



مدرسة شيننج ستار أنترناشونال

Shining Star International School, Abu Dhabi

Our Vision

To be a school of innovation & creativity; preparing students for global challenges.

Our Mission

“Our mission is through the combined efforts of our staff, parents, students, and community to develop future leaders with active and creative minds. Our focus is on the holistic development of the individual, social, moral, intellectual, and physical growth, along with a strong sense of heritage and culture.”

Core Values

Care, Ownership, Togetherness, Honesty, Empathy, Gratitude
We ensure that the entire SSIS family follows these values.

COEDUCATION POLICY

Date of Publishing	11 th February, 2025
Review date	10 th February, 2026
Policy Type	Governance & Operations
Circulation	Internal
Date of Authorisation	TBA
Authorised by	School Principal
Authored by	Maya Anilkumar
Proof Reader	Mr. Shane



Table of contents

1. Purpose & Objective
2. Scope
3. Definitions
4. Policy statement
5. Guiding principles
6. Responsibilities
7. Procedures
8. Compliance & Enforcement
9. Review & revision.
10. References

1. Purpose & Objective

To establish clear guidelines for school on the allocation and use of shared or separate spaces based on gender, ensuring compliance with ADEK regulations. Additionally, to outline the requirements for staff gender selection based on school type and student grade levels, promoting an inclusive and regulated educational environment.

2. Scope

The co-education policy applies to all schools under ADEK's jurisdiction, outlining the requirements for gender-based space allocation and staff selection based on school type and student grade levels. It specifies the conditions under which co-education is permitted, the necessary provisions for maintaining compliance, and the roles of school administrators in ensuring adherence to these guidelines. The policy applies to both public and private schools, ensuring alignment with ADEK's educational standards and cultural considerations

3. Definitions

Co-education in schools refers to a stage in the primary and secondary educational process where boys and girls may study together or in separate sections, depending on the school's classification.

4. Policy Statement

1. Gender Status

1.1 Communication of Gender Status

Schools must publish their gender status (coeducational, shared, or single-gender) on their website and student registration forms.

1.2 Approval for Varying Gender Status

If a school has different gender statuses across grades or cycles, it must obtain ADEK approval and reflect this information on its website.

1.3 Co-Education in Cycle 1

All schools, regardless of their overall gender status, are authorized to implement co-education up to and including Grade 4/Year 5.

1.4 Permanent Gender Status Conversion (Whole School or Cycle/Grade)

- Schools must obtain ADEK approval before changing their gender status for the entire school or specific cycles/grades.
- Schools must secure consent from a majority (over 50%) of parents of students in the affected school or cycle/grade.
- Schools must implement necessary transitional adjustments (e.g., informing parents, modifying building facilities such as restrooms) at least one full academic year before the change.

1.5 Temporary Gender Status Conversion (Single Class)

Schools may temporarily convert a single-gendered class to a coeducational setting for a term or academic year under the following conditions:

- Schools offering specialized programs (e.g., AP, IB) must inform parents at the start of the academic year that co-educational classes may be required due to low enrollment or teacher shortages.
- Schools must submit an official request to ADEK with justification and supporting evidence.
 - **Majority Parent Consent:** At least 75% of parents in the affected class must approve the change.
 - **Class Location:** The classroom must be arranged to allow separate entrances/exits and restroom access for the "guest" gender.
 - **Accommodations:** Schools must provide options for non-consenting students, such as divided spaces, screens, designated seating, or online access.

1.6 Unauthorized Conversions

Regardless of parent consent, schools are not permitted to convert swimming classes to coeducational for students in Grade 5/Year 6 and above

5. Guiding principles

For KG (Kindergarten), class teachers and all teaching support staff shall be female only. There are no gender restrictions for teachers in other grades or cycles, except for those specified in Section 2.2 (ADEK Policy), which pertains to Physical Education (PE) and Swimming.

6. Responsibilities

- **School Leadership:** Principals and administrators are responsible for ensuring the policy is understood, communicated, and implemented effectively within the school. They must also monitor compliance and address any issues that arise.
- **Teachers and Staff:** Educators are required to adhere to the guidelines outlined in the co-education policy, fostering an inclusive and respectful learning environment. They must also ensure that gender-specific requirements, such as those for KG or PE and Swimming, are followed.
- **Students:** Students are expected to respect the principles of co-education, including treating peers of all genders with equality and dignity, and adhering to the school's code of conduct.
- **Parents/Guardians:** Parents or guardians are responsible for supporting the policy by encouraging their children to respect the values of co-education and by collaborating with the school to ensure its successful implementation.

- **Policy Makers and Regulators:** Relevant educational authorities are tasked with developing, reviewing, and updating the co-education policy to ensure it aligns with national values and educational goals. They also oversee its implementation across schools.
- **Support Staff:** Non-teaching staff, such as administrative personnel and counselors, play a role in creating a supportive environment that upholds the principles of co-education and addresses any concerns related to gender dynamics.

7. Procedures

- **Admission and Enrolment:**
 - Ensure that admission processes are inclusive and non-discriminatory, allowing students of all genders to enroll following the co-education policy.
 - Communicate the policy clearly to parents/guardians during the admission process.
- **Classroom Arrangements:**
 - Organize classroom seating and group activities in a way that promotes inclusivity and equal participation among students of all genders.
 - Ensure that gender-specific requirements, such as female-only teachers for KG, are strictly followed.
- **Staff Recruitment and Training:**
 - Recruit teaching and support staff in compliance with the policy, ensuring adherence to gender-specific roles where applicable (e.g., KG teachers).
 - Provide training to staff on the principles and implementation of the co-education policy, including fostering an inclusive and respectful environment.
- **Curriculum and Activities:**
 - Design and deliver a curriculum that reflects the values of equality and inclusivity.
 - Ensure that extracurricular activities, including sports (e.g., PE and Swimming), follow gender-specific guidelines as outlined in the policy (e.g., Section 2.2).
- **Code of Conduct:**
 - Establish and enforce a school-wide code of conduct that promotes respect, equality, and non-discrimination among students and staff.
 - Address any incidents of gender-based discrimination or misconduct promptly and effectively.
- **Parental Communication:**
 - Regularly communicate with parents/guardians about the co-education policy and its implementation.
 - Address any concerns or questions raised by parents/guardians regarding the policy.
- **Monitoring and Evaluation:**
 - Regularly monitor the implementation of the co-education policy to ensure compliance.
 - Conduct evaluations to assess the effectiveness of the policy and make improvements as needed.
- **Reporting and Accountability:**
 - Establish clear reporting mechanisms for any issues or violations related to the co-education policy.
 - Hold individuals or groups accountable for non-compliance with the policy.

8. Compliance & Enforcement

Policy Statement:

- Clearly define the school's commitment to adhering to ADEK's Coeducation Policy, emphasizing the importance of compliance in maintaining educational standards and promoting a safe, inclusive learning environment.

2. Compliance Requirements:

- Outline specific expectations for staff, students, and stakeholders regarding co educational practices, ensuring alignment with ADEK's guidelines.

3. Monitoring Mechanisms:

- Implement regular internal audits and assessments to evaluate adherence to the coeducation policy.
- Establish a reporting system for stakeholders to confidentially report potential non-compliance issues.

4. Enforcement Procedures:

- Define clear procedures for investigating reported violations, including timelines and responsible personnel.
- Specify disciplinary actions for confirmed non-compliance, which may range from warnings to more severe consequences, depending on the violation's severity.

5. Addressing Violations:

- Develop corrective action plans to rectify identified issues promptly.
- Provide support and training to staff to prevent future violations and promote a culture of compliance.

9. Review & revision.

- Regularly review and update the policy to reflect any changes in ADEK's regulations or educational best practices.
- Engage with stakeholders to gather feedback and make necessary adjustments to the policy

10. References

- Abu Dhabi Department of Education and Knowledge (ADEK). (latest version). ADEK Private Schools' Design Guidelines. • Federal Decree Law No. (31) of 2021 Promulgating the Crimes and Penalties and its amendments.