

# Newsletter

17th, April, 2026 (Sent 19<sup>th</sup> April)

Term 3, Issue 4



Some photos courtesy of some budding nature photographers - Sharvi, Aaron Leonardo, Rasheed Ms. Dianne, Daniela, Giulia with their pup Maggie, Ariona and Mr. Tom with a random Cockatoo that flew into his garden.

# Welcome Back

At Dubai International Academy, the safety and wellbeing of our students, staff, and wider community remain our highest priority. This newsletter is a combination of KHDA directives and direct communications, as well as a bespoke response based on the context of our school.

This newsletter outlines the key measures, procedures, and expectations in place, along with some of the training provided to staff, to support a safe, calm, and well-managed return to school.

We are committed to ensuring that our school remains:

- Safe – through robust health, safety, and security procedures
- Prepared – through clear and well-planned emergency protocols
- Responsive – through strong leadership and effective communication
- Supportive – through a continued focus on wellbeing and reassurance

Community strength has seen us through a difficult time

Our highest priority remains safety and security

Our protocols are about preparing to respond effectively, together as a community

All staff have been fully trained and are confident in the following key areas:

aware of preparations needed within their classrooms

informed about their role

being ready to respond

being prepared for safe and effective communication



Celebrating my birthday last week with this little princess!

# Head of Primary's Message

Dear DIA families,

We are very much looking forward to welcoming our students back to school and beginning this next phase together. We recognise that this return may bring a mix of emotions for both children and families. Our priority is to ensure that every child feels safe, calm, and supported, while also re-establishing familiar routines and a sense of normal school life.

## A Calm and Supported Start

In line with KHDA guidance, our approach will focus on re-entry and reassurance for in-person learning.

- Children will be welcomed into calm, structured classroom environments
- Teachers will initially prioritise routine, connection, and wellbeing; full timetables will resume after Lesson 1, including all specialists
- During Lesson 1, students will receive a short, age-appropriate safety briefing, supported by a video
- Rather than a full drill, children will be guided through safety routines step-by-step with their teacher and shown how and when to respond if an alert sounds

## Learning Model (First Week)

- In line with KHDA guidance, staff are not permitted to deliver in-person and online learning simultaneously
- With over 90% of our students returning to in-person learning, all homeroom teachers will be teaching their classes on site
- This means online provision will change and students learning online will follow asynchronous learning via Toddle
- There will be no live lessons during this initial transition period.
- Online learners should continue to submit work online and it will continue to receive feedback.

We will review provision and student numbers midweek and confirm next steps for online learning. Please note this provision remains in line with KHDA guidance. To ensure safe staffing and organisation, it is not possible for students to move between online and in-person learning during the week. Students may return to campus on a Monday, with advance notice. See next point though.

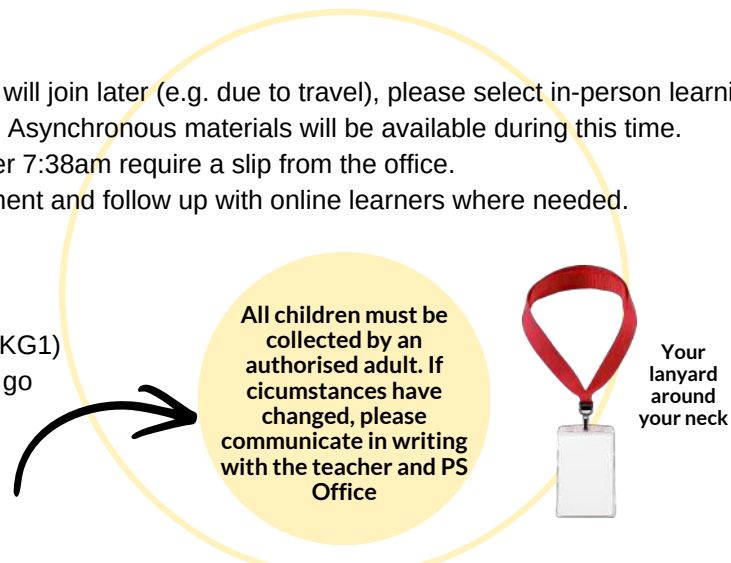
## **NB (first week only):**

- If your child is unable to return at the start of the week but will join later (e.g. due to travel), please select in-person learning and inform your homeroom teacher of the intended return day. Asynchronous materials will be available during this time.
- Flexible morning arrival (no late mark), though arrivals after 7:38am require a slip from the office.
- Our pastoral team will continue to monitor online engagement and follow up with online learners where needed.

## Routines and Organisation

To support a safe and smooth day:

- Drop-off (from 7am for KG2 - Year 6 and from 7:15am for KG1)
  - ALL gates will be locked until 7am, when students will go directly to their classrooms upon arrival
  - No gathering in outdoor areas for parents or students
- Collection
  - KG1 & KG2: collected from classrooms at 1:20pm
  - Year 1–Year 3: collected from classrooms at 3:00pm
  - Year 4–Year 6: collected from the Primary PE hall at 3:00pm
  - Parents arriving early for Year 1-6 pick-up to wait in the canteen until 2:55pm
  - Permission to leave independently continues, however we encourage you to establish a safe zone protocol for your children on their route.
- Breaktime and PE
  - All breaktimes will take place indoors
  - Students will still enjoy games, social time, and structured activities
  - PE will continue indoors (in classrooms or the hall)



Your lanyard around your neck

# Head of Primary's Message

## In the Event of an Alert

Our procedures are designed to prioritise safety, calm, and clear communication.

- **Before School**
  - If an official alert is issued, please do not leave home and await further communication
  - If already en route, please proceed to the nearest safe, covered location
- **During Drop-off or Pick-up**
  - Parents may be asked to enter the school and shelter safely, depending on age and circumstance this may be in your child's class or in the canteen or PE Hall
  - Please follow staff instructions at all times
  - Avoid gathering in open or external areas
- **During the School Day**
  - Students will be moved to designated safe areas away from windows
  - Every room has an identified safe space, including corridors
  - Students will remain supervised, calm, and supported at all times
- **At the End of the School Day**
  - Dismissal will be paused immediately
  - All students will remain safely inside under staff supervision
  - Students will be moved to appropriate safe areas
  - Parents on site may be asked to remain and supervise their children in designated indoor areas such as the canteen or PE hall

## Communication

Once it is safe to do so, we will communicate clearly with next steps, including dismissal or collection arrangements. All communication will be sent centrally via SMS and email

- Messages will include:
  - A brief outline of the situation (where appropriate)
  - Reassurance regarding student safety
  - Clear instructions, including collection procedures if required
  - We kindly ask that parents do not come to the school unless explicitly instructed, as this is essential to maintain safety and order.
  - We kindly ask that parents do not contact the school or class teachers directly if there is an alert, as all staff will be fully focused on the students. Communication will be shared through official school channels as soon as it is appropriate.

## Emergency Collection (if required)

If a controlled dismissal is necessary:

- Parents will be informed of the designated collection point

A structured process will be in place in line with current end of day collection procedures.

We also ask families to rely only on official school communication and avoid sharing or acting on unverified information.

## Additional Information

- No CCAs or swimming at this time
- Some specialist subjects may be adapted or delivered asynchronously for online learners
- A form will be shared to confirm intentions for the following week
- If you would like to send your child (particularly the youngest ones) with a small cuddly comfort toy, then please feel free to do so.

To support children with this transition, we will also focus on creating a calm and reassuring environment, including:

- Allowing children to bring a small comfort item (e.g. soft toy or keyring) during the first few days
- Providing opportunities for children to speak with their teacher if they have any worries
- Creating calm spaces within classrooms where children can reset if needed
- Prioritising routine, familiarity, and connection

If your child has any medical condition or injury that may impact their mobility, hearing, or vision, please inform us so we can ensure appropriate support is in place.

## How are the teachers prepared?

All staff have been trained, in person and on the school site, to be able to answer the following questions

### Knowledge

- Do I know all evacuation routes from my learning space?
- Do I know the designated assembly point for my group?
- Do I understand when to evacuate versus when to shelter in place?
- Can I distinguish between an official alert and an unofficial one?
- Do I know my exact role and responsibilities in an emergency?

### Skills

- Have I physically walked all evacuation routes?
- Can I manage a distressed group without escalating panic?
- Can I apply Psychological First Aid (Look, Listen, Link)?

### Resources

- Is my room's go-bag stocked, accessible, and checked this week?
- Does it contain a register, emergency contacts, and medical information?
- Do I know where the nearest first aid kit is?
- Is the evacuation map clearly posted and up to date in my room?
- Do I have all relevant managers direct number saved and accessible?

### Children's needs

- Do I know every child in my group with additional or medical needs?
- Does every child with additional needs have a buddy or key person?
- Is all required medication and emergency equipment accessible?
- Am I actively monitoring for signs of distress or changes in behaviour?

## What is a 'Safe Zone'?

The below has been inspected and approved by the KHDA

### Space Requirements

- Solid walls, concrete roof, no exposure to external areas
- Ventilation available without exposure to a dangerous source
- Emergency exits and assembly points identified and clearly marked

### Planning and Mapping

- Safe zones clearly marked on evacuation maps and emergency plans
- Every staff member must know safe zones in their room
- Distributed across the building for quick access

### Safe Zone Rules

- Designated away from windows and glass
- Reachable within 1 minute from any location
- Multiple safe zones per building to cover all areas
- Easy access without crossing outdoor or exposed areas

### Training and Readiness

- All staff trained on protocols and familiar with evacuation routes
- Roles assigned in advance, not on the day
- Emergency go-bag ready in every room (first aid, register, contact details)

# Risk levels

The KHDA provided guidance on two types of risk levels. Their definitions and guidance are below.

Green risk = No alert messages

- Normal day continues
- Use indoor facilities
- Enhance readiness at all times
- Morning gatherings and outdoor activities remain suspended

Red Risk = Respond to the alert

- Prepare to shelter in place
- Prepare to evacuate or switch to distance learning and remote work
- Do not resume on-site learning without official approval
- Authorities identify high-risk locations to determine response

## Before school

Student leaves home as usual for school, either with a parent/guardian or independently.

## At drop off

Students enter the building directly  
No morning assembly  
No gatherings at gates, courtyards, or external sidewalks  
Even under GREEN conditions, morning assembly and outdoor gatherings are suspended.

## While Inside the School

Classes continue as normal  
No morning gatherings  
No activities in courtyards, open areas, or near windows/glass  
Break time is held inside classrooms

## During Dismissal and Return

Dismissal proceeds normally in an organised, swift, and gradual manner.

## Before School

Do not leave home. Await official all clear. If an alert is received on route then proceed to nearest safe, covered location.

## At drop off

Parent/guardian enters with the student immediately if entry is safe  
No waiting outside the school.

## While Inside the School

Stop all activities immediately  
Move to nearest safe zone  
Students sit in low, calm position away from windows and glass

## During Dismissal and Return

Dismissal is suspended immediately.  
Students are not allowed outside the building.

### With parent/guardian:

Proceed to a safe place. Alert issued.  
No standing in open areas.

### Student alone:

Proceed to a safe place immediately.

# How will the school respond to an alert?

1

## Response and Decision

A short, repeated beep indicates that students will remain safely inside ("shelter in place"), while a continuous alarm signals that the school will evacuate.

Staff will respond immediately and appropriately to the centralised alert system, guiding students through the required procedures.

2

## Move calmly

Direct students calmly, without panic, and in accordance with the guidance in this training.

Provide firm guidance through clear and direct instructions.

Rehearse these instructions regularly to ensure a rapid and effective response when required.

3

## Assembly and Headcount

Proceed to the designated assembly or safe zone and immediately begin taking a headcount using the register.

Report any missing students without delay.

## After an All-Clear

The response does not end when the danger passes. Follow these four steps in order:

1

We will wait a decision from the school principal - no independent decisions are to be made.

2

Recount all children, staff, and visitors immediately upon return. Verify the general condition of each child and note any signs of distress or physical harm.

3

If needed, complete the incident report form. This will be submitted through official channels.

4

Activate psychological support for any distressed children. We will not wait for them to escalate. Notify parents through the approved channel only.

### Working Together

We understand that families may compare approaches across schools. While helpful, each school operates within its own context. Our approach is carefully designed to balance:

- Current guidance requirements
- Student safety and wellbeing
- Staffing and timetabling
- The needs of our school community

We will continue to review and adapt our provision as needed.

### Final Message

Above all, our focus is simple: to ensure that every child feels safe, settled, and quietly confident to be back at school.

That feeling is shaped by the adults around them, by the tone we set, the calm we hold, and the trust we share between home and school. Please be assured that we are well prepared. Our staff are ready, and their attention will remain where it matters most, on the children.

In these first days, there is much to restore: routines, rhythms, and a sense of normality. We ask, therefore, for your support in allowing staff the space to do this work with care and focus. Where possible, we encourage families to hold non-urgent communication and allow this first week of re-adjustment to settle.

When we move together with calm and trust, children feel it, and they settle.

Thank you, as always, for your continued support. We look forward to welcoming you all back.

Kind regards,  
Tom



# EXTRA EXTRA! EXTRA!



KG1

YEAR 3

# STUDENT LEADERSHIP

KG2

YEAR 4



YEAR 1

YEAR 5

YEAR 2

YEAR 6



## NOTICES



2026		JANUARY						
SUN	MON	TUE	WED	THU	FRI	SAT		
				1	2	3		
4	5	6	7	8	9	10		
11	12	13	14	15	16	17		
18	19	20	21	22	23	24		
25	26	27	28	29	30	31		

Head of Primary  
Tom Collar  
tomc@diadubai.com

Deputy Head KG1 - Year 2  
Jodie Harries  
jodieh@diadubai.com

Deputy Head Year 3 - 6  
Stephanie Trueman  
stephaniet@diadubai.com

Deputy Head Pastoral  
Manuella Watfa  
manuellaw@diadubai.com

PYP Coordinator  
Ruchika Sachdev  
ruchikas@diadubai.com

Head of Inclusion  
Jayda Keer  
jaydak@diadubai.com

Primary School Office  
pssecretary@diadubai.com

IT  
helpdesk@diadubai.com

Accounts  
accounts@diadubai.com

School Catering  
hello@kalohospitality.com



SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	30 MARCH	31 MARCH	01 APRIL	02 APRIL	03 APRIL	04 APRIL
05	6	7	8	9	10	11
12	13	14 AUTISM ACCEPTANCE DAY (ACTIVITIES ON TODDLER)	15	16	17	18
19	20 	21	22	23	24 IVEI EARLY YEARS GOT TALENT SUBMISSION DEADLINE INNOVENTS IVEI ARTS COMPETITION SUBMISSION DEADLINE (RIS)	25
26	27	28	29	30		

# TAKING ACTION

Has your child been taking action out of school? Then we want to know all about it so we can celebrate it on our posters and displays in school...  
Please email Mr Nick with any details at [nicholast@diadubai.com](mailto:nicholast@diadubai.com)



Taim (2B) took meaningful action during the month of Ramadan by helping to pack and distribute Iftar meals to those in need. His kindness and willingness to help others is a wonderful example of compassion and community spirit in action.



Samarth (Y3C) showed wonderful compassion this past Ramadan by using his own saved pocket money to prepare 30 Iftar packs for construction workers in his community. His thoughtful act of gratitude and generosity reminds us that even small acts of kindness can make a meaningful difference in someone's day.

# Autism Acceptance Day



I am unique as I'm really friendly, good at gymnastics, I'm a good artist and I have...

## Include Everyone



MY SUPERPOWER  
I CAN SAY ANY DAYS DATE



**PADIA**  
PASSIONATE ABOUT DIA

innoventures  
education

Click on the Padlets links to view more:  
[PADLET 1- Activities](#)      [PADLET 2- Photo Wall](#)



DUBAI INTERNATIONAL ACADEMY

Emirates Hills

PRESENTS

**EYGT &  
YOUNG  
AND  
TALENTED**

**KG1 - Year 3**

SUBMISSIONS



**FRIDAY  
APRIL 24TH**

# COMING TO DUBAI INTERNATIONAL ACADEMY ON MONDAY 13TH APRIL 2026

## Is Beauty only Feathers-Deep?

The Ugly Duckling is a musical comedy show written for young children and based on the famous fairytale by Hans Christian Anderson.

It is the story about a young bird who is mocked and bullied by his newly-hatched brother and sister ducklings because he is different from them. They think he is ugly! Even his mother thinks he is ugly! Feeling unwanted, unloved and alone he runs away - only to meet other farm animals who either reject him or want to eat him. Then the winter arrives - cold, freezing, icy and snowy. What is a young duck to do? How can our little guy survive? When spring arrives, he meets a flock of beautiful swans and has the surprise of his life! The Ugly Duckling is a delightful, musical comedy show with plenty of audience participation and interactive fun. Our young audiences will go on a journey with the characters where we explore themes of personal growth, discrimination, positivity, kindness and diversity.

This show is performed in English and sensitively adapted for young, international audience



**DON'T  
MISS OUT!**

Payment deadline  
Wednesday  
8th April



**POSTPONED**

**NO REFUNDS**

**UGLY  
DUCKLING**

Show times:

KG1, KG2 & Year 1 - TBC

Years 2-3 - TBC

The show will take place in the SS PE Hall, where all students will be seated. Students who are not watching will remain in class with one of the year level team teachers.

If you wish your child to attend this fantastic performance then please arrange an online payment of AED 60 via the below link

Online payment line:

<https://payment.innoventureseducation.com/diaeh/online/>  
To login, use your child's "student ID number" and date of birth.



Click here to make  
the payment

The online ticket payment  
is non-refundable