



مدرسة الصفا البريطانية
SAFA BRITISH SCHOOL

SAFA
BRITISH SCHOOL
SECONDARY
PARENT HANDBOOK
Academic Year 2025/2026



SAFA
BRITISH
SCHOOL

safabritishschool.com



Principal's Welcome

Welcome to Safa British School

"Unlocking the Potential of Every Child"

Individuality, Community and Excellence

It is my great pleasure to welcome you to Safa British School—a vibrant, inclusive, and forward-thinking community where student wellbeing comes first. At Safa, we hold a simple yet powerful belief: happy students are high-performing students. That's why wellbeing is the foundation of all we do. We know that when children feel safe, supported, and inspired, they thrive—not only academically, but socially, emotionally, and creatively.

We believe in educating the whole child. Every student brings something unique to our school community, and it is our role to help them discover who they are and who they can become. Whether it's in the classroom, on the stage, out on the sports field, or in leadership roles, our students are given every opportunity to explore, achieve, and grow with confidence.

Our culture is built around three core values: individuality, community, and excellence. We celebrate difference, encourage voice and choice in learning, and provide personalised pathways that support and challenge each student. We also believe that learning is a social endeavour—our warm, inclusive atmosphere promotes respect, kindness, and genuine connection between students, staff, and families.

Excellence, to us, is not about a test score—it's about doing your best. We set high expectations, offer tailored support, and encourage students to push boundaries and take pride in their progress.

Our talented and dedicated team of educators are passionate about what they do. They work tirelessly to create rich, engaging experiences that spark curiosity and deepen understanding, while fostering resilience and independence.

As Principal, I am incredibly proud of what we achieve at Safa every day. I invite you to visit us, meet our students and staff, and see firsthand the spirit that makes our school so special.

This is more than a school—it's a place where every child is empowered to dream big and leave with the confidence to shape their future with purpose.

I look forward to welcoming you to the Safa community.



Brian Horwell
Principal





Welcome

Welcome to the Secondary School of Safa British School

Dear Parents and Students,

It is my pleasure to warmly welcome you to Safa British School, where students begin their learning journey in the Foundation Stage and continue seamlessly through to Post-16 education in our Secondary School.

Our site is impressive, with specialist areas including dedicated science laboratories, design workshops, music and performance areas, an auditorium, and a range of sporting amenities including swimming pools and all-purpose outdoor pitches.

More importantly, we place a great deal of focus on our school's ethos; there is a sense of community that encapsulates the SBS journey and it is shared amongst students, parents and every member of the SBS staff.

The SAFA core values remain central to all we do:

- **Providing our young people with purposeful learning opportunities**
- **Developing respectful, independent thinkers**
- **Supporting opportunities for personalised academic success**
- **Ensuring we never lose sight of nurturing a caring family culture**

Whilst we celebrate student attainment, for us the most important feature within the school is student progress. We provide a personalised pathway for each student that recognises and develops their unique talents. This works due to our small class sizes, highly trained staff, and the strong home-school partnerships that are formed between the school and parents.

Our Key Stage 3 (Years 7–9) offers a broad and engaging curriculum designed to build strong subject knowledge and essential skills, laying a solid foundation for success at GCSE in Key Stage 4 (Years 10–11). We are proud to have opened our Key Stage 5 Centre in the last academic year, offering a diverse suite of A-Level courses that support students in their progression to university and beyond. Our teaching team is made up of subject specialists who blend research-informed practice with innovative approaches, ensuring that every student is both supported and challenged throughout their learning journey.

In addition to a solid grounding in the academics, SBS provides a wide and varied extra-curricular programme, with activities such as football and performing arts, opportunities to compete internationally in The World Scholars' Cup, regionally in the F1 challenge competition, and a range of sporting competitions in the locality. The aim is to equip our young people with the skills and resilience to flourish in an ever-changing world.

I look forward to speaking with you in person this coming academic year.

A handwritten signature in blue ink, appearing to read 'Jon Pennock', with a stylized flourish at the end.

Jon Pennock
Head of Secondary



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Term Dates - 2025/2026

| Term 1 | Dates |
|---|---|
| AS-Level Results Day | Thursday, 14 th August 2025 |
| GCSE Results Day | Thursday, 21 st August 2025 |
| Year 7: Induction Day on school site | Monday, 25 th August 2025 09h00 to 11h00 |
| Year 1-6, Year 8, Year 9, Year 10: New students' drop-in session | Monday, 25 th August 2025 09h00 to 10h00 |
| ALL FS1 and FS2 students: Phased return | Monday, 25 th August 2025: details TBC |
| Year 12 Academic Appointments | Monday, 25 th August and Tuesday, 26 th August 2025 One to one meetings – appointments will be scheduled |
| Start of Term 1 for ALL Students (apart from Year 12 students) | Tuesday, 26th August 2025 |
| Year 12: Induction Week | Wednesday, 27 th August 2025 to Friday, 29 th August 2025 |
| *Prophet Muhammad's (PBUH) Birthday | Thursday, 4 th September 2025 |
| Half Term: School Closed | Monday, 13 th October to Wednesday, 15 th October 2025 |
| Teacher Training Days (Students in School) | Thursday, 16 th October 2025 and Friday, 17 th October 2025 |
| *National Day Holiday: School Closed | Tuesday, 2 nd December 2025 and Wednesday, 3 rd December 2025 |
| End of Term 1 | Friday, 12 th December 2025 |

| Term 2 | Dates |
|----------------------------------|--|
| Term 2 Starts | Monday, 5 th January 2026 |
| *Ramadan Begins (School is open) | Wednesday, 18 th February 2026 (evening) |
| *Eid Al-Fitr: School Closed | Thursday, 19 th March 2026 to Friday, 20 th March 2026 |
| End of Term 2 | Friday, 20 th March 2026 |

| Term 3 | Dates |
|-----------------------------|---|
| Term 3 Starts | Monday, 6 th April 2026 |
| *Eid Al-Adha: School Closed | Tuesday, 26 th May 2026 to Friday, 29 th May 2026 |
| *Islamic New Year | Tuesday, 16 th June 2026 |
| End of Term 3 | Friday, 26 th June 2026 |

National Holidays

All public holidays will be announced in the press by UAE Authorities.

*Actual dates are subject to change - please do not book any holidays until confirmed by the school.

1. Start of the Day



UAE National Anthem

Students are welcome on site from 7:15am, where they can begin their day by enjoying breakfast in the school canteen as part of our Breakfast Club, or by relaxing in our designated social areas to catch up with friends before lessons begin. This early start helps create a calm, settled tone for the day ahead.

At 7:40am each morning, the UAE National Anthem is played throughout the school to officially mark the beginning of our academic day. This is a valued moment of unity and respect, and we expect all members of our school community—students, staff, and visitors—to stand silently, refrain from using mobile phones, and honour the anthem with the utmost respect.

This daily ritual reflects our appreciation for the culture and values of the UAE and sets a purposeful tone for the day's learning.

2. Parent Conduct

Parental Conduct

We expect all members of our community to be respectful and courteous to each other at all times. Please be mindful of others, especially during busy times such as drop off and collection times.

The school is a smoke-free and vape-free site. Please do not smoke or vape in or around the school.

Dress Code

To be respectful of the UAE culture, we ask that parents dress modestly and avoid clothing that is too tight or revealing.

Parent Pass

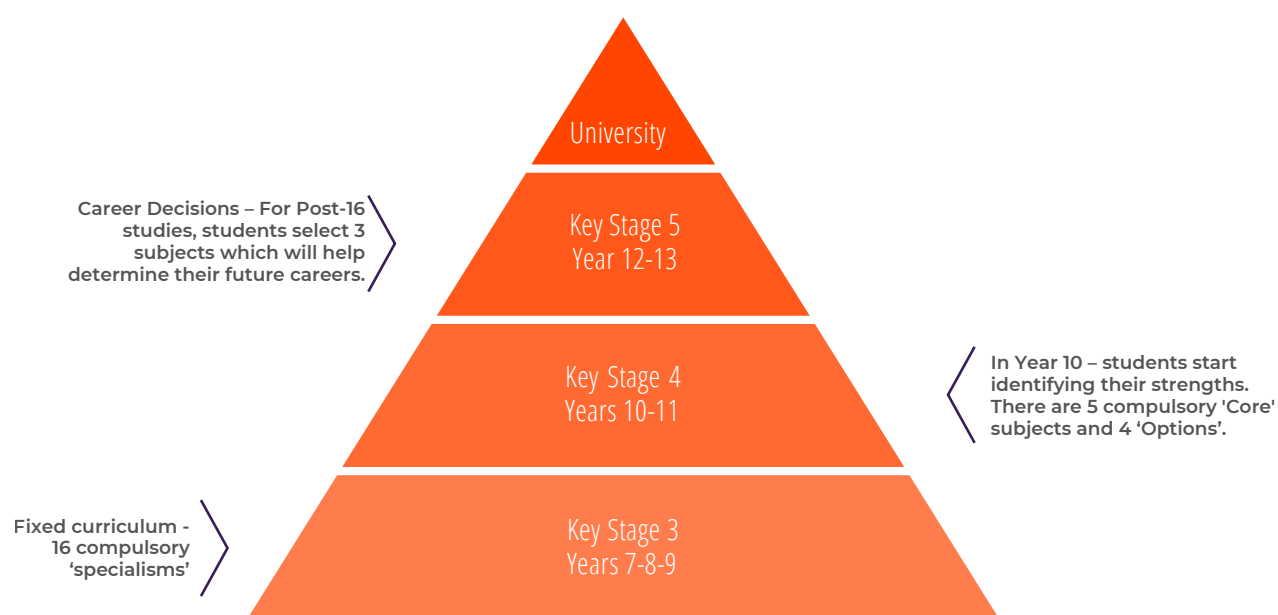
When collecting or dropping off your child at SBS, you must wear your Parent Lanyard. You should also apply for a Parent Lanyard for anyone else who may drop off or collect your child (e.g. grandparents, drivers, nanny). To apply, please click [here](#).

3. Our Curriculum

The SBS curriculum is based upon the National Curriculum for England, but content delivery is specific to our locality and reflects the multi-national demographic of our students. With respect to this, students in Key Stage 3 follow a timetable that covers a broad range of subjects, before making option choices for GCSE during Year 9, for study through Years 10 and 11. In Key Stage 5, students continue their academic journey by selecting from a wide range of A-Level subjects, designed to prepare them for higher education, vocational pathways, or global career opportunities.

The British Curriculum Overview

Below are the steps of the British curriculum system within the secondary phase. There are three key stages that allow for students to refine their subject choices over time. Our leavers will have had the opportunity to study a range of GCSE, BTEC, ASDAN, and A-Level qualifications which will provide them with an 'educational passport' to further their studies anywhere in the world.



Years 7-9

A breadth of subject areas within the Key Stage 3 curriculum:

The Cores

ENGLISH
MATHEMATICS
SCIENCE
ARABIC
ISLAMIC STUDIES

The Humanities

GEOGRAPHY
HISTORY
MORAL EDUCATION
UAE SOCIAL STUDIES
MSCS

The Arts

ART
DESIGN TECHNOLOGY
MUSIC
DRAMA
FOOD AND NUTRITION
COMPUTING

The Languages

FRENCH
SPANISH

The Sports

PHYSICAL EDUCATION

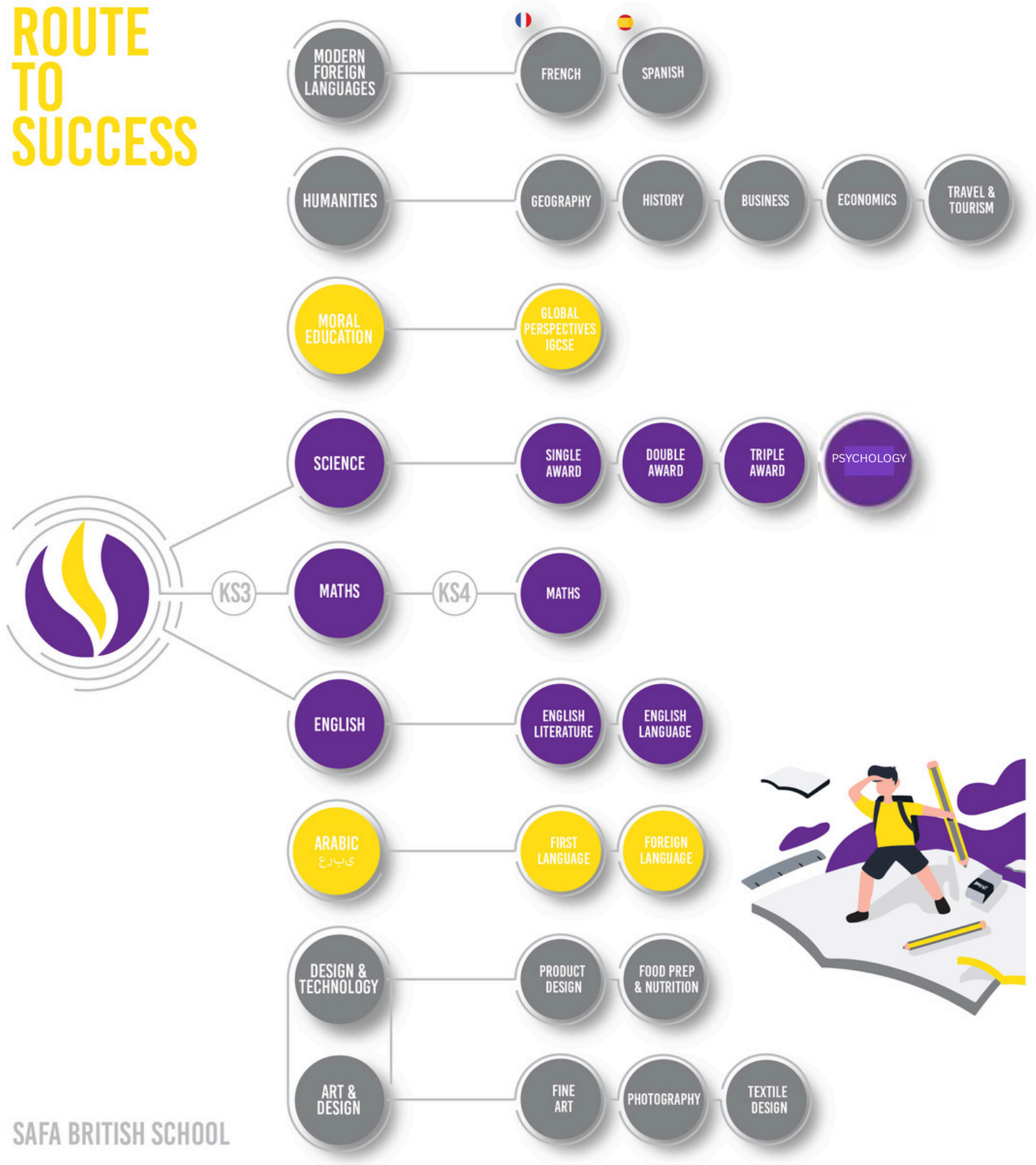
Curriculum +

ASSEMBLY
CURRICULUM +
ACHIEVES

Years 10-11

The Key Stage 3 curriculum feeds into the Key Stage 4 curriculum in the following ways:

ROUTE TO SUCCESS



Years 10-11

The Key Stage 4 curriculum is made up of 'Core' and 'Option' subjects.

The GCSE core curriculum is made up of:

- English Language
- English Literature
- Mathematics
- Science - Double Award

In addition to these, students will select 4 courses that they will study in Years 10 and 11. The range of IGCSE and BTEC courses on offer is shown below:

Humanities

Geography
History

Languages

French
Spanish
Arabic - First
Language
Arabic - Second
Language

Sciences

Biology
Chemistry
Physics
Psychology

Creative Arts

Art
Design Technology
Drama
Food and Nutrition

Individual Specialisms

Business
Economics
Computer Science
PE

BTEC Courses

Travel and Tourism
Business
Media Studies

Students will also study

- Core PE
- Core Arabic
- UAE Social Studies
- Moral Education
- Islamic Education (only for Muslim students)

Students do not take examinations in these subjects.

The Options Booklet

Please find a copy of the Key Stage 4 booklet for September 2025.



KEY STAGE 4

Options Booklet

2025 - 2027



Years 12-13

The Key Stage 5 curriculum is entirely made up of Option choices chosen by the students. Subjects are taught from a mixture of both Cambridge and Pearson Edexcel specifications, depending on the discipline.

Subjects are split into 5 different option blocks. Students will select one subject from any 3 option blocks of their choosing. The blocks are set each year, depending on the interest we have in each subject and the goal is for every member of our cohort to be able to undertake their top 3 choices. The subjects available for both A-Level and BTEC Level 3 are below.

Sciences

Biology
Chemistry
Physics
Psychology

Individual Specialisms

English Literature
Mathematics
Further Mathematics
French
Spanish

Humanities

History
Geography

Creative Arts

Art
Design Technology
Drama

Business & Enterprise

Business Studies
Economics

BTEC Courses

Business
(Single/Double)
Creative Media
Sport
Travel and Tourism
Graphics
Hospitality

Students will also study

- Moral Education
- Islamic Education (only for Muslim students)
- Arabic (only for Arab Students)

Students do not take examinations in these subjects.

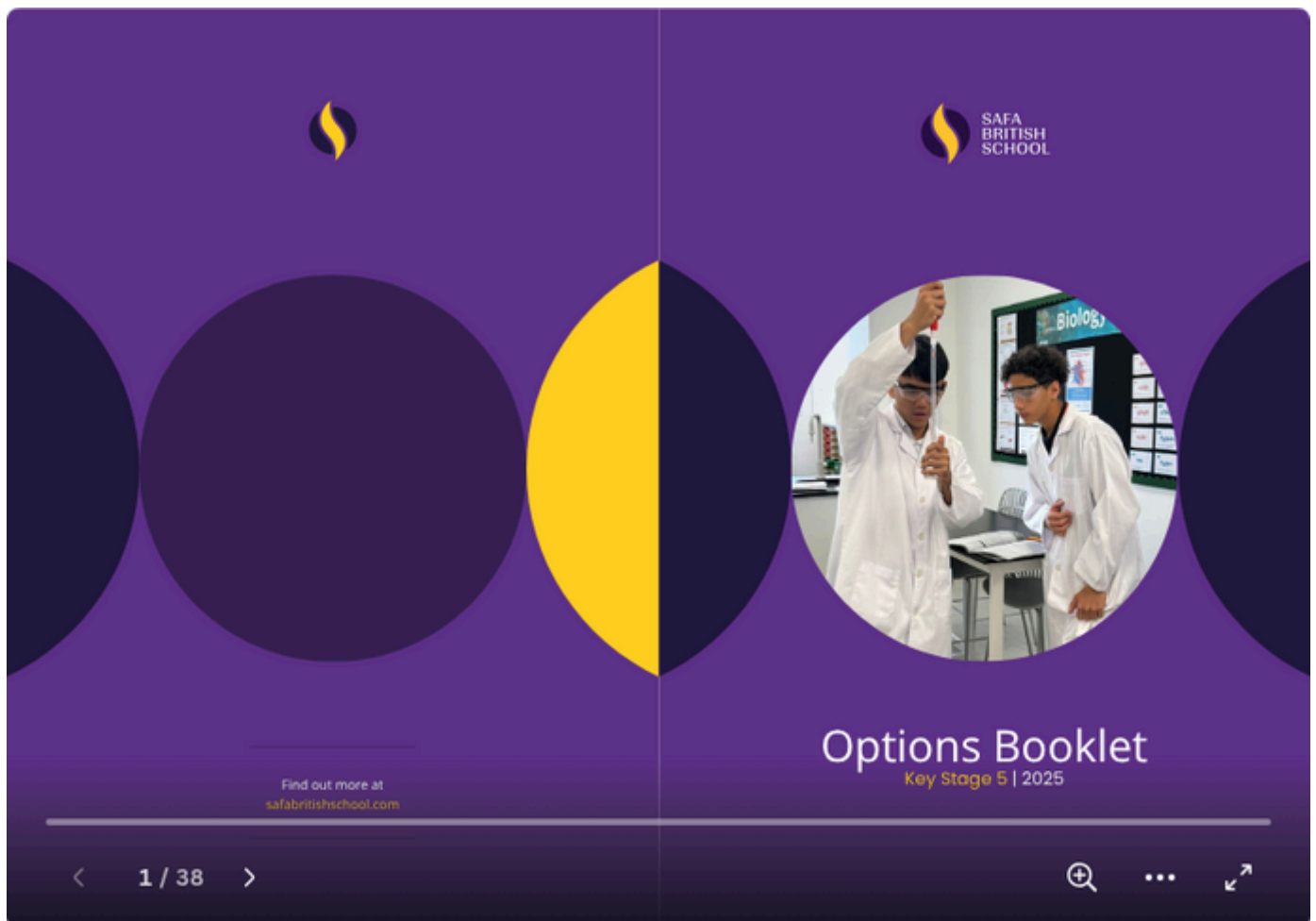
In addition, students will take part in a comprehensive pastoral program that centers around careers and university applications, and a Life Skills Curriculum that aims to develop our cohort beyond academics.

Years 12-13

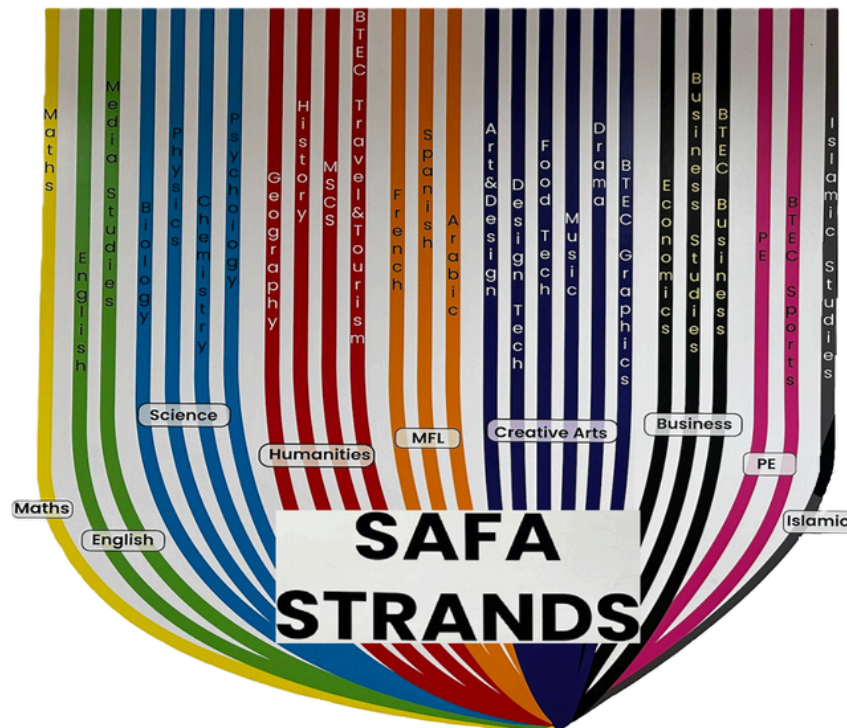
Post-16 pathways offer a variety of courses to support diverse career and further education goals.

- A-Levels are traditional academic qualifications valued for university entry, covering subjects like sciences, humanities, and languages.
- BTECs provide vocational education focused on practical skills in fields such as Business, Sport, Media, and Travel and Tourism.

Both pathways can lead to university, apprenticeships, or direct employment. Combining A-Levels and BTECs is also an option, allowing students to tailor their education to their aspirations. These blended pathways ensure students have the flexibility to pursue their desired careers or further studies, accommodating different learning styles and interests.



4. Safa Strands



Safa Strands is a multi-disciplinary approach that enhances Safa's curriculum. This method encourages students to draw connections between different areas of study, enhancing critical thinking and problem-solving skills. By engaging with topical questions, learners can explore subjects such as science, humanities, and arts in a cohesive manner, seeing the interrelations and broader implications of each.

Examples of questions include:

1. How is Artificial Intelligence affecting Creativity?
2. Is true sustainability possible in a world of constant change and growth?

This approach prepares students for real-world challenges, promoting adaptability and comprehensive knowledge.

Safa Strands not only enriches the educational experience but also equips students with the tools to analyze and address multifaceted problems effectively.

5. Assessments and Reporting

The assessment system at Safa is regular and robust to ensure that parents are fully engaged with their child's academic journey.

Every half term, all students will receive an interim data report, which details information on their current academic performance, and their attitudes towards learning. Across the Academic Year, each year group will have 2 Parent Teacher Meetings (PTC) with subject teachers to allow for discussion and feedback on their child's performance. There will also be a Meet the Tutor Group (MTTG) session for each year group.

Within the Academic Year, all students will receive a written target report. The purpose of this report is to be a *response* document. Allowing students to respond to the feedback from their teachers, and put actions in place before the end of year assessments in Term 3. An overview of a *typical* information cycle is shown below, please note that this will vary by year group.

| | 1.1 | 1.2 | 2.1 | 2.2 | 3.1 | 3.2 |
|--------|-------------------|-----|-----|-----|------------------------------------|-----|
| Year 7 | DP MTTG PTC | DP | DP | DP | PTC Written Target Report | DP |

For more information on our report cycles, please click on the presentation below



Academic Reporting 2024-2025



6. Communication

At Safa British School, we use the iSAMS Parent Application to ensure that all parents are up-to-date and have full access to the information that affects their child.

The Parent Portal offers a fantastic way to gain quick access to your child's school information and keep up-to-date with how well they are getting on at school. You can read the latest school news, view our school calendar and access other helpful information such as:

- Reports
- The school calendar
- Contact information updates
- Newsletters

You will receive information on how to create your account and access your child's information.

Username and Password:

When your child joins SBS, you will be sent information on how to set up your iSAMS account and password. If you don't receive this or have forgotten it, please email: reception@safabritishschool.com

If you forget your iSAMS password or get locked out of your account, you can reset it by clicking [here](#).

Parental WhatsApp Community

We have evolved our communication platforms to also include WhatsApp. We do appreciate the busy daily lives of our families, and we have introduced the SBS community group, to provide easier access to weekly information. This is a "push" of information, and does not replace the email communication to staff.

The only official WhatsApp communication supported by the school is the SBS Broadcast Group, used by Reception for weekly updates.

The school does not operate or endorse any class WhatsApp groups. All official communication will be sent via email, the parent portal, or the SBS Broadcast Group.

Parent-created WhatsApp groups are informal and not linked to the school. Please note that UAE law applies to conduct within these groups.

Parental 'Drop in' Sessions

During the course of the year, there will be a range of sessions for parents to attend. These sessions blend a range of topics linked to the school calendar and are also driven by parental input. These informal sessions are an excellent opportunity for parents to ask any questions they may have, and for introducing student-related topics. Examples of topics from this year include:

- Digital literacy - the safe and effective use of digital learning tools
- Report Breakdown and Expectations
- Transition into Year 11
- GCSE Options and Futures
- Exam Skills and Managing Results Expectations
- Developing student resilience
- Awareness of Self-Harm in Adolescence

Details of our termly event schedule will be shared and you can sign up online.

Comments and Feedback

At Safa British School we believe that students and parents are entitled to expect courteous and prompt, careful attention to their needs and wishes. The School takes very seriously any complaints and concerns that may arise which involves either your own child or the School as a whole. We also welcome suggestions and feedback on how to improve the School.

We will give prompt and serious attention to any areas of dissatisfaction. We anticipate that most concerns will be resolved quickly in an informal manner by approaching the appropriate member of staff. If this does not achieve the desired result, we have a procedure for dealing with concerns. Details can be found [here](#).

7. The Use of Technology

Digital Literacy is a vital skill for the 21st century. At SBS we operate a BYOD (Bring Your Own Device) programme that allows students to seamlessly move their work from the school environment to their homes in order to support their learning. It is expected that all students bring their own devices to school as an essential part of their 'tool kit'.

All students are provided with an education copy of Microsoft Office and the school's Virtual Learning Platform is built around the Microsoft Teams application.

Students have the choice of using a laptop or a tablet. The key features of the device should be a long battery life and robustness.



| | MINIMUM | IDEAL |
|--------------|---------|----------|
| RAM | 8GB | 16GB |
| Processor | i5 | i7 |
| Touch Screen | | Yes |
| Stylus | | Yes |
| Battery Life | 8 hours | 10 hours |
| Keyboard | | Laptop |

The use of technology and social media has huge potential in today's society, but with this potential comes a certain degree of risk. At Safa British School, we deliver safe ICT usage around the 7 pillars of our Digital Literacy Framework.



Mobile Devices

We are a phone-free school:

At Safa British School, we are committed to creating a focused, respectful, and distraction-free learning environment. As such, we operate a strict phone-free policy during the school day.

- Mobile phones are not permitted to be used by students anywhere on the school site until the end of the academic day.
- We do not consider mobile phones to be appropriate learning tools within the classroom, as they can disrupt both teaching and the learning of others.

We understand that many students carry mobile phones to coordinate transport or communication with parents after school hours. To support this, all students are expected to either leave their phones at home or securely store them in their Safa Phone Pouch, which must remain locked throughout the school day.

If urgent communication is required, we kindly ask that parents contact the school reception, who will ensure that messages are passed on promptly and appropriately. This system ensures that students remain fully present, engaged, and safe throughout the day.

Student and Parent Apps

We use a variety of Apps to support and enhance our students' learning and provide information to parents. The full list of approved school apps can be found [here](#).

IT helpdesk

If you need IT help, please email reception@safabritishschool.com or visit our IT helpdesk located behind Reception.



Class Charts is the most important app in keeping in touch with your child's academic and pastoral performance.

Homework - all homework tasks are shared to parents and students through Class Charts. You will find full information on the deadlines, task, and support materials for students to complete their tasks.

Merits/Demerits - Students also earn merits and de-merits for behaviour. Through your parent account, you will be able to track your child's performance in relation to their different subjects, and participation in the wider aspects of the school through the merit system.

Parental information/support videos are available throughout the year to ensure parents are able to access all necessary information.

8. Student Behaviour

At Safa British School we believe that good behaviour is essential for an effective learning environment in which all students are given the opportunity to achieve. We seek to create a caring and inclusive environment that encourages and reinforces good behaviour. Our standards of behaviour are underpinned by values such as honesty, respect, consideration and responsibility.

We expect our students to behave appropriately at all times within the school grounds and the wider community. Staff members aim to recognise, praise and reinforce positive traits of behaviour rather than focus on negative ones or previous failings.

Students are able to earn merits for all elements linked to our ACHIEVES well being curriculum (see information on next page).

The aims of our policy:

- Allow all students to make the best academic progress in a safe and well-ordered learning environment.
- Allow staff to effectively facilitate personalised and innovative learning experiences for students.
- Embed values that are carried through beyond school.
- Enhance self-esteem and a feeling of safety within the learning environment.

We do acknowledge that students (and adults) can make mistakes, and it is key to us as a school to have a transparent and simple approach to sharing our expectations and the consequences of making certain choices.



Students earn merits in line with ACHIEVES

Merits can be earned through a variety of means, but below are some examples:

Being kind to others, showing respect, looking out for peers, showing gratitude.

Positive relationships with peers, teamwork, mentoring others, setting a good example.

Great attitude in PE, positive choices, managing stress, promoting a healthy lifestyle.

Great learning habits, research skills, diligence towards reaching goals, working towards their career choice.

Optimism, self-control, assuredness, resilience, growth mindset.

Safa spirit, community spirit, bringing value to the wider community.

Nurture passions, showing focus and dedication, going the extra mile.

Academically or socially show: confidence, grit, determination, responsibility, reflectiveness, innovativeness.

As a school, we adopt a restorative justice approach to behaviour management. When the case arises that we need to apply the behaviour grid above, time is taken to work with students to identify the reasons behind the negative behaviours and to find a way to reduce the risk of similar behaviours happening again.



9. Student Leadership

At SBS we believe that our students should influence their learning environment and help shape the systems that affect their daily experiences. Every year, students are able to run campaigns for election to our Student Council.

The council is made up of a range of positions, including

- Head Boy/Head Girl
- Prefects
- House Captains
- Well-being Ambassador
- Peer Mentors
- Social Media Warriors

The Student Council is a key link between the staff and the student body, and they are responsible for running school events, communicating with their peers, as well as being a 'critical friend' to help improve the systems in the school.

Our Behaviour for Learning Policy and ClassCharts system are a product of a blended approach where both students and staff worked together to design a framework that benefits the whole school community.

10. Home Learning

Research clearly shows the importance of home learning and extension within the secondary phase of education. For SBS, home learning is an opportunity to build upon class learning, support skill development, and nurture independence as well as student ownership. Home learning is set as an appropriate sequence of learning, and is communicated through Microsoft Teams and Class Charts, allowing students to manage their time and meet deadlines.

There is no set homework diary for the academic week – the tasks set are not a 'bolt on' but a key part of the learning sequence.

The following guidelines apply to homework Key Stage 3:

- Homework activities are set to take 20-30 minutes.
- In the event of larger project-based work being set, this is communicated to parents and students.
- Homework is set with a minimum of 2 days to complete the task.

As students progress through the year groups, the expectation and volume of homework does increase. For our students in Post-16, their workload reflects a typical working week, with supervised private study during the day, and an expectation of 90-120 minutes of home learning a day.

11. A Reading Focus

We are proud to promote a love of reading at Safa British School.

It is our belief that everyone should have access to a wide range of literature and opportunities to explore a range of texts and reading styles. We work across the curriculum to support all of our students in becoming confident readers.

While research highlights the strong correlation between regular reading and increased academic success, we also promote a love of reading for its holistic qualities.

Reading is known to:

- increase confidence and self esteem.
- develop empathy.
- help with the ability to understand complex situations.
- be a relaxing pastime when you are a fluent reader.

At Safa British School, we use a range of methods to support all our students, whatever their ability, to develop and extend their reading skills:

- Reading Plus, an online program, develops students' individual reading fluency and comprehension skills.
- Regular reading time is built into lessons across the curriculum.
- Quiet reading spaces are available, with a wide selection of books for students to borrow and enjoy.
- Reading time is built into our Form Time activities.
- Bedrock Vocabulary, an online program, develops students' language acquisition and development.
- Throughout the school year, we celebrate reading with competitions and whole school reading days.

We are excited to introduce our brand-new school library - a space with a diverse collection of books and digital resources; a hub for curiosity, creativity, and a love for reading!

12. Student Equipment List

Students need a rucksack to carry their required equipment for secondary school. All students are provided with class notebooks during the year, and textbooks (physical and digital) are provided where appropriate. Students are expected to bring the following every day:

- Pencil case
- Black, blue, red/pink, purple pens
- Highlighters
- Multi-coloured pencils
- A mathematics set including protractor, compass, set square and ruler
- A rubber
- Pencil sharpener
- Safa Phone Pouch
- A calculator – we advise a Casio fx-991EX or Casio fx-991ES

Lunch: Students to have access to the canteen, although there is also the option for students to bring in a packed lunch. Food can be bought from the canteen, using a 'Tuckshop' card that will be provided. There is a 50aed fee to cover the cost of lost cards.

Water: We strongly advise students use a thermos water bottle to keep their drinks cool during the day.

Every student has their own locker, in which they can store their books or devices during the school day or overnight.

13. The School Day

The SBS Secondary School week is comprised of 32 lessons:

| Monday - Thursday | | Friday | |
|-------------------|---------------|--------|---------------|
| Tutor | 7:35 - 8:00 | Tutor | 7:35 - 7:50 |
| P1 | 8:00 - 9:00 | P1 | 7:50 - 8:40 |
| P2 | 9:00 - 10:00 | P2 | 8:40 - 9:30 |
| Break | 10:00 - 10:20 | Break | 9:30 - 9:50 |
| P3 | 10:20 - 11:10 | P3 | 9:50 - 10:40 |
| P4 | 11:10 - 12:00 | P4 | 10:40 - 11:30 |
| P5 | 12:00 - 12:50 | | |
| Lunch | 12:50 - 13:30 | | |
| P6 | 13:30 - 14:25 | | |
| P7 | 14:25 - 15:20 | | |

Students should be on site by 07:30 in the morning to ensure a prompt start to the school day. Pupils arriving after 07:35 will be marked 'Late'.

14. Extra Curricular Activities and Sports



With our outstanding facilities, we offer an extensive range of extra curricular clubs. Our sports offering includes basketball, netball, cross country, football, cricket, rounders, dance, gymnastics, athletics and swimming. SBS prides itself on being a long-standing member of DASSA (Dubai Athletics and School Sports Association) and BSME (British Schools Middle East). Through these networks, we field teams to allow students the opportunity to represent our school in a healthy, competitive environment, striving to improve their individual and collaborative performance.

SBS offers a wide range of additional ECAs in order to ensure a full breadth of opportunity for students. The ECA programme is fed by student voice to ensure it is relevant and supportive to their unique needs. It is staffed by both SBS staff and external providers. Where there is a cost element to an ECA, this is shared with parents before its commencement.

The school's ECA programme offers opportunities before school, after school and within lunchtimes. Pupils sign-up for activities at the start of each term using the school systems.

15. Uniform

Stitches is the official uniform provider for the Secondary school. Uniforms should be purchased ONLY from Stitches in order to ensure uniformity of style and fabric.

We expect our students to come to school neatly groomed and smartly dressed, in the correct and appropriate clothing. This sets a professional work ethic. Students need to be aware that our expectations are the same when they are wearing the Safa uniform outside of school. Parents are asked to support their child in meeting these expectations.

| | Standard | Allowed | Not Allowed |
|-----------------|--|--|--|
| Shirt | White short-sleeved shirt with the Safa Logo purchased from Stitches KS3 - Purple Collar Shirt KS4 - Blue Collar Shirt | Female Muslim students who wish to cover their arms may wear a thin black/blue/white long-sleeved top under their school shirt | |
| Trousers | Blue tailored trousers purchased from Stitches | No other variations allowed | |
| Jumper | Blue Safa jumper with the Safa Logo | No other variations allowed | Jumper without school shirt |
| Shoes and Socks | Sensible, black leather or canvas shoes worn with plain black or white socks | No other variations allowed | Heels, open-toed shoes, coloured socks with patterns/logos |
| PE Shirts | PE branded sport's shirt from Stitches | Standard shirt except if the girls choose to wear leggings then they are required to wear the longer length shirt | Non Safa branded shirts |
| PE Bottoms | Boys - Safa branded shorts/joggers Girls - Safa branded shorts/joggers/leggings | No other variations allowed | Non Safa branded joggers/leggings |



Safa
BRITISH
SCHOOL

UNIFORM GUIDE (AY 2025-2026)

STITCHES

EYFS

(FS1- FS2)

UNISEX



POLO SHIRT



SHORTS

PRIMARY

(YEARS 1-6)

BOYS



STRIPED SHIRT



SHORTS



TROUSERS



JUMPER

SECONDARY

(YEARS 7-11)

BOYS



PURPLE COLLAR SHIRT

KS3



BLUE COLLAR SHIRT

KS4



TROUSERS



JUMPER

SWIMWEAR



HIPRACERS
BOYS



JAMMERS
BOYS



SWIMSUIT
GIRLS



SWIMCAP
UNISEX



TOWEL



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SAFA
BRITISH
SCHOOL

UNIFORM GUIDE (AY 2025-2026)

STITCHES

| PE UNIFORM (FS1 - Y6) | | | PE UNIFORM (Y 7 - Y 11) | | | | |
|---|---|--|---|---|---|--|---|
| UNISEX |  |  |  |  |  |  |  |
| | PE SHIRT | PE SHORTS | TRACK PANTS | PE SHIRT | PE SHORTS | JOGGERS (Y6 - Y11) | LEGGINGS GIRLS (Y6 - Y11) |
| | | | | | | | |
| PRIMARY (YEARS 1-6) | | | | | | | |
| GIRLS |  | | |  | |  | |
| | STRIPED BLOUSE | | | SKORTS | | CARDIGAN | |
| SECONDARY (YEARS 7-11) | | | | | | | |
| GIRLS |  |  |  |  | | | |
| | PURPLE COLLAR BLOUSE KS3 | BLUE COLLAR BLOUSE KS4 | TROUSERS | CARDIGAN | | | |
| ACCESSORIES | | | | | | | |
|  |  |  |  |  | | | |
| SCRUNCHIES GIRLS | BASEBALL CAP | BOOK BAG FS1 - FS2 | PE BAG OPTIONS AVAILABLE • ZIPPER • WITHOUT ZIPPER | BACK PACK | | | |
|  |  |  | | | | | |
| HEAD BAND GIRLS | HEAD BAND WITH ELASTIC GIRLS | SUNHAT | | | | | |

Hair and Accessories

At Safa British School, we expect students to take pride in their appearance and present themselves in a way that reflects the values of our school community.

- **Jewellery:** Students may wear a watch and one pair of small studs or sleepers in pierced ears. No other visible piercings are permitted.
- **Hair Colour:** Dyed hair must be of a natural and subtle tone. Bright, unnatural colours are not allowed.
- **Religious Accessories:** Items of religious significance are permitted. However, we kindly request that a parental email is sent to the student's form tutor to inform the school of the nature of the exemption.
- **Hair Styles:** Hair should be kept tidy and neat. Extreme hairstyles, including shaved designs or excessive use of styling products, are not permitted.

Make-Up and Nail Varnish Guidelines

Key Stage 3 (Years 7–9):

- Make-up and nail varnish are not permitted.
- Students must not wear foundation, blush, bronzer, mascara, or eyeliner.
- No false eyelashes or lash extensions are allowed.
- Nails must be natural and unpainted, with no acrylic or gel enhancements.

Key Stage 4 (Years 10–11):

- Make-up must be subtle and natural-looking.
 - Foundation may be worn in moderation.
 - Blushers and bronzers are not permitted.
 - Eye make-up, including mascara and eyeliner, is not permitted.
 - Lip balm or lipstick must be neutral in tone.
- Nail polish: Only clear or nude shades are permitted.
- False nails, gelish, acrylics, or extensions are not allowed.



Sixth Form Uniform

While Sixth Form students at Safa British School are not required to wear a set school uniform, they are expected to dress in a manner that reflects maturity, professionalism, and the high standards of our school community. Smart business attire is the required dress code, and students should take guidance from the professional appearance modelled by staff.

To support students in making appropriate choices, the following expectations must be followed:

Clothing Expectations

- Students should wear smart, professional clothing appropriate for a working or business environment.
- Casual items such as ripped jeans, shorts, crop tops, hoodies, and overly tight or revealing clothing are not permitted.
- Footwear should also be smart; trainers and sliders are not considered suitable.

Hair and Grooming

- Hair must be kept neat, clean, and professionally styled.
- Hair colour must be subtle and natural. If a student's hair is deemed inappropriate, parents will receive a formal email from the student's Form Tutor. The student will be required to return to school the following week with their hair adjusted to a more appropriate colour.

Nails and Eyelashes

- Acrylic, gel, or shellac nails, as well as false eyelashes or eyelash extensions, are not permitted.
- Should these expectations not be met, parents will be contacted, and students will be given until the start of the following school week to make the necessary changes.

Make-up

- Students may wear light, natural-looking make-up.
- Heavy or dramatic make-up, including dark eyeshadow, eyeliner, or bold lipstick, is not appropriate for a professional learning environment.

Jewellery

- Jewellery should be kept minimal and tasteful.
- Excessive or distracting pieces are not aligned with professional business attire and should be avoided.

By upholding these expectations, Sixth Form students not only represent themselves as responsible young adults but also act as role models for younger peers across the school. We appreciate the support of families in reinforcing these standards and ensuring a consistent and respectful learning environment for all.

16. SBS Staff

The link below provides a brief overview of our teaching staff.



17. Safeguarding Team



Louise McGeever
Head of Primary,
Vice Principal



Jon Pennock
Head of Secondary



Dara Davey
DSL Primary
Assistant Head



Jessica Vowles
DSL Secondary
Deputy Head

Children who are safe and feel safe make more successful learners

SAFEGUARDING AT SBS

At SBS we are committed to the safety and happiness of our pupils. If you are concerned about the safety or wellbeing of any child during your visit to SBS please speak to a member of our Safeguarding Team.

Brian Horwell, Principal



The Pastoral Team and

18. School Counsellor



Jessica Vowels

Deputy Headteacher – Head of Pastoral



Tarana Khatri

School Counsellor



Cara Swann

Head of Key Stage 3



Charlotte Hughes-D'eth

Head of Key Stage 4



Craig Brouder

Head of Key Stage 5



Bethany Preston

Head of Year 7



Grace Jefferies

Head of Year 8



Oliver Shepherd

Head of Year 9



Philip Butler

Head of Year 10



Dave Haggan

Head of Year 11



Jahid Rahman

Assistant Head of Key Stage 5

19. Our clinic staff



Dr Afeen
School Doctor



Emma Molloy
School Nurse



Julie Ann Soriano
School Nurse



Sneha Alex
School Nurse

As a team, the clinic work together to ensure that our community is safe and healthy. As well as providing medical care, they carry out Health Awareness campaigns with students, staff and parents, throughout the year to highlight different health topics relevant to our community.

Further information can be found [here](#).

The clinic requires the following documents for all pupils:

1. DHA Medical Form
2. [SBS Medical Form](#)
3. Consent and Emergency Contact
4. Copy of vaccination record
5. Copy of Emirates ID
6. Copy of Insurance (if available)

For changes in contact information, please email the school immediately.

20. Exams



Munifa Mustaffa
Exams Officer

As Exams Officer I am responsible for managing the examination procedures at SBS, and ensuring the process is fair and accessible to those involved. At SBS we are registered with two examination boards, Pearson (Edexcel) and Cambridge International, who both have strict rules and regulations we must adhere to. I liaise with our exams boards and deal with all aspects of the exams from submitting entries to communicating results.

To ensure the entry process is completed correctly, you will be required to sign a Candidate Entry Report at the beginning of term 2, to confirm the subjects and paper tiers your child is being entered for are correct. This will also allow us to ensure that the name we have on file matches the pupils passport, as this will be printed on their exam certificate.

The exam fees are set by the exam boards and vary each year. We will release our fees in Term 2, issue invoices and expect these to be settled around February.

We will issue an examination timetable to each pupil, it will then be their responsibility to ensure they are on time and present for each of their exams. Please note that some exams may take place outside the normal school day. Pupils will also be responsible for bringing their own water and equipment to each exam e.g. pens, pencils, rulers, compasses etc. Water/equipment must be in a transparent bottle/pencil case with no labels or writing.

I am available throughout the school year to answer any exam related questions that pupils or parents may have, you can contact me via email: examofficer@safabritishschool.com

21. Useful information

1. Term dates: term dates can be found on our website and on iSAMS
2. Parent passes: to enter the school site, you MUST wear your parent pass. Please complete this form to apply for your parent pass.
3. Absence reporting: to report your child absent, please complete this form by 8am on the day of absence. You must complete the form for each day your child is absent.

Absences MUST be reported via this form and NOT via email or Seesaw.

If your child is absent for 3 or more days, please provide a medical note to:
nurse@safabritishschool.com/reception@safabritishschool.com

4. Request for leave: wherever possible we request that you avoid taking your child out of school during term time. However, if this is unavoidable and wish to apply for authorized leave, please complete this form
5. Lost property: any lost and found items are put in the grey cupboards in the central courtyard, between Year 1 Onyx and FS2 White. Any electrical or valuable items will be held at Reception. In the last two weeks of each term, this will be put in the courtyard. Items not collected will be donated to charity.

6. Useful Contacts

- reception@safabritishschool.com
- accountant@safabritishschool.com
- nurse@safabritishschool.com
- School telephone number: 04 388 4300

Please include your child's full name and class in all correspondence.

7. The Tuck Shop (school canteen) operates a cashless system. Your child will be given a card from SBS which they will be able to use to buy snacks and lunch. You will need to use your email that is registered with the school to create an account and top up their account online - <https://tuckshopcatering.com/>

Please note that there is a 50aed charge for lost cards.

This [link](#) provides an overview of the cashless system.

Please note that SBS is a 'nut free' school.

Pupils should not bring and foods containing nuts into school.



8. Comments and feedback:

At Safa British School we believe that students and parents are entitled to expect courteous and prompt, careful attention to their needs and wishes. The School takes very seriously any complaints and concerns that may arise which involves either your own child or the School as a whole. We also welcome suggestions and feedback on how to improve the School.

We will give prompt and serious attention to any areas of dissatisfaction. We anticipate that most concerns will be resolved quickly in an informal manner by approaching the appropriate member of staff. If this does not achieve the desired result, we have a procedure for dealing with concerns. Details can be found [here](#).



مركز الفنون الموسيقية
CENTRE FOR MUSICAL ARTS

Learn To Play an Instrument at **Safa** **British School**



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SCHOOL

For more details and information please visit our website at the link below or to register, scan the QR code with your smartphone:

www.cmadubai.com/en/safabritishschool

Registration does not guarantee a place on the instrumental program. You will be contacted when a space becomes available for your child. Lessons take place during the school day and are subject to terms and conditions agreed upon at registration.



Call: 056 766 6527 | Email: safabritishschool@cmadubai.com | Visit: www.cmadubai.com



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