experiences

These opportunities contribute to the school's aspiration to deliver an outstanding curriculum and to develop well-rounded learners who embody strong values and character.

12.3 Duke of Edinburgh's International Award

ISCS NAS is a member of the Duke of Edinburgh's International Award programme. Through this programme, students are provided with structured opportunities to develop:

- personal responsibility and independence
- service and volunteering
- physical development and healthy habits
- skill-building beyond the classroom
- resilience, perseverance and leadership

Participation in the award supports the school's holistic vision and complements our commitment to developing global

citizens grounded in strong moral conduct.

12.4 Weekend Tarbiyah Programmes (Community Collaboration)

ISCS NAS supports and promotes weekend Tarbiyah programmes delivered in collaboration with community partners, including As-Salam Islamic Centre. These programmes provide structured weekend learning opportunities for boys and girls, supporting faith development, character-building, and positive peer relationships.

These initiatives reflect the school's commitment to strengthening the home, school and community partnership in a way that is consistent, supportive and age-appropriate.

12.5 Qur'an Academy and Outreach Programme

ISCS NAS operates a Qur'an Academy which supports students and families in Qur'an learning and memorisation. The programme is complemented by outreach initiatives designed to strengthen parent engagement, provide structured guidance, and reinforce positive routines and learning habits.

The school views Qur'an provision as an essential part of its holistic educational mission and welcomes parent partnership through:

- programme communication and guidance
- participation in key events and celebrations
- constructive feedback through parent voice mechanisms
- volunteering and committee participation (where appropriate)

12.6 Openness to Further Partnerships

ISCS NAS is committed to being an outward-facing school which contributes positively to the wider community. We therefore remain open to exploring further partnerships which:

- strengthen student learning, wellbeing and character
- promote safe and responsible digital citizenship
- align with the school's ethos and values
- provide opportunities for community service and leadership
- support inclusion and student development
- strengthen family engagement and support

All partnerships will be subject to safeguarding checks, appropriate supervision, and approval by the school leadership.

SECTION 13 CAMPUS CONDUCT AND VISITOR BADGE EXPECTATIONS

ISCS NAS is a safeguarding-focused school and maintains strict expectations for site security.

All parents on campus are required to:

- sign in where required
- wear the ISCS NAS parent badge at all times
- ensure the badge is clearly visible

ISCS NAS uses a yellow parent visitor badge, which must be worn by all parents on campus. Parents who do not have a badge must obtain one from reception.

The school will issue reminders throughout the year and expects all families to comply.

SECTION 14 PROCEDURE FOR RAISING CONCERNS

ISCS NAS encourages parents to raise concerns early and through appropriate channels. Concerns should not be

escalated publicly or discussed widely before the school has had the opportunity to respond.

Parents should follow the school's published complaints and concerns procedure, which typically begins with:

1. The relevant teacher or staff member
2. The relevant Head of Phase / Pastoral leader
3. Senior Leadership Team (if unresolved)
4. Formal complaint process (if required)

The school aims to acknowledge concerns within two working days and to resolve them at the earliest possible stage. Timescales for each stage of the formal process are set out in the Complaints Policy. Where a concern remains unresolved after the school's process has been completed, parents may contact KHDA.

In exceptional circumstances, parents may contact senior leaders directly for urgent concerns as outlined in Section 8.3.

SECTION 15 UNACCEPTABLE CONDUCT OR COMMUNICATION

ISCS NAS expects every member of its community to model the adab it teaches its students. To protect students, staff and the wider community, the following are unacceptable and may lead to action:

- abusive, aggressive or threatening communication
- defamation or spreading unverified claims
- disrespectful discussion of staff or students in WhatsApp groups or online
- sharing confidential school information publicly
- recording staff or students without permission
- refusal to follow safeguarding expectations on site

SECTION 16 CONSEQUENCES OF BREACHING THIS POLICY

Any action taken is fair, proportionate and focused, wherever possible, on restoring a positive working relationship between the family and the school. Where this policy is breached, ISCS NAS may take action including:

- formal written warning
- meeting with senior leadership
- restricted access to the school premises
- limitation of volunteering or PTA participation
- escalation through KHDA procedures where appropriate
- further action under UAE law in serious cases

SECTION 17 MONITORING AND REVIEW

This policy will be reviewed annually and updated in line with:

- KHDA expectations
- BSO inspection standards
- UAE legal and regulatory requirements
- school improvement priorities
- termly survey outcomes and parent feedback trends

The impact of this policy will be evaluated through:

- parent survey satisfaction levels and response rates
- attendance at parent workshops, consultation meetings and events
- the work and outcomes of PTA committees
- the proportion of concerns resolved informally, at an early stage
- feedback from parent representatives on the Governing Board

An annual summary of parent partnership and its impact is reported to the Governing Board.

SECTION 18 RELATED POLICIES AND DOCUMENTS

This policy should be read alongside: Complaints Policy, Safeguarding and Child Protection Policy, Digital Safety Policy, Inclusion Policy, Emirati Learners Policy, Behaviour Policy, Attendance Policy, Visitors Policy, Data Protection Policy, Staff Code of Conduct, and the annual Parent Guide.

مدرسة الإبداع العلمي الدولية
INTERNATIONAL SCHOOL OF CREATIVE SCIENCE

BSO
British School Overseas Inspected
DfE Accredited