STUDENT-PARENT HANDBOOK
2023/2024

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Vision:
To prepare global citizens who will lead for positive change

School Mission:
To support all students attain their full potential in personal development and active citizenship by providing the foundation for lifelong learning through quality education.

PREFACE

Establishing strong home-school partnerships is critical in the progress and growth of our children. Such partnerships primarily require the engagement of parents in their children's education and their active involvement in achieving school expectations. Therefore, we kindly request that parents carefully read, understand and apply all the school rules and regulations, and collaborate with the school administration and staff in supporting their children 's learning and development.

It is every parent's responsibility to have read the most recent version of this handbook and understand and comply with all its contents. All parents upon signing the Parent Consent Form have agreed to abide by all policies stated herein and to ensure that their children apply all school rules and regulations Note that no set of rules or policies can address every contingency; rules will be revised and updated when necessary. Any revisions will be communicated to parents.

AIS Definition of High-Quality Learning

At AIS, we are committed to ensuring that learners engage in high quality learning by providing effective pedagogies and learning experiences through which they develop the knowledge, understanding, skills, and hence the attributes necessary to become lifelong learners and active citizens capable of making a positive and sustainable change in their own lives, their communities and the world.

High quality learning at AIS is that which is consistent with the school's overarching framework defined by its core values—***Personal Development, Active Citizenship, Lifelong Learning, Leading for Positive Change***. It involves the development of knowledge, understanding, and skills that are ultimately manifested in the learner as the AIS Learner Attributes: ***Knowledgeable, Thinker, Inquirer, Reflective, Communicator, Courageous, Determined, Compassionate, Self-Disciplined, Collaborative, Responsible, Integrous.***

AIS Core Values:
- ***Personal Development:*** Students develop the knowledge, understanding, and skills that prepare them for success and the realization of happiness as a result.
- ***Active Citizenship:*** Students learn to become exemplary citizens in their local, global and digital communities by exercising tolerance, empathy, and sustainability.
- ***Lifelong Learning:*** Students learn to deliberate, reflect, and voluntarily act in the ongoing pursuit of learning and growth.
- ***Leading for Positive Change:*** Ultimately, learners draw on their knowledge, understanding, skills, and attributes to make a positive impact on their communities and contribute a positive change to the world.

AIS Learner Attributes:
- **Knowledgeable:** *Learners demonstrate a strong knowledge base that they use to explore and construct new ideas to engage in both academic and societal matters and issues. They make meaningful connections between concepts and ideas to deepen their understanding of the world.*
- **Thinker:** *Learners are able to think critically to analyze, evaluate, and make sound judgments; and innovatively to create solutions or construct new ideas.*
- **Inquirer:** *Learners are curious; they independently ask questions and seek to find answers and investigate and explore new ideas.*
- **Reflective:** *Learners are thoughtful and critical about their intellectual, personal, and social deliberations and take the necessary steps to improve as learners, individuals, and citizens.*
- **Communicator:** *Learners communicate their ideas clearly and express their opinions confidently, while carefully listening to and respecting the viewpoints of others.*
- **Courageous:** *Learners approach challenges and uncertainties with confidence and prudence.*
- **Determined:** *Learners are determined to develop and grow as individuals and active citizens despite challenges they may face.*
- **Compassionate:** *Learners respect diversity, and show care and empathy towards others. They are committed to service that would make a positive change in the lives of others.*
- **Self-Disciplined:** *Learners have the ability to regulate emotions and control actions, thoughts, and behaviors in order to achieve goals or adhere to certain standards, even when faced with distractions or challenges.*
- **Collaborative:** *Learners have the skills to productively work together productively in their intellectual and social endeavors to achieve their goals.*
- **Responsible:** *Learners act responsibly towards themselves, others, and the environment. They understand the importance of their own mental, physical and emotional wellbeing, as well as that of others, and the significance of their actions in preserving the environment and the planet.*

- **Integrous:** *Learners act with integrity and honesty, and hold a strong sense of respect for the dignity and rights of others.*

Principles & Pedagogical Approaches for High Quality Learning:

Effective teaching involves the use of various pedagogical approaches and learning environments that are necessary for creating high quality learning experiences. These approaches draw on the constructivist theories that view effective learning as a process in which learners actively construct their knowledge and understanding, and develop their skills through their active engagement in various contexts. The following are the learning principles that the school's pedagogical approaches are based on and that are consistent with the cognitive and social constructivist claims:

1. **Learning is an active meaning making process**: *Learners construct their own understanding based on their prior knowledge, and their social and cultural background.* Learning experiences must take into account students' preconceptions and the significant impact of their social and cultural background on their knowledge construction. The learning environment must be student-centered designed and resourced to encourage inquiry that is self-directed, engaging and purposeful, where students take ownership to develop their knowledge, understanding, and skills.

2. **Learning is contextual:** *Students learn best when their learning experiences have context, and are trans-disciplinary and meaningful connecting to their lives and the world they live in*. Learning experiences must support students in transferring their learning between contexts, relating and making connections in various interdisciplinary contexts, and seeing the relevance between, across and beyond disciplines and transcend disciplinary boundaries to connect to the real world.

3. **Learning is a personal endeavor:** *Students learn best when learning activities are of appropriate challenge to meet individual needs and abilities, talents and interests.* Learning experiences should be designed based on identified students needs, talents, and interests, and should be differentiated to meet the needs of all groups of students providing them the right opportunities to progress and reach their full potential. Resources should be effectively utilized to challenge and support all groups of students in making progress, with time allocated to allow for reasoning and reflection.

4. **Learning is social in nature:** *Students learn through interaction, construct meaning through discussion and dialogue, and acquire skills through observation and social interaction.* Learning experiences must support students' development through social interaction and language use and by engaging them in discussions and dialogue. This interaction challenges student thinking, engages them in higher order reasoning, nurtures their communication and collaborative skills, and builds awareness and an understanding of other cultures, perspectives, and the interdisciplinary nature of knowledge. Through this social interaction, students should be given meaningful feedback on their learning, and the next steps for growth.

5. **Learning is skills-based**: *Learners will only become better learners if they acquire the appropriate cognitive, affective, and metacognitive skills for lifelong learning.* Central to the learning experiences is the deliberate nurturing of these skills—cognitive skills or the information-processing and thinking skills; affective skills that relate to behavior and emotional management; and metacognitive skills that students use to monitor and evaluate their learning.

ARTICLE 1: ACADEMIC PROGRAMS

AIS provides the opportunity for its students to graduate from the American program, the International Baccalaureate Diploma Program or the British program, based on the UAE Ministry of Education rules and regulations.

American Program: AIS offers its American curriculum from KG to Grade 12 and is implemented based on rigorous international standards and practices in teaching and learning. Students who continue in the American Program in Grade 9 and can work towards a High School Diploma by completing 4 years (Grades 9-12) in the program. In Grades 11 and 12, students are offered 4 choices of academic tracks; these tracks include the Engineering focus, Medical & Health Sciences focus, Economics & Business focus, and Liberal Arts focus. Students must meet the minimal course requirements to be admitted to the academic track of their choice. In these tracks, students are offered the Advanced Placement (AP) syllabus in the core courses of their academic qualification.

British Program: By the end of Grade 8, students are prepared to readily transition into the British Program that is offered in Grades 9–12. Students are prepared to sit for the IGCSEs in Grade 10, the Advanced Subsidiary (AS) level examinations in Grade 11, and the Advanced Levels in Grade 12. Students are not permitted to transfer from any program to the British Program in Grades 11 and 12.

IB Diploma Programme: By the end of Grade 10, students coming from the American or British program have the option to apply to the IB Diploma Programme that is offered over a course of 2 years in Grades 11 and 12.

Academic Program Enrollment/Transfers: In order for a student to enroll in an academic program at the school, the student must meet the school's admissions requirements to the program. All academic program admissions require the approval of the Academic Committee. Program selection for an upcoming academic year must be submitted by the deadline set by the administration.

Course Selection and Change:

- The process of academic track and course selection should be completed before the start of an academic year. Students may submit a request to change their academic tracks, or drop and add a course, only during the first 2 weeks of an academic year. No requests will be processed after this deadline. Requests will be reviewed by the Academic Committee and will not be processed unless approved.

- To request a course change, the Drop and Add Course Form must be completed and submitted to the Principal's office. Parental approval is mandatory.

- The Academic Committee will review the request and will decide whether it is accepted or rejected.

- New schedules will be issued before the start of the third week of school. Attendance in the student's original class is required until the change has been confirmed by the Academic Committee and the student has received a new schedule.

- Course change is highly discouraged, and is only permitted in rare circumstances that justify changing courses.

Graduation Requirements
American Program: American Program Students in Grade 12 must meet the graduation requirements of the American Program in order to be awarded the High School Diploma:

- Students must meet the course requirements for at least 5 core subjects (excluding Arabic and Islamic Studies) to be eligible to graduate from the American Program.

- Students are expected to meet the school's curricular requirements of their course of study by scoring a minimum of 60% on each subject, including Ministry subjects.

- Students who achieve a grade less than 60% in 3 or less subjects may have the chance to sit for make-up examinations at the end of the academic year. This also applies even if the student's total average across all subjects is above 60%. In order to graduate, students are expected to achieve at least at a 60% achievement level on their make-up examinations. Otherwise, the student will not graduate and will be retained.

- Students who achieve a grade less than 60% in 4 or more subjects are required to repeat the year and are not entitled to sit for make-up examinations.

- Students must obtain a minimum score of 61 IBT on the TOEFL, or a minimum score of 5.0 on the IELTS, and a minimum score of 450 on SAT I Math. However, the school recommends a score of 100 on the TOEFL, 7.5 on the IELTS and 600 on the SAT for admission to competitive universities.

- Students sit for the SAT I test in Grade 11 and can repeat the test in Grade 12 if they score below the accepted level.

- Students may sit for SAT II tests in Grade 12 in the subject areas of their choice.

- Students—including students of determination unless exempted—who require the equivalency from the Ministry of Education (Al Thanawiya) must:

- Pass the Arabic Ministry Exam (*for Arabs only*) and Islamic Studies Ministry Exam (*for muslims only*).

- Pass the EmSAT English with a minimum score of 1100 and EmSAT math with a minimum score of 500 for UAE National students.

- Students who wish to have their High School Diploma attested by governments of certain countries may need to sit for other external examinations and meet the requirements set forth by the respective government. It is advised to contact the embassies or the education department entities of the respective countries to learn more about such requirements.

IB Diploma Programme:

1. IBDP students in Grade 12 must meet the diploma requirements of the IB Diploma Programme in order to graduate and be awarded the IB Diploma. Students will be awarded the IB diploma if they meet all of the following requirements:

   - Obtain a total score of at least 24 points.
   - CAS requirements have been met.
   - There is no "N" awarded for TOK, the EE or for a contributing subject.
   - There is no grade E awarded for TOK and/or the EE.
   - There is no grade 1 awarded in a subject/level.
   - There are no more than two grade 2's awarded (HL or SL).
   - There are no more than three grade 3's or below awarded (HL or SL).
   - The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
   - The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

- The candidate has not received a penalty for academic misconduct.

2. Students who require the equivalency from the Ministry of Education (Al Thanawiya) must meet the Ministry conditions for equivalency.

3. Students graduating from the IB Diploma Programme will not be awarded a High School Diploma.

British Program:

1. British Program students must complete all the required coursework in Grades 10, 11, and 12 as assigned by the school. Based on the school requirements, students should pass at least the following (not including Arabic):

   - 5 IGCSE subjects in Grade 10 *(Grade of E or below is considered a failing mark)*

   - 3 AS subjects in Grade 11 *(Grades E and U are considered failing marks)*

   - 2 A-Level subjects in Grade 12 *(Grades E and U are considered failing marks)*

   - Attend and pass all courses offered at school, including Arabic, Islamic Studies and Moral Education

2. Students who require the equivalency from the Ministry of Education (Al Thanawiya) must pass the Arabic ministry exam (*for Arabs only*) and Islamic Studies ministry exam (*for muslims only*), as well as meet all the above mentioned requirements.

3. Students who wish to sit for external exams in subjects not offered by the school must independently cover the course material.

4. Students graduating from the British Program will not be awarded a High School Diploma.

ARTICLE 2: EXTRAMURAL & ENRICHMENT PROGRAM

The AIS Extramural & Enrichment Program focuses on creating learning opportunities for students to further develop their character and skills, nurture their interests and talents, and promote active and global citizenship. The program covers the areas of Athletics & Fitness, Service & Citizenship, Creative Arts, Language Arts, and Innovation & Technology; and includes the following:

- **Clubs**: Clubs are offered after school hours and students can select from a range and variety of activities that are of their interest. Clubs are announced at the beginning of an academic year and are launched the closing of student registration.

- **Service & Citizenship**: Students are provided with various service learning opportunities throughout the year to connect with their local and global communities and empathetically engage by positively impacting, influencing and servicing others.

- **Field Trips:** Local and international trips are organized for various purposes, and after obtaining ADEK approval, to provide students with the relevant exposure to enrich their learning and deepen their understanding of the world and their communities.

- **Events:** Staff, parents and students organize throughout the year events in which students celebrate their learning, community and cultures.

- **Enrichment Courses**: These courses are offered to students who have been identified as potentially gifted or talented in certain areas.

Rules & Regulations

- Students must abide by all school rules, including all health and safety regulations, and the school's code of conduct during their participation in any extramural or enrichment activity.

- Students must follow all instructions and fulfill all the requirements of the extramural or enrichment activity in which they are enrolled.

- Students must arrive to the activity on time and must be collected promptly at the time the activity is assigned to end. Students who are recurrently late in leaving the school premises at the assigned time will not be admitted to the activity or program in the future.

ARTICLE 3: LEARNER ATTRIBUTES & CHARACTER EXPECTATIONS

At AIS, we are committed to ensuring that our children are provided with the guidance to develop the qualities necessary to become lifelong learners and active citizens capable of making a positive change in their own lives, their communities and the world. These qualities are described as the AIS Learner Attributes: *Knowledgeable, Inquirer, Thinker, Reflective, Communicator, Courageous, Determined, Collaborative, Responsible, Self-Disciplined, Compassionate, and Integrous.*

Six of these attributes—*Determined, Responsible, Collaborative, Self-Disciplined, Integrous, and Compassionate*—directly relate to core character traits, and are the focus of our character development program. Students are supported to grow and progress in these attributes, and they are evaluated on a scale of **Excellent, Very Good, Good, Satisfactory, and Unsatisfactory at the end of each term.** Parents are expected to support in instilling these attributes in their children by continuously encouraging them to embrace and live up to these expectations. The table below includes a description for the *Excellent* and *Unsatisfactory* rating for all 6 attributes.

Learner Attributes	Excellent	Unsatisfactory
Determined *Learners are determined to develop and grow as individuals and active citizens despite challenges they may face.*	*Consistently shows determination to develop and grow despite any challenges. Sets an example for others by consistently applying rules and routines and actively responding to feedback.*	*Has not yet shown the determination, willingness and effort to improve. Does not put the effort and never shows interest in learning. Repeatedly breaks school rules and regulations.*
Responsible *Learners act responsibly towards themselves, others, and the environment. They understand the importance of their own mental, physical and emotional wellbeing, as well as that of others, and the significance of their actions in preserving the environment and the planet.*	*Consistently acts responsibly towards himself/herself, others, and the environment. Is quite reliable, and always completes tasks in a duly manner with quality in mind.*	*Rarely or never assumes responsibility, and is not usually prepared for class. Rarely completes assignments on time and in an organized way.*
Collaborative *Learners have the skills to productively work together productively in their intellectual and social endeavors to achieve their goals.*	*Consistently engages in class discussions and lesson activities, and can make valuable contributions and initiate further meaningful learning. Is able to productively work with and support others to achieve set goals.*	*Rarely or never participates in lesson activities and discussions. Never offers useful ideas and can be disruptive. Should start working productively with others to achieve set goals.*
Self-Disciplined *Learners have the ability to regulate emotions and control actions, thoughts, and behaviors in order to achieve goals or adhere to certain standards, even when faced with distractions or challenges.*	*Consistently demonstrates exceptional self-control, directing behavior, actions, and impulses purposefully to achieve specific objectives and uphold established rules and standards.*	*Does not demonstrate the ability to exercise self-control and regulate behavior, actions, and impulses, resulting in an inability to work towards goals or adhere to any form of rules or standards.*

Compassionate	Consistently treats others with respect, care and empathy, and is keen to make a positive change in the lives of others.	Rarely treats others with respect, care and compassion. Should learn to relate to and interact more considerately with others.
Learners respect diversity, and show care and empathy towards others. They are committed to service that would make a positive change in the lives of others.		
Integrous	Consistently acts with integrity and shows a commitment to strong principles and values. Consistently exercises academic honesty and submits work that is completely his/her own.	Has yet to develop an understanding of moral principles and values, and learn to adhere to these and act accordingly. Rarely exercises academic honesty and has submitted work that is not his/her own.
Learners act with integrity and honesty, and hold a strong sense of respect for the dignity and rights of others.		

ARTICLE 4: ASSESSMENT AND EVALUATION

KG–Grade 5

In elementary school, assessments focus on **continuous progress tracking** of students' acquisition of skills and concepts. General attainment will be assessed through class activities, short assignments, and unannounced informal quizzes. Student attainment and progress will be communicated in detail on a regular basis.

Throughout Terms 1 and 2, teachers will provide constant communication relating to student progression through individualized learning targets. This communication will take 3 key forms:

- ▪ Live updates through the 'Continuous Progress Tracker' and 'Assessments' available on the Parent Portal
- ▪ Evidence of class work and related feedback through the digital learning portfolio (Seesaw)

- Unit Progress Reports displaying student attainment aligned with clear success indicators
- Term Progress Reports displaying student overall achievement at the end of each term Student Attainment is evaluated through 4 performance indicators:

Performance Indicator	Description	Equivalent Percentages
M	Mastery	90–100%
P	Proficiency	75–89%
D	Developing	60–74%
E	Emerging	0–59%

Standardized testing will take place periodically during the academic year and these results will also be communicated to parents. The purpose of these assessments is to inform teaching and learning and will have minimal impact on final attainment levels reported at the end of the year.

Grades 6–12

Averages and Grade Point Average (GPA)

Term Average for each subject is a percentage of the Term Marks and the End-of-Term Marks. A total term average and a cumulative grade point average (GPA) is computed for each term. These averages are generated according to the number of credit hours assigned to each subject; the greater the number of credit hours for a subject, the more the weight that subject has on the overall average and GPA. The number of credit hours for a subject represents the number of periods per week assigned for that subject in an academic year. All the courses listed in a report card are covered in one academic year.

The **Total Term Average** is a weighted average. It is calculated by multiplying the Term Average for each subject by the number of credit hours for that subject; and then adding all these products and dividing by the total number of credit hours.

The **GPA** is calculated by multiplying the grade point received in each subject by the number of credit hours for that subject. Grade points are obtained using the conversion chart below. Grade points for all subjects are then added together and divided by the total number of credits a student has taken. Note that after the system computes the GPA and the Total Term Average, the Term Average for each subject is rounded to the nearest whole number. For example, (a) 92.4 is rounded to 92, and (b) 92.5 is rounded to 93).

Grade Point Conversion Chart

Note that this chart is used to convert the average of each subject to a Grade Point. It is not used to convert the total average.

Letter Grade	Percent Grade	Grade Point
A+	97.00–100.00	4.0
A	93.00–96.99	3.9
A-	90.00–92.99	3.7
B+	87.00–89.99	3.3
B	83.00–86.99	3.0
B-	80.00–82.99	2.7
C+	77.00–79.99	2.3

C	73.00–76.99	2.0
C-	70.00–72.99	1.7
D+	67.00–69.99	1.3
D	63.00–66.99	1.0
D-	60.00–62.99	0.7
F	Below 60	0.0

Honor Roll

The Honor Roll is only generated at the end of the academic year. Students must meet the academic requirements below in order to be eligible for the Honor Roll. However, students who do not meet the school character expectations, who engage in any form of academic dishonesty or misconduct, or who are deemed by the Disciplinary Committee based on their disciplinary records as not eligible to the Honor Roll will not qualify.

- **Honors:** This is awarded to students with a term GPA of 3.0–3.49 with no subject grade lower than 80%.
- **High Honors:** This is awarded to students with a term GPA of 3.5–3.89 with no subject grade lower than 80%.
- **Distinction:** This is awarded to students with a term GPA of 3.9–4.0 with no subject grade lower than 80%.
- **IB** graduates will receive the IB fulfillment medal upon completing the requirements for the IB Diploma.
- **AP** graduates will receive the AP fulfillment medal upon sitting for 3 AP externals.
- **A-Level** graduates will receive the A-Level fulfillment medal upon sitting for 3 A-Level externals

ARTICLE 5: STUDENT PROMOTION AND RETENTION

PURPOSE
This policy provides the guidelines for making decisions related to student promotion and retention in their grade level.

POLICY
1. Students will be placed in the grade level that is developmentally appropriate for their age, according to the Council's requirements. By September 1, the age of students enrolled in KG must be 4 years, those enrolled in Prep (KG2) must be 5 years, and those enrolled in Grade 1 must be 6 years.
2. The school will closely monitor student performance and progress and implement appropriate interventions for those students who are observed struggling in any developmental area.
3. Decisions for student promotion and retention are made by the Academic Committee. The

Academic Committee is headed by the principal and consists of the counselor, head of grade, and other academic staff members who have worked with the student.

4. All data sources that provide evidence for factors affecting a student's performance will be reviewed by the Academic Committee. These data sources include; (1) attendance records; (2) medical history; (3) progress reports and academic records over the past 2 or more years; (4) assessments and referrals; (5) teacher meetings to analyze patterns of performance or behavior across time, tasks, and subjects; and (6) parent interviews to gain information about the motivating factors for the student, parents' perception of student performance and the presence of any behavioral or medical condition that may contribute to the difficulty experienced by the student.

5. The school will explore other potential alternatives to retention and gauge student's response to such interventions. These interventions may include:

   - *Support sessions* to provide students with differentiated and remedial support in the academic areas in which they struggle.

   - *In-school counseling* to support the student to cope with problematic issues that are affecting the student's performance.

   - *Progress reports* that provide parents an updated and on-going record of student performance that may help the student monitor and remediate his/her performance.

   - *Behavioral plan* that details the consequences for breaches of the contract holding the student accountable for their classroom behavior.

6. Meetings with parents will be conducted to discuss alternative interventions and provide feedback on the impact of such interventions on student progress.

7. Decisions to retain a student will be carefully made to ensure that retention will in fact be beneficial for the student's development. The Academic Committee will consider the following in making its decision:

   - The social and emotional impact on the student.

   - The effect of providing a modified differentiated learning experience to support the student who has been retained in the past.

   - Whether or not the student has already been previously retained.

   - Whether the student has been assessed for special education needs, and whether the student is in need of an Individual Education Plan, which can better serve his/her individual learning needs.

8. Students should progress through the curriculum as not to be retained in the same grade level more than once. While the school will provide the necessary interventions to support the student's learning, students may be advised to seek an alternative program or curriculum in cases when the progress made is not sufficient to access the curriculum of the next grade level. Students should not repeat more than two grade levels throughout their schooling.

9. Students with special needs who are expected to meet the curricular standards and learning objectives described in their individualized education program (IEP) to progress to the next age-appropriate grade level. Students with special needs who are on an IEP will not be retained.

10. Students in KG–Grade 5 who successfully meet the curriculum requirements will be promoted to the next grade level. While all students will be provided with the appropriate support to prepare them for the next grade level, students may be retained in cases where it is deemed necessary for the child's learning and development. Parental acknowledgement in such situations will be sought.

11. Students in Grades 6–11 will be promoted to the next grade level if they meet the school's requirements and the Ministry of Education requirements for promotion.

- Students who fail 3 or less subjects may have the chance to sit for make-up examinations at the end of the academic year. This also applies even if the student's total yearly average is above 60%. In order to be promoted, students are expected to pass all their make-up examinations. Otherwise, the student will be retained.

- Students who fail in 4 or more subjects are required to repeat the year and are not entitled to sit for make-up examinations.

ARTICLE 6: CHILD PROTECTION

PURPOSE

The purpose of this policy is to emphasize the protection of students, provide the guidelines for safeguarding them from any form of abuse, violence or harm while in the care of the school, and ensure that the response to any form of acts of abuse is according to the UAE Federal Law and ADEK regulations.

INTRODUCTION

The school plays an important role in protecting the physical, psychological and emotional wellbeing of students. This includes preserving students' right to be safeguarded from physical abuse, violence, sexual assault, and psychological and emotional abuse. The school will provide a safe, supportive and disciplined learning environment for students, and take preventive and appropriate

measures to ensure their safety at all times; whilst they are on campus, using the school bus to and from school, and while moving between activities organized by the school.

DEFINITIONS

- A *child* refers to a person under the age of 18.

- *Child protection* is defined as all intervention and support that must be undertaken to protect a child from risks that may cause harm or injury while they are in the care of the school. This includes but is not limited to transportation services to and from school and moving between, waiting for, and taking part in, all activities organized by the school whether on campus or external venues.

- The *school day* is the time spent by a student under school supervision; this includes transportation services to and from school, activities and any organized curriculum events.

- When referring to *abuse,* the school is guided by federal law and ADEK policies and has identified them in the following 5 key areas;

    a. **Physical:** the deliberate injury to a student, or the intentional failure to prevent physical injury. This includes but is not limited to; hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, confinement or giving drugs not prescribed by a physician. Corporal punishment is physical abuse by an adult, such as a parent, guardian, or teacher, who inflicts physical punishment as a form of discipline.

    b. **Emotional**: the persistent ill-treatment of a student which causes severe and persistent adverse effects on their emotional wellbeing and development. This includes but is not limited to; bullying, conveying negative emotions that make them feel unloved or not valued, actions that cause fear or put students in danger and the exploitation or corruption of students to be involved in actions they are not informed about.

    c. **Sexual abuse and exploitation**: is defined as forcing or enticing a student to take part in sexual activities. This includes but is not limited to; physical contact which invades personal space or penetrative acts, non-contact activities; looking at or being involved in the production or distribution of pornographic material, watching sexual activities or encouraging students to behave in sexually inappropriate ways.

    d. **Bullying:** is aggressive behavior from one or more students to another student and involves an observed perceived power imbalance. This includes but is not limited to; tripping, hitting, teasing, cyber-bullying (including instant messaging, email, chat-rooms, pictures, websites, pictures or video using technology such as cell phones, laptops, personal computers). A student can be a perpetrator, victim or both.

    e. **Neglect:** is the persistent failure to meet a child's basic physical, emotional and/or psychological needs that could result in serious impairment of the child's health or development. It involves the failure of a parent or guardian to take actions that are considered necessary to care for a child. This includes but is not limited to; adequate food, clothing and shelter, protection from physical harm or danger, access to healthcare and appropriate medical treatment, access to education (including regular school attendance) and maintenance of personal hygiene.

POLICY

1. The school shall protect students from any form of abuse, violence, or harm, whether it may be physical, sexual, or emotional.

2. The Principal accepts the status of loco parentis for all students whilst they are in the school's care, including travelling to and from school using transport provided by the school and while moving between, waiting for, and taking part in all activities organized by the school.

3. The school will provide supervision of students 45 minutes before the start of the school day and 90 minutes after the school hours. It is not the responsibility of the school to supervise students beyond these hours.

4. All staff members are expected to abide by all the school's and ADEK's standards for professional conduct to ensure the safety and wellbeing of the students.

5. All staff will not tolerate harassment in any of its forms. Any suspicion of a student being or may be harmed or abused in any way will be reported to the Principal and Child Protection Officer and will be dealt with according to the procedure of this2 policy.

6. The school is authorized and mandated by ADEK to report all cases of suspected abuse and/or neglect (conducted by a perpetrator inside or outside the school) to the legal authorities. The school will report any suspected breach of the child protection policy to parents/guardians, ADEK and other government entities (i.e., HAAD and the police).

7. The school shall protect the confidentiality of students and their personal data and the confidentiality of reports and investigations related to any kind of student abuse and communications in dealing with ADEK and relevant government entities.

8. The school will provide students with access to a fully trained and licensed school counselor to assist them where needed in dealing with any issue they may have or the results of any investigation or suspected breach of child protection.

9. The school shall take preemptive measures with regards to reasonably foreseeable harm to students;

   ▪ The school will raise student awareness of forms of abuse and how to report it.

   ▪ The school will ensure that all employees, including bus drivers, have been subjected to thorough background checks on criminal records; all new hires will be required to submit police clearance certificates from their last country of employment.

   ▪ All staff members, including support staff, bus drivers, volunteers, and part time staff, will be required to sign a statement of commitment to this Child Protection Policy.

   ▪ The Principal will ensure that all specified staff attend the child protection trainings conducted by ADEK and other governmental entities.

   ▪ The school will provide members of the school staff with the required training in health and safety (i.e., first aid, CPR), and prevention matters so that the school staff knows what is expected of them and what to look out for with respect to child protection.

   ▪ Staff members, including support staff, bus drivers, volunteers, and part time staff, will be required to undergo training on child protection; this includes but is not limited to; health and safety, prevention material, how to recognize signs of abuse, first aid (where relevant).

   ▪ The school will implement an integrated and fully functioning access and security system, that includes school entry and exit procedures and surveillance security system, to ensure the safety and wellbeing of all students, staff, and visitors on school campus.

   ▪ All students, staff, parents and visitors must wear their school issued ID card at all times when on school campus. The school holds the right to issue a new ID card for any person found on school campus without one; charges may incur.

   ▪ The school will ensure that all sensitive and critical locations of the school premises, as well as many commonly utilized areas (i.e., entrances and exits to the school, hallways, storerooms, and computer labs) and areas for storage of valuable/confidential/dangerous items are under visual surveillance.

   ▪ The publication of photographs and images will be conducted only after acquiring the consent of students' parents/guardians. All images of students will accurately and appropriately represent students at all times with regard to their social and cultural

environment.

- The school will ensure that janitors are appointed to areas during school hours that conform to the following gender assignment; KG–Grade 5 are assigned female janitors only and Grade 6–12 are assigned female janitors for female areas and male janitors for male areas.
- The school's clinic shall be equipped with the necessary resources and equipment to provide regular and emergency medical services; female nurses shall attend to students in KG–Grade Grade 12, and a male nurse, if employed, will attend to male students only in Grades 6–12. Nurses will operate on full-time basis in compliance with the Health Authority of Abu Dhabi (HAAD).

Procedures for Reporting Incidents

The school shall conduct a thorough investigation and report immediately to ADEK all incidents of abuse which students face including any form of physical harm, violence, emotional abuse, sexual abuse, or neglect.

1. If any such incident is proven or suspected, the staff member must report the incident to the Child   Protection Officer.
2. The Principal, together with the Child Protection Officer, will conduct a thorough formal investigation and will maintain clear and scrupulous communication and actions when dealing with the relevant government entities, such as HAAD, social welfare institutions, and police departments.
3. The student will be referred to the school counselor who will keep a full and comprehensive record of all information. This must contain dates and times, and actual words the student used. If physical signs of suspected abuse are visible, the size and whereabouts will be noted.
4. Records of the investigation, including written statements from those involved, will be kept confidential and will be shared with ADEK when requested. However, in those unusual circumstances where failure to disclose may result in clear risk to the student or to others, the counselor may disclose minimal information necessary to avert risk.
5. A conscious decision will be made about the most appropriate action that should be taken for the student immediately after disclosure (i.e., returning to class, providing student with further counseling) to ensure that student is protected.
6. In an event a staff member is alleged to have abused a student, the school will immediately suspend the suspected member of staff from duty to safeguard those involved, pending further investigation, and a decision is made concerning the member of staff's eligibility to continue to work.
7. Where the school uncovers a case of severe abuse outside of school, the school will follow-up on the case with the Child Protection Officer. The school will take the necessary steps to protect the child by communicating to parents/guardians to discuss the matter, or by forwarding the case to the relevant official entities in the UAE (social support institutions).
8. A detailed report will be prepared concerning the incident and the procedures taken in this regard. The report will be kept in the student's file and the school shall ensure confidentiality of the student. The school may notify the relevant official entities in case the incident is a crime.

ARTICLE 7: POLICY ON ANTI-BULLYING

PURPOSE
The purpose of this policy is to provide guidelines for staff, students, and parents for promoting a safe and caring environment for all members of our school community, and an ethos of mutual respect and tolerance for others. The policy is consistent with the school's Discipline Code and Behavioral Policy, Child Protection Policy, and Student Health & Wellbeing Policy.

INTRODUCTION
Every person has the right to feel safe and to be treated with respect and fairness. Unfortunately, in schools both large and small, there are students who have the potential to engage in acts of bullying that can be significantly harmful to others. It is the responsibility of the school to ensure that effective preventative and response measures are taken to safeguard its students and promote a culture of respect and care among them.

The school recognizes that cyberbullying is an illegal and a criminal offence, according to the UAE government's civil and criminal law, and the school will take all necessary law enforcement measures if needed to protect its students and is therefore considered as a child protection concern.

DEFINITIONS

Bullying involves a person being hurt, distressed, pressured or victimized by repeated intentional attacks by another individual or group. Bullies abuse less powerful individuals by intimidation and/or harassment through physical, verbal, textual, cyber, or social behavior, such as

- Physical - hitting, punching, pushing, scratching, biting, spitting, tripping
- Verbal - name calling, teasing, putdowns, sarcasm, ethnic or religious insults; physical, social or academic disability insults
- Textual - passing notes, writing on desks or in Student Planners/Diaries.
- Cyber - email, text messages, Facebook/Twitter/snapchat/Instagram, chat rooms, Internet sites.
- Social - ignoring, excluding, mimicking, spreading rumors, defaming, dirty looks, intimidation, extortion, stealing, hiding or breaking possessions.

Cyberbullying is the use of digital platforms to willfully and repeatedly inflict harm by sending or spreading text messages or audiovisuals of an insulting or threatening nature. Cyberbullying can take various forms, such as:

- harassment by sending false, cruel, and vicious messages.
- vilification/defamation by creating stories and pictures that ridicule others.
- unauthorized sharing or publicizing private information and images.

Cyberbullying can take place at any time, and the negative effects on the victim may be disproportionately amplified due to the difficulty in controlling electronically circulated messages. The potential for anonymity on the part of the bully can be extremely distressing for the victim, and the potential for the bully to play very rapidly to a larger audience makes the scale and scope of cyberbullying greater than other forms of bullying.

Bullying most often occurs as a repeated behavior and often is not a single incident. Students suffering from bullying may hesitate to report the behavior out of fear of retribution, or because they feel that they should deal with the problem on their own. The impact of bullying may be manifested by poor grades, solitude or moodiness at home, or nervous reactions such as loss of appetite or insomnia. The

following are signs that could indicate that a student is being bullied:

- Loss of interest in schoolwork
- Reluctance to attend school
- Diminished academic performance
- Reluctance to talk about school and activities
- Limited social contact with peers
- Mood swings, especially toward depression, irritability, unhappiness or outbursts of anger
- Reported headaches, stomach pains (frequently in the morning before leaving for school),
- Poor appetite
- Loss of sleep
- Visible signs of injury, such as cuts, scratches, bruises
- Loss of personal property because of theft, extortion or damage to personal property

SCOPE

This policy applies to all members of our school community, including staff, students, and parents. As members of the AIS community we have a responsibility to support and promote this document for the benefit of all.

AIMS

1. To ensure that students, parents and staff are aware of the above definition of bullying and the distressing effect it has on its victims
2. To ensure that students, parents and staff are fully aware of the referral procedures for reporting bullying incidents and the strategies adopted for supporting those involved in these incidents
3. To establish a climate in which students who are bullied, or think another student is being bullied, can speak freely to an appropriate staff member with the full knowledge that they will be listened to and receive prompt, appropriate and sensitive response
4. To create a school community where bullying is recognized as unacceptable and where all students feel valued, secure and happy

GUIDING PRINCIPLES & PROCEDURES

School Responsibilities:

- The school will provide access to the Policy on Anti-Bullying and all other pertinent policies to all members of the school community via the school website.
- The school will ensure that staff are aware of their role in implementing bullying prevention and response strategies, and are confident in identifying and referring students at risk.
- The school will create a positive culture around the school core values, and will raise student awareness about the harmful effects of bullying.
- The school will ensure that students are given clear guidance on how to respond to an incident of bullying.
- The school will ensure that all incidents of bullying are dealt with immediately and are managed in line with the procedures set out in the school's Anti-bullying Policy, Behavior Policy and Child Protection Policy.
- The school will provide support and guidance to victims of bullying and intervention for individuals who bully others.

- Staff members must encourage students to report incidents of bullying and establish reporting as acceptable and responsible behavior valued in the school community.
- Staff members must model the school values at all times as well as anti-bullying attitudes and behavior.
- Staff members will support the school ethos and values in relation to tolerance, respect and valuing diversity.

Student Responsibilities:
- Students must abide by the school's code of conduct and practice the school core values at all times. They must respect others and use positive language at all times.
- Students must identify a network of trusted adults that they can talk to for support (i.e., advisor, counselor, parents).
- Students must speak out against bullying and say "no" to bullying at all times.
- Students must report bullying even if they only suspect it.
- Students must immediately seek the assistance of an adult if they are witnessing bullying taking place.
- Students must verbally intervene to defuse a witnessed incident of bullying only if it does not place them in harm's way.
- Students must not resort to physical violence and verbal insult to defuse a witnessed incident of bullying.
- Students must not propagate rumors, hearsay and offensive audiovisual materials, but rather help limit their spread and report such behavior.
- Students must reach out to victims of bullying and offer their support and sympathy.

Tips for Students
To prevent bullying, you need to:
- respect yourself and others
- learn to tolerate and accept individual differences
- stand up against bullying behavior
- support the school policy on bullying

If you are bullied, you must:
- report it immediately to a staff member
- seek help and talk about it to someone you trust
- tell the bully to stop
- try not to show fear; this is hard but a bully thrives on someone's fear
- stay with a group of friends or people; there is safety in numbers
- extract yourself from the situation if possible
- try not to respond with insults and inflammatory comments as it may make matters worse

If you know someone who is being bullied, you need to:
- care enough to do something about it, whether it affects you personally or not
- step in early and try to defuse the situation before it gets out of hand
- report it to a teacher or parent; take a friend with you if you want
- do not be, or pretend to be, friends with the bully

- avoid the propagation of rumors, hearsay and offensive audiovisual materials
- express your sympathy and support; "I feel bad this happened to you. How can I help?

Parent Responsibilities:

- Parents must support school core values of tolerance and respect, and encourage their children to exercise these values in all situations
- Parents must be aware of the policy and the strategies being implemented in the school and to actively discuss the policy with their children.
- Parents must encourage children to report bullying incidents to their teachers so that they can be dealt with immediately and the victim of bullying is protected.
- Parents must encourage their bullied children to speak openly with them and to look at positive strategies to deal with their feelings.
- Parents must recognize and value the partnership between home and school, and not contact parents of other students when incidents happen; this is the school's responsibility.

Tips for Parents

If your child is bullied, you need to:

- call the school not the other child's parents
- work with the school to support your child
- support the school's policy on anti-bullying
- help your child learn to stand up against bullying
- report the incident even if your child does not want to
- tell your child that bullying is wrong, that all students have the right to attend school without fear, and that the problem is unlikely to stop without adult intervention

If your child bullies another student, you need to:

- know that the profile of bullies includes:
  o both boys and girls
  o often popular outgoing and successful students and
  o students who may have also been victims of bullying
- tell them it is wrong
- work with the school to invoke interventions that would help ensure the immediate cessation of such acts of bullying
- work with the school to identify underlying reasons for such behavior
- work with the school to educate and implement strategies to rectify opinions, attitudes and behavior
- support the school policy on anti-bullying

If your child sees another child being bullied you need to tell them:

- it is wrong and not to support the bully
- to support the student who is bullied
- to report the incident to their school advisor

Procedures for Responding to Incidents

The school shall conduct a thorough investigation and take the necessary actions to protect the bullied

and reeducate the bully.

1. If a bullying incident is proven or suspected, the staff member must report the incident to the Head of Grade/Department Head.

2. The school will respond to all incidents of bullying in order to send a clear message that bullying in any form or degree is unacceptable. Different responses may be appropriate depending on the nature and degree of bullying.

3. The Head of Grade/Department Head will inform the Head of Pastoral Care, who will conduct a thorough formal investigation with the support of members of the Student Support Team (SST).

4. Details of the investigation, as well as written statements from those involved including witnesses will be recorded. Such information will be kept confidential and will be shared with the respective parents only. However, in those unusual circumstances where failure to disclose may result in clear risk to the student or to others, the counselor may disclose minimal information necessary to avert risk.

5. Meetings with the parents of both the student exhibiting the bullying behavior and the student who has been bullied will be held. Parents will be notified of the level and severity of the incident and the school response. A plan of action or intervention will be generated to support the students and prevent the incident from recurring.

6. A decision will be made about the most appropriate action that should be taken for the student who was bullied immediately after disclosure, such as returning to class, and providing further counseling to ensure that the student is protected.

7. A decision will be made about the most appropriate action that should be taken for the student who bullied depending on the severity of the offense. According to the school's disciplinary code, bullying can range from a Level-2 to a Level-4 offense.

   - The offense is considered a low-level offense if the bully is not a repeat offender, the bullying behavior appears less harmful, and the victim is not typically teased or harassed.

   - The offense is considered a high level offense if the bully often engages in such behavior, the bullying behavior is causing distress or harm, and the victim is often harassed.

8. The consequences the bully could face may range from exclusion from school activities or recess to suspension from school or expulsion.

9. A detailed report will be prepared concerning the incident and the procedures taken in this regard. The report will be kept in the students' files and the school shall ensure confidentiality of the student. The school may notify the relevant official entities in case the incident is a crime.

10. Procedures for intervention and support will be implemented as outlined below.

11. The student who was bullied and/or who bullied will be referred to the school counselor if deemed necessary. The counselor will keep a full and comprehensive record of all information. This must contain dates and times, and actual words the student used.

12. Students will be monitored by their teachers, counselor and Head of Pastoral Care. Continued bullying would result in further intervention being implemented in coordination with the parents.

Procedures for Intervention and Support

The school will support students who have been bullied by:
- offering an immediate opportunity to talk about the experience,
- offering individual counseling sessions to discuss strategies which may include how to deal with

bullying behavior,
- informing and collaborating with the parents
- continuing to monitor the student's behavior and offering appropriate support, and
- taking necessary actions to prevent further bullying.

The school will support the students who bullied by:
- identifying possible causes of the bullying behavior,
- informing the student's parents and requesting their support in behavioral modification through a clear plan of action,
- providing individual counseling sessions discussing seriousness of behavior and changes in behavior,
- continuing to monitor the student's behavior and offering appropriate support, and
- Implementing targeted intervention to support the development of socially appropriate behavior.

ARTICLE 8: POLICY ON TECHNOLOGY USE & ONLINE SAFETY

PURPOSE
This policy is for the purpose of safeguarding students when using the Internet and electronic communications by educating students about potential risks and their sensible and safe usage. The policy includes guidelines for staff, students, and parents for ensuring that the quality of online activities that students engage in are safe. The policy is consistent with the school's Discipline Code and Behavioral Policy, Child Protection Policy, Anti-Bullying Policy, and Student Health & Wellbeing Policy.

INTRODUCTION
There is a significant increase in the amount of time students spend on digital media and technology, whether for leisure or learning; it is crucial that we ensure their safety and keep them out of harm's way when connected to the digital landscape. The school plays an important role in raising awareness, and in safeguarding students from online threats, including cyberbullying, which is a violation of a student's right to be safe and secure, and is not tolerated by the school.

DEFINITIONS

Technology refers to the suite of digital technologies, both existing and emerging, and includes laptops, desktop computers, mobile digital devices (iPads, tablets), internet based services such as social networking tools and websites that incorporate wikis, blogs, virtual worlds (i.e., Google Apps, Moodle), microblogs (i.e., Twitter, Facebook), social networks, and media sharing.

Digital Citizenship is the responsible, positive and ethical use of technology when creating and consuming digital content, communicating with others and participating in society. As digital citizens, students must be aware of the dangers of cyberspace, be informed on how to safeguard and protect themselves from cyber perpetrators, and always ensure that they positively and constructively engage in the digital communities.

SCOPE
This policy applies to all members of our school community, including staff, students, and parents. As members of the AIS community we have a responsibility to support and promote this document for the benefit of all.

AIMS
1. To ensure that students, parents and staff understand the risks of technology usage and the steps to be taken to promote its safe use.
2. To ensure that students, parents and staff are aware of cyberbullying and the distressing effects it could have on its victims.
3. To ensure that students, parents and staff are fully aware of the referral procedures for reporting cyberbullying incidents and the strategies adopted for supporting those involved in these incidents

GUIDING PRINCIPLES & PROCEDURES

School Responsibilities:
- The school will provide access to this and all other pertinent policies to all members of the school community via the school website.
- The school will create a positive culture around media and technology, and will incorporate digital citizenship education as part of the curriculum to raise student awareness and promote positive and safe approaches to internet usage.

- The school will ensure that students are given clear guidance on the use of technology safely and positively both in school and beyond including how to manage their personal data and how to report abuse and bullying online.
- The school will provide a workshop to parents on online safety and their roles and responsibilities in safeguarding their children online.
- The school will ensure that staff are aware of their role in implementing cyberbullying prevention and response strategies, and are confident in identifying and referring students at risk.
- The school will ensure that all incidents of cyber-bullying both inside and outside school are dealt with immediately and are managed according to the procedures set out in the school's Anti-bullying Policy, Behavior Policy and Child Protection Policy.
- Staff members who suspect or are told about a cyberbullying incident related to any of their students must immediately respond by asking the student to show the evidence and to save evidence, including textual and audiovisual materials, and informing the Department Head or Head of Grade immediately.
- The IT Support will ensure adequate safeguards are in place to filter and monitor inappropriate content on campus.
- Student misuse of technology or social media will be subject to disciplinary consequences.

Student Responsibilities:

- Students will be held responsible for the proper usage of technology. They are expected to use it for learning purposes only when on school campus and must refrain from gaming.
- Students should not be taking pictures or videos of classmates and teachers. The school administration has the right to inspect, review or retain electronic communication created, sent, displayed, received or stored on devices that are on the school premises.
- Students are expected to respect other users through good network etiquette. They are expected to communicate with others in a proper and respectful manner. Communication that is considered offensive or inappropriate is considered a serious offense.
- Students must be careful who they allow to become a friend online and what information they share with them.
- Students must not share personal information, including login credentials, passwords, phone numbers and addresses without the permission of a parent/guardian.
- Students must refrain from visiting unauthorized websites.
- Students must not reply to someone they do not know or to abusive emails.
- Students must immediately tell an adult if they feel unsafe or worried online.
- Students must refrain in engaging in any form of cyberbullying. Cyberbullying is a serious offense and results in serious consequences.
- Students who believe they are victims of cyberbullying should refrain from responding to the bully, must save the abusive messages, and must immediately inform an adult (parent/guardian or member of staff). Students must not delete any evidence of bullying (even if it is upsetting) until it has been reported and shared as evidence with their parents or the school.
- Students must follow all other online safety rules and tips shared by their teachers.
- Students are responsible for their personal laptops/tablets:
- Students must store their laptops in protective cases to avoid any damage.
- Students must label their laptops with their name and grade to avoid loss or confusion.
- Students are expected to charge their laptops before coming to school. Classrooms will not be

equipped to charge laptops.

- Students must use laptops only during instructional time for learning purposes. Students are not allowed to play games on their laptops at any time when on school campus.
- Students are advised to set their laptops to be passcode protected to refrain others from accessing their machines.
- The school will not be held responsible for the loss or mishandling of student devices.
- Any misuse of laptops will result in the confiscation of the device, and the device will be returned directly to the parents after parents sign an undertaking. Consequences will apply according to the Student Code of Conduct.

Parent Responsibilities:

- Parents must ensure that their children learn how to take responsibility of their own devices.
- Parents must attend information sessions offered by the school on online safety.
- Parents must make sure their children understand the school's policy regarding cyberbullying and the legal issues related to cyberbullying.
- Parents must ensure their children are aware of the dangers of digital technology and that they build healthy habits and practices when using such technology.
- Parents must play their role and take responsibility for monitoring their children's online activity.
- Parents must discuss with their children network etiquette and establish clarity on what online activities are permissible and what is unacceptable, as well as the importance in using the time they spend online responsibly and safely.
- Parents are strongly recommended to install parental control software on their children's devices to allow them to monitor their online activity, control the time spent online, and block content that is not appropriate.
- Parents must ensure that their children do not divulge any information about themselves or other persons through any form of online communication.
- Through monitoring and regular discussions with their children, parents must ensure that their children have not experienced any form of cyberbullying or have been exposed to inappropriate content.
- Parents must immediately inform the Department Head or Head of Grade if their child reports any inappropriate communication or any form of cyberbullying that has taken place on the online platforms the school is using or with any AIS student. Parents should save the offending material and make sure they have all relevant information before deleting anything.

ARTICLE 9: POLICY ON STUDENT HEALTH & WELLBEING

PURPOSE

Central to our mission at AIS is promoting positive mental health and wellbeing for our students, and recognizing the importance and impact of their mental health and wellbeing on their learning and achievement. The school has an important role in providing a nurturing and supportive environment to develop self-esteem, provide positive experiences, and engender a sense of belonging to a safe and caring community.

DEFINITIONS

The World Health Organization defines mental health as "a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community".

Mental health and wellbeing is not just the absence of mental health problems but it is the nurturing of our students by:

- building their self-esteem and confidence in themselves,
- developing empathy towards others,
- developing the ability to maintain positive relationships with others,
- developing the ability to cope with the stresses of everyday life and to adapt to change, and
- developing a positive outlook on life and the desire to learn and achieve.

SCOPE

This policy sets out the responsibilities of the staff and parents in promoting positive mental health, preventing mental health problems, identifying and supporting students with mental health needs.

GUIDING PRINCIPLES AND PROCEDURES

School's Responsibilities

- Form a Wellbeing Team that consists of the school counselors and pastoral staff who are responsible to deliver the school's Health & Wellbeing Program, and to whom students can refer to in case they feel the need for the support.
- Ensure that all staff understand their responsibility in promoting students' positive mental health, and are able to detect early warning signs of mental health problems.
- Ensure that all staff and parents understand the possible risk factors that may have a significant impact on students' wellbeing, such as having a physical long-term illness, a parent with a mental health problem, death and loss, including loss of friendships, family breakdown and bullying. They should also understand the factors that protect children from adversity, such as self-esteem, communication and problem-solving skills, and a sense of worth and belonging.
- Establish an open line of communication through which parents may inform the Wellbeing Team of their concerns regarding their children's mental health and state of wellbeing.
- Create an environment where students feel valued, safe and respected with zero tolerance to stigmatization, bullying and adversity.
- Create an open and positive culture that encourages discussion and understanding of these issues.

Wellbeing Team Responsibilities

- Create and conduct Health & Wellbeing sessions for students and parents to promote open discussion, raise awareness, engage students in self-reflective activities, and provide students with coping strategies and guidance.
- Implement strategies that allow the school to reach out to as many students as possible and elicit genuine responses from those who require guidance and assistance.
- Provide immediate support and follow up for students who are in need.
- Ensure that students feel safe with the understanding that what they share will remain confidential.
- Help students to develop social relationships, support each other and seek help when they need it.
- Build students social and emotional skills, which provide them the necessary tools to foster and maintain a healthy state of mental wellbeing.
- Ensure that students with mental health needs get early intervention and support.
- Assist students through times of change and stress.
- Educate students and raise their awareness regarding mental health and the factors, both positive and negative, which influence their state of mental wellbeing.
- Raise student awareness regarding stigmatization and how they can reduce the stigma surrounding health issues.
- Ensure that students know where they can go should they need help and support.

Parents' Responsibilities

- Parents are responsible to inform the school of any mental health needs their child has and any issues that they think might have an impact on their child's mental health and wellbeing.
- Parents are encouraged to participate in the conferences held at the beginning and during the academic year, and to share any concerns they may have about their children's wellbeing in order for the school to be able to better support these children from the outset.
- Parents of children suffering from mental health issues should be actively involved with the Wellbeing Team participating in implementing strategies to support their children.
- Parents are responsible to create a healthy and safe home environment for their children.

ARTICLE 10: SCHOOL ENTRY & EXIT

As part of ensuring the safety and wellbeing of our students and staff, parents and visitors are expected to abide by the following regulations when accessing the school premises:

1. Parents/guardians who are permitted to enter the school premises must <u>wear</u> the Parent Access ID card at all times when on school premises.
2. Parents are not permitted to enter the school premises during the school day unless they have a scheduled appointment. Parents entering the school premises during school hours must sign in at the gate.
3. Administrators and teachers will only meet with parents who have scheduled appointments. Parents may not interrupt administrators and teachers from their daily tasks in order to discuss a matter.
4. Appointments are not required if the parent is visiting the Accounts Department, Transport Department, Book Store or Uniform Store.
5. Visitors are allowed to enter the school premises only with a scheduled appointment and permission from the school administration. Visitors must submit an identity card (i.e., ID card or driving license) to the security guard. The visitor will be given a visitor's badge that must be worn at all times when on school premises.
6. Parents and visitors are not allowed to visit other staff members or departments not claimed at the gate.
7. Parents and visitors are strictly prohibited from roaming the school premises, hallways, entering classes, taking photos and videos, and using student washrooms. Such actions are considered a violation of the school's Child Protection Policy.

ARTICLE 11: PARENTAL INVOLVEMENT

PURPOSE
The purpose of this policy is to outline the school's position on parental involvement in their child's education and the school community.

INTRODUCTION
Parents/guardians play a central role in their child's education. Their role and contributions must complement that of the school and both should work together to achieve the school mission.

GUIDING PRINCIPLES

The following are the school's responsibilities related to parental involvement:

1. The school will establish effective methods of communication with parents to ensure that they are regularly and clearly informed of all general information (i.e., policies, programs, circulars, announcements, school calendar, events and activities, and announcements) and of their child's academic and behavioral performance and progress.

2. The school will use various methods of communication with parents; these methods include the school website, parent portal, Seesaw/Edmodo, text messages, e-mails, letters, conferences and meetings.

3. The school shall conduct information sessions for parents to inform them of policies and procedures, curriculum, programs, and approaches and tips to support student learning. Such sessions include orientation sessions, open house, parental workshops, and program and curricular information sessions.

4. The school shall inform parents of all policies and procedures that directly relate to their children, and ensure that parents have access to these policies through the school website and Student-Parent Handbook. Such policies include the attendance policy, student code of conduct, child protection policy, entry and exit policy, and school bus regulations.

5. The school shall ensure that parents are kept informed of their children's academic and behavioral performance and progress by (1) conducting at least 2 parent-teacher conferences, and at least 1 student-led conference annually; (2) arranging for meetings with parents throughout the academic year and as the need arises; (3) ensuring that student performance and progress trackers are updated on a regular basis for parents to view on the portal; (4) providing parents with a progress report at the end of each term or unit of learning, as well as an end-of-year report; and (5) distributing awards of achievement to celebrate students' success in attainment and progress.

6. The school shall conduct a parent-led conference during which parents are provided the opportunity to meet and share with their child's teachers all necessary information related to the child that could inform the learning experiences the school provides to maximize learning.

7. Teachers and Heads of Grade (student academic advisors) will contact parents and arrange for meetings to ensure that parents are kept well informed of their child's academic and behavioral performance and progress, and the next steps to ensure growth.

8. The school shall encourage parents to attend and participate in school events and activities (i.e., cultural events, sports events, social activities, and performances), after obtaining the required ADEK approvals.

9. The school shall form a Parents Committee. The aim of the Parents Committee is to build

effective cooperation and partnership between the home and school. The Committee serves as the advisory board to the school administration, and its members must be persons who are willing to actively participate in supporting the school in attaining its mission and achieving its goals.

10. The school shall provide the opportunity for parents to visit their child's classroom at least once during an academic year, if deemed necessary. Such visits require the prior approval of the Principal.

11. The school shall provide parents with information about their child's class placement, if deemed necessary. However, class transfers or course changes require the approval of the Academic Committee, including the Principal.

The following are parents' responsibilities related to their involvement in their child's education:

1. Parents must be positively involved in their child's education by supporting the school's mission and goals, and cooperating and collaborating with the school to ensure that the best opportunities are provided for their child.

2. Parents' communication with the school must be respectful of the school staff, professional, and free of defamation.

3. Parents must understand that the school may not be able to achieve its goals if the parents choose not to cooperate with the school or not be involved in their child's education.

4. Parents must support the school's policies, rule and regulations, including those related to attendance, behavior, uniform, mobile phones, and coursework.

5. Parents must ensure that their child abides by the school rules and regulations by maintaining a good attendance record; meeting the school's character and behavioral expectations; completing assignments; and supporting their learning and progress.

6. Parents must read the school policies communicated to them by the school and the contents of the Student/Parent Handbook, as well as regularly check the student planner, school website, parent portal, and email accounts to ensure that they are kept informed of important information, circulars, newsletters, learning resources, study guides, as well as their child's academic and behavioral progress.

7. Parents must regularly check the school calendar for important dates and ensure that they attend all information sessions, workshops and conferences, and maximize their involvement in the school community and their child's learning.

8. If an issue or concern arises related to a child's academic and behavioral performance, it must be first addressed through a scheduled appointment with the respective teacher or Head of Grade. For any other concerns, parents can refer to the Parent Relations Officer who will support in the process of resolving the issue. Principals will meet with parents only after a referral from the Head of Grade.

9. Parents are permitted to enter the school premises during the school day only if they have a scheduled appointment. Administrators and teachers will only meet with parents who have appointments.

10. Parents are expected to provide accurate information in their child's school profile upon admissions and ensure that this information is updated and accurate throughout their child's enrollment in the school. Such information includes parent contact information, marital status/custody status, and their child's health, learning difficulties/disabilities or educational needs. The school holds the right to not admit or cancel a student's enrollment if parents do not provide complete and accurate information about their child.

ARTICLE 12: ATTENDANCE AND ABSENCE

PURPOSE
The purpose of this policy is to communicate the school's expectations related to attendance and absence, and to ensure that students attend school and classes regularly and punctually in order to maximize learning and improve the chances of academic success.

INTRODUCTION
Student attendance and timeliness to class are critical in ensuring academic success and the development of good habits of character, such as responsibility and promptness. Students are expected to attend every day of school, and to arrive to their classes on time. Parents must work with the school to ensure that students achieve high attendance rates to promote success.

GUIDING PRINCIPLES

The following are the school's principles and responsibilities related to attendance and absence:

1. The school will maintain an attendance record for all students; these records are accessible to parents on the parent portal and are available for review by ADEK and other regulatory authorities.

2. Attendance records include the number of days the student was present at school, the number of excused tardy, unexcused tardy, excused absence, and unexcused absence, the reasons for absence, any supporting documents and actions taken, including parental calls/meetings.

3. Tardies are considered either excused or unexcused. Excused tardiness includes adverse weather conditions (i.e., heavy fog), unusual traffic or car accident. Unexcused tardiness includes oversleeping, living far from school, or dropping a sibling before coming to school/class.

4. Absences are considered excused or unexcused. The following types of absences are considered excused absences when approved by the Disciplinary Committee by way of official documentation (i.e., medical reports): illness, death of first or second degree relative, or urgent family travel for matters of medical treatment.

5. The following types of absences are considered unexcused absences: family visits and trips, unnecessary travel, doctor visits with no evidence of a scheduled doctor's appointment, early leaves before a school holiday, and other types of absences not approved by the Disciplinary Committee.

6. Students are considered unexcused absent if they are absent without their parents' knowledge or consent, or if parents have colluded with their children so that they are absent without a valid excuse.

7. If an absence is excused, the student has the right to make up the work and tests that were missed. If an absence is unexcused, the school will agree with the parents on the appropriate course of action pending completion of the investigation into the circumstances surrounding the absence.

8. If a student is absent during the school day, the student may not attend an after-school extracurricular activity or school event on that day.

9. The school will inform the parents of their child's absence and tardiness through text messages and the parent portal, where parents can view their child's attendance record.

10. The school will monitor and analyze data related to student attendance to identify trends and propose appropriate strategies to remediate problems.

11. Students with excellent attendance records and those whose attendance records have improved will be recognized. Students failing to abide by the school's attendance policy will face

consequences to deter noncompliance.

12. The school will meet and communicate with parents and legal guardians to discuss, address, and resolve problems related to student attendance.

13. The school will arrange to meet with students and parents when the student frequently exhibits periods of unexcused tardy or unexcused absence, or when the regularity or duration of excused absence raises concern.

14. If a student is persistently tardy—accumulating 15 days of unexcused tardiness—and after sending 3 warnings to the parents, the parents will be requested to sign an undertaking stating that the offense will not be repeated. If the student continues to be tardy, the school holds the right not to re-register the student the following academic year.

15. If a student is persistently absent—accumulating 10 days of continuous unexcused absence or 15 days of non-continuous unexcused absence—the school may expel the student, in consultation with ADEK, and after sending 3 warnings to the parents.

The following are the parents' and students' responsibilities related to attendance and absence:

1. Parents are responsible to ensure that their children attend school every day as specified by the school calendar.

2. Parents must ensure that students arrive to school on time. They are expected to follow the school timings communicated as by the school administration. Students must attend the morning advisory and all classes on time.

3. Parents must attempt to schedule medical appointments after the end of the school day or on weekends.

4. Parents must ensure that family vacations are scheduled only during school holidays as indicated on the school calendar. Note that Islamic holidays are not confirmed until officially announced by the UAE government.

5. Parents and students must recognize that extramural and cultural activities are central to their learning and attendance at such events is important and required. Absence on such days will be recorded as unexcused, unless there is an authorized reason for the absence.

6. Parents must ensure that students attend school till the end of the school day even on days prior to a holiday.

7. Parents must obtain approval from the Disciplinary Committee if they need to collect their children before the regular dismissal time. This approval must be obtained in writing at least one-day prior to the early dismissal. Parents must use the following email addresses to communicate with the Disciplinary Committee:
   - AD Campus: disciplinaryAD@aisuae.com
   - MBZ Campus: disciplinarycommittee@aisuae.com

8. Parents are requested to schedule medical appointments for their children during after-school hours or on weekends as not to interrupt their child's learning.

9. Parents must notify the school promptly of their child's absence and the reason for absence. For unanticipated absences, such as those due to illness, parents must notify the school by sending an e-mail before 8:00 am of the day of absence. The e-mail must state the student's full name, class, section and the reason for absence. Parents must use the following e-mail addresses to communicate absence.

	MBZ Campus	Abu Dhabi Campus
KG–Prep:	ks_mbz@aisuae.com	ks_ad@aisuae.com
Grades 1–5:	es_mbz@aisuae.com	es_ad@aisuae.com
Grades 6–12:	hs_mbz@aisuae.com	hs_ad@aisuae.com
SSSD:	sssd_mbz@aisuae.com	

10. Parents must submit a signed letter, the day following the absence, stating the student's full name, class, section and the reason for absence.

11. Parents may be required to justify an absence of 2 consecutive days or more by submitting a certified medical doctor's report to the Principal. Failure to bring this documentation may result in an unexcused absence.

12. Absence on formal assessment days, such as weekly or final exam days, must be justified by a medical report from a certified doctor; otherwise, assessments conducted on those days may not be repeated for the student.

13. Parents who plan to have their children miss several days of school are required to submit a written request to the school at least ten days before the anticipated absence to seek the Disciplinary Committee's approval. The Disciplinary Committee must find the reason for the absence to be valid, and must be satisfied that there are special circumstances that warrant the absence. If the Disciplinary Committee does not approve the request, the absence will be considered unexcused.

14. The student or parents shall be responsible for contacting the school administration to learn of all assignments and tasks given to the student. Students are responsible for completing all assignments and returning them to the relevant teachers either before leaving or shortly after returning from the absence.

15. Parents must respond to communications, attend meetings and follow up on action plans taken to improve their child's attendance.

ARTICLE 13: SCHOOL UNIFORM

The school's dress code has been established to promote an atmosphere that emphasizes neatness in grooming, uniformity in our school's image, and pride in the school. All students are expected to be in full uniform each day with the exception of scheduled non-uniform days. Failure to abide by the dress code will result in disciplinary consequences. In addition, students will be sent home or to the supervisor's office to call their parents to bring their school uniform. The school holds the right to charge a new uniform to the students account once parents have been notified.

Dress Code for Girls

- Girls should wear AIS uniform trousers and AIS shirts. Shirts must be worn over, and not tucked in, the trousers. Girls must wear the AIS jacket only with the trousers and shirt. No other jackets can be substituted for AIS jackets.
- Students should wear the school PE uniform on the days they have PE classes. They should wear the school PE trousers/shorts, PE T-shirts, and black or white running shoes.
- Undershirts should be plain white with no print; they should be long enough to cover the abdomen.
- Hair should be well groomed. Long hair should be tied back and short hair should not cover the face. Any hair coloring is strictly prohibited.
- Girls can wear white, blue, grey or black veils only.
- Girls can wear only one stud (non-dangling) earring per ear. Nose, eyebrow and lip piercings are not allowed. High School students can wear a simple necklace as long as no religious signs are worn. Girls in Kindergarten and Elementary School are not allowed to wear necklaces or rings for safety reasons. Chokers are strictly prohibited.
- Make-up and nail polish are not allowed. Nails have to be kept short and clean.
- Only plain black or plain white shoes are allowed. Sandals and flip-flops are not allowed.
- Only white cotton socks are acceptable.

Dress Code for Boys

- Boys should wear AIS uniform trousers and AIS shirts. Boys must wear the AIS jacket only with the trousers and shirt. No other jackets can be substituted for AIS jackets.
- Students should wear the school PE uniform on the days they have PE classes. They should wear the school PE trousers/shorts, PE T-shirts, and black or white running shoes.
- Undershirts should be plain white with no print.
- Hair should always be well groomed and cut short. Any hair coloring is strictly prohibited.
- Boys must be clean-shaven; beards and goatees are not allowed.
- Only plain black or plain white shoes are allowed. Sandals and flip-flops are not allowed.
- Only white cotton socks are acceptable.

Events Dress Code

On many occasions during the academic year, students are invited to express solidarity towards certain humane causes and promote global awareness by wearing a specific color. In order to improve our student image and create a uniform and orderly appearance of solidarity and student achievement, all students must abide by the following school dress code. This dress code is for all announced activities and events for which students are expected to wear something different from the usual school uniform.

All students must collect from the school the polo shirt packet: This packet contains 4 polo shirts designed with logos for different events and celebrations;

- **Green** polo shirt: Environmental & Health
- **Blue** polo shirt: Acceptance, Care & Togetherness
- **Pink** polo shirt: Charity
- **Purple** polo shirt: Student Achievement & Active Citizenship (including field trips) Students will be informed on which days they are expected to wear each of these polo shirts.

Polo shirts must be worn with school pants or PE pants if the student has PE on that day. All other school uniform rules apply on such days and events.

Students must not wear polo shirts that are different from those supplied by the school. The purpose for providing the polo shirts is to establish a uniform and orderly appearance of our students and to ensure that students are properly dressed for school.

Additional Uniform Purchases

- Uniforms, including polo shirt packets, can be ordered online through the parent portal and collected from the school uniform store.

- If a student requires a size that is not available at the school uniform store, the Uniform Store staff will take measurements and the uniform will be tailored and delivered within a short period of time.

- Any alterations made to the uniform must be consistent with the basic design.

- All uniforms must be clean and neatly worn; worn out uniforms must be replaced.

ARTICLE 14: IDENTIFICATION CARDS

All students, new and returning, will be issued a school ID card at the time of purchase of school textbooks and uniform.

- Students are required to **wear** their ID cards with the corresponding school lanyard at all times when on school campus starting the first day of school.
- Students who do not have their ID cards will not be allowed to enter class and exam halls or use the school bus services.
- Students can purchase food and beverages from the school canteen only using the school ID cards.
- ID cards function as debit cards and can be charged at the school cashier. The minimum charging amount for the student ID card is AED 50. Any remaining balance at the end of the school year will be refunded or transferred to the new academic year.
- Parents can set the daily purchase limit for their children on the Parent Portal.
- Parents/ students can check all purchase transactions and balance online.
- ID cards must only be used by the student to whom the card is issued. ID cards utilized by persons other than the ID cardholder will be confiscated.
- The school is not liable if students use their ID cards to buy for other students.
- Lost or stolen ID cards must be reported immediately to the administration. The lost or stolen ID card will be blocked once reported missing and a new one will be issued.
- Students are liable for any transactions made on a lost or stolen ID card before the card is reported missing.
- The fee for replacing a damaged, lost or stolen ID card is AED 25, and lanyard is AED 10. A damaged ID card is one that is no longer functional due to scratches, cracks or any other physical damage.

ARTICLE 15: SCHOOL RULES

School rules are designed to maintain a safe and orderly learning environment. School rules apply on campus, school buses, activities, field trips, student support sessions, and school- sponsored events. The rules are stated below and the examples provided are illustrative rather than comprehensive.

Tardiness
- Students must arrive to school on time. Late students must report to the administration for a late slip that allows them to be admitted to class. The administrator will decide whether the tardiness is excused or unexcused.
- Students must be on time for all classes. A student who is late to class will not be admitted without a pass from administration.

End-of-Day Dismissal
- Parents must collect their children on time at the end of the school day at the assigned gates.
- Students who are involved in after-school programs or activities must be collected promptly at the time the activity or program is assigned to end. Students who are recurrently late in leaving the school premises at the assigned time will not be admitted to the activity or program in the future.
- If parents/guardians of students cannot pick up their children from school, then they should send an email or a letter informing the school of the identity of the person collecting the child. Otherwise, the student will not be permitted to leave the school with that person.

Leaving Class or School
- Students are not allowed out of class unless they have a pass. A pass is required at all times, including visits to the washrooms, clinic, library, or main office.
- In case of illness or injury, students should visit the school nurse. If the student needs to leave school, the nurse notifies the parents to collect their child from school.

Dress and Appearance
- Students should come to school wearing the proper school uniform.
- Students must maintain a tidy and proper appearance throughout the school day.

Class Preparation
- Students should come to class prepared with the required books and learning materials.
- Students must complete and submit assignments in a timely manner

Classroom Conduct
- Students should be respectful at all times and abide by all classroom rules and regulations.
- Students should engage and participate in learning activities.

Academic Integrity
Students must engage in academic honesty at all times, and must refrain from all forms of cheating:
- copying someone else's homework or exam responses
- allowing someone else to copy homework or exam responses
- plagiarizing or copying someone else's ideas and claiming them as one's own

- improperly obtaining exam questions and answer keys
- falsifying notes, passes, records or other official documents

Food and Beverages
- Only healthy food and beverages are permitted in school. Junk food (i.e., chips, candies, lollipops, and soft drinks) is strictly prohibited in school. Parents are encouraged to pack for their children healthy snacks only.
- Students are not allowed to eat in the library, laboratories, and other areas in which beverages and food are prohibited.
- Students are not permitted to chew gum on school campus or in school-sponsored events.
- Ordering food from restaurants is not permitted unless approved by the Principal.
- Bringing food to share with other students is not permitted unless approved by the Principal.

Cleanliness/Tidiness
- Students must maintain the cleanliness of their classrooms.
- Students must dispose their litter in the appropriate bins and not on the floor, school grounds, and playgrounds.
- Students must not write on or scratch their desks or chairs. This act is considered vandalism.

Playground
- Students must dispose their litter in the appropriate bins and not on the floor, school grounds, and playgrounds.
- Students should remain on the playground where they can remain under supervision. Leaving the playground to other undesignated areas is not permitted.
- Students should follow the safety rules and procedures when using play units.

Hallways & Stairways
- Students should move to and from classes in an orderly and quiet manner. Students must refrain from running, pushing, or shouting.
- Students should walk up any stairway on the right and walk down any stairway on the right to ensure the safe movement of all students and staff.

Profanity and Violence
- Students are prohibited from the use of profanity and rude language.
- Students are prohibited from verbally or physically assaulting a staff member or student.
- Students are prohibited from fighting of any kind.

Bullying & Cyberbullying
- Bullying and cyberbullying in any form will not be tolerated.
- Any student who uses a school-provided device to threaten with an illegal or immoral act, to use vulgar language, to intimidate or harass another person, who creates fear, causes disruption in school, or interferes with the rights of another person in the school community will be subject to disciplinary consequences.

Vandalism

- Students are forbidden from damaging school property (i.e., desks, bulletin boards, and white boards) or others' property.
- Students are prohibited from drawing and writing on school property or others' property.
- The school may request that the students/parents reimburse the school the cost of the item damaged by their child.

Prohibited Articles and Electronic Devices

- Students are prohibited from using personal items (i.e., mobile phones, cameras, and toys) disruptive to the educational process. All confiscated items will be returned at the end of the school year.
- Tablets or laptops are allowed only when requested by the school and according to school regulations.
- Students must keep their mobile phones switched off and in their bags during school hours.
- Students may be permitted to bring certain articles for specific educational activities.

Technology Use

- Students should use the school's technology appropriately and comply with the rules and regulations as stated in the Policy on Technology Use & Online Safety.
- They are expected to use it for learning purposes only when on school campus and must refrain from gaming.
- Students should not be taking pictures or videos of classmates and teachers.
- Students are responsible for their personal laptops/tablets. The school will not be held responsible for the loss or mishandling of student devices.

Prohibited Substances

- Students are prohibited from possessing or using tobacco, medwakh, vape, and other substances on school campus, at school-sponsored events, and outside the school when wearing the school uniform.

Dangerous Items

- Students are prohibited from possessing or using dangerous items on school campus, at school-sponsored events, and outside the school when wearing the school uniform.

Inappropriate display of affection

- Students are strictly forbidden to inappropriately display affection on school campus.

Additional Rules

- Students are not permitted to sell items to others on campus. The Student Council may, with school administrative approval, sponsor bake sales only. All proceeds of the sales must be deposited at the business office Student Council account the same day they are collected.
- Students (and parents) are not allowed to give a staff member a gift, and staff members will not accept a personal gift from a student or a parent. Only tokens of appreciation are allowed (i.e., flowers).

- Celebration of birthdays for students and teachers is prohibited in classrooms and on school campus.

ARTICLE 16: STUDENT CODE OF CONDUCT

PURPOSE
This policy is intended to state the position of the school in regards to the management of student behavior and ensuring Grades 1–12 students abidance by the code of conduct. The school will ensure this policy abides by the directives and guidance from ADEK and other UAE government entities including regulations from the Ministry of Education in cases not mentioned through ADEK's guidance and policies.

INTRODUCTION
It is imperative that the process of behavior management promotes behaviors viewed as positive while inhibiting negative behaviors, within a fair, equitable and caring environment. Proper discipline contributes to ensuring a safe and comfortable learning environment that is beneficial to all stakeholders; students, parents and staff. The Student Code of Conduct applies while students are on campus, using the school bus to and from school, and while participating in activities organized by the school.

Students and parents are expected to become familiar with this policy. Students are expected to abide by school rules and regulations at all times, as this code of conduct applies while on school premises, school buses, field trips, and in school events and activities. This policy will be communicated to all students and parents at the beginning of the year, as well as through the school website and the Student/Parent Handbook.

GUIDING PRINCIPLES
1. Promoting discipline will involve the collaborative effort of all members of the school community— administrators, teachers, support staff, parents, and students.
2. Students will be assessed on their character development using the AIS Learner Attributes: Determined, Collaborative, Responsible, Self-Disciplined, Compassionate, and Integrous. This will be recorded on the school management system and shared in reports, the parent portal and parent-teacher meetings.
3. Positive reinforcement and a constructive approach are central in developing and modifying student behavior. A positive reinforcement program for Grades K–12 will be implemented to reinforce good habits of character. A recognition certificate or a Good News Report (GNR) is given to students who have performed consistently well, demonstrated exceptional habits of character, or have significantly improved in academic performance and behavioral choice.
4. Students will be given appropriate guidance and counseling at all stages of the behavioral modification process.
5. Disciplinary regulations will allow for individual situations, and take into account the social, emotional, and psychological aspects of a student's behavior as well as previous behavior history, support and interventions.
6. Disciplinary actions decided by the Disciplinary Committee will be in accordance to the student's age, the severity of the misconduct and the student's previous behavioral history.
7. The school strictly prohibits the use of the following as forms of punishment: corporal punishment, mockery and insult, prevention of the use of washrooms, prohibiting the child from eating or drinking, group punishment for an individual's misconduct, and lowering grades. While the school does not use in-school and after-school detention as a disciplinary consequence, counseling and guiding sessions may be conducted during recess and after-school hours after notifying the parents.

8. The Disciplinary Committee will review and discuss student behavioral issues, and ensure that all disciplinary actions are fair and consistent among all students and without prejudice.

9. The school will attempt to prevent or diminish further negative behavior through the implementation of strategies that are considered causative of such behavior.

10. A record of the behavioral history of each student, disciplinary actions and meetings with students and parents, as well as guidance and counseling sessions, will be kept by the Disciplinary Committee and shall be treated confidentially. This record will be recorded in the eSIS system along with the school's own management system.

Offense Level and Disciplinary Consequences

School offenses are tiered into four levels:

- *Level-1 Offenses*: These offenses cause disruption of the teaching and learning environment. Examples of such offenses include: tardiness, unexcused absences, incomplete assignments, disrupting class activity, and not wearing proper uniform. (*Note that the school's dress code has been established to promote an atmosphere that emphasizes neatness in grooming, uniformity in our school's image, and pride in the school. All students must abide by the dress code and are expected to be in proper uniform each day with the exception of scheduled non-uniform days.*)

- *Level-2 Offenses*: These offenses may cause significant disruption to the teaching and learning environment, damage or loss of property, insult to others, jeopardize the safety of self or others, and any academic dishonesty. Examples of such offenses include: vandalism, verbally assaulting peers, cheating on exams, plagiarizing, and misuse of technology (i.e., mobile phones, tablets, and laptops).

- *Level-3 Offenses*: These offenses are those that result in harm to other students and include the possession of illegal or dangerous items on school grounds. Examples of such offenses include: possession of prohibited/dangerous items; theft; verbally assaulting staff; physically assaulting a student; watching inappropriate videos; and taking photos or videos in school. Any unexcused departure from school grounds is also considered a Level-3 offense.

- *Level-4 Offenses*: These offenses are extremely serious and are in violation of the applicable laws in the UAE. They include, but are not limited to: physical assault of staff members; hacking the school system; generating fraudulent reports, grades, and documents; use of dangerous items with harm being inflicted; the use of or intent to use prohibited substances; defaming the UAE; defaming school or staff; cyberbullying; distributing or participating in the distribution of pornographic material; and sexual assault.

These offenses will result in disciplinary consequences. The consequence depends on the level of the offense and the student's disciplinary record.

Staged Approach for Dealing with Persistent Misconduct

The following is a staged approach for dealing with breaches to the student code of conduct. The Disciplinary Committee will ensure that these steps are implemented, and will be directly involved in all decisions related to consequences.

1. Students will be given appropriate guidance and opportunities to identify the motivation and purposes behind their actions and to rectify any negative behaviors at all stages in the disciplinary process.

2. The school will provide the appropriate monitoring and support to address and correct the student's behavior irrespective of the level of offense.

3. If a student receives 3 warnings for level-1 offenses and the behavior is not modified, the student will be requested to attend guidance sessions during or after-school hours. Parents will sign an undertaking that any further violations will result in a suspension of up to 3 days.

4. If a student receives 1 warning for a level-2 offense and the behavior is not modified, the student will be requested to attend guidance sessions during or after-school hours. Parents will sign an undertaking that any further violations will result in a suspension of up to 3 days. The following are further procedures and consequences related to specific level-2 offenses:

   - *Use of Mobile Phones.* If a student is found using a mobile phone while on school premises during school hours, the mobile phone will be confiscated and returned directly to the parent after the parent signs an undertaking.

   - *Use of Technology.* Any misuse of laptops/tablets will result in the prohibition of the student from using the device. The parents will be called to sign an undertaking. Please refer to the Policy on Technology Use & Online Safety for further information.

   - *Academic Dishonesty.* A student found cheating on an examination/assignment will be in serious breach of the school's academic honesty policy. The student may receive a zero on the exam/assignment. The same disciplinary consequences apply for students found in possession of a mobile phone during an examination as this is considered cheating. This is in line with the Mandate (84) of the Ministry of Education, 2015. Students in external programs who commit academic dishonesty will be treated according to the external program's guidelines on academic dishonesty.

   - *Vandalism.* A student who commits an act of vandalism of school's or other's property will have to reimburse the school or the person whose property was damaged/lost the cost of the item.

5. Due to the serious nature of level-3 offenses, such offenses will result in an immediate suspension of up to 3 days. The parents will be formally informed and will be requested to sign an undertaking that any further violations will result in a 5-day suspension.

6. If a student persistently commits further violations after receiving the necessary guidance and consequences, the school may suspend the student for up to 5 days and shall issue to the student and the parents a final warning.

7. A level-4 offense will immediately result in a 5-day suspension and may be reported to law enforcement authorities and students may be subject to the investigation from government entities.

8. If a student is not adhering to the school bus regulations and the behavior is not modified, the consequence depends on the level of the offense will result in accordance to the intervention ladder for offenses which may lead from a warning to a temporary suspension from the bus and/or parents will sign an undertaking that any further violation will result in permanent exclusion from the use of school bus service.

9. If the student fails to modify his or her behavior in accordance with the requirements of the school after receiving a final warning for any repeated offense of any level, the school may apply to the ADEK to transfer the student to another school or to permanently exclude the student concerned. The school will report to the ADEK evidence of all the behavioral history of the student, including the stages of behavioral modification adopted by the school.

Students with Special Needs

1. Students with special education needs are required to follow the same rules and conduct as other students. However, any disciplinary action for a student with special education needs will take into account the nature of the student's special education need or behavioral intervention plan.
2. Students with special education needs will not be subject to more severe consequences than those imposed on the rest of the students, for comparable violations.

3. The implementation of the school's code of conduct will not generally differentiate between students with special education needs and other students.

CHARACTERISTIC	LEVEL 1 OFFENSE	LEVEL 2 OFFENSE	LEVEL 3 OFFENSE	LEVEL 4 OFFENSE
RESPONSIBLE	• Incomplete assignment (i.e., homework, project) • Failure to get required books and learning materials • Unprepared for class; does not have books, assignments and learning materials prepared • Disorganized assignment, workbook/notebook, portfolio/folder • Sleeping in class	• Damaging school property or others' property • Drawing graffiti on desks, walls, or other surfaces		
COLLABORATIVE	• Does not engage in classroom activities when required • Does not cooperate with peers • Does not cooperate with instructor • Does not actively engage in teamwork			
DETERMINED	• Unexcused tardiness to class • Visiting locker during undesignated times • Loitering in the hallways • Leaving class without permission Not wearing proper uniform and school ID • Chewing gum • Eating/drinking in undesignated areas • Littering on floor & school grounds • Not tidying or cleaning areas around desk • Disrupting class activity • Throwing objects in class • Possession of prohibited articles & electronic devices • Running or shouting in hallways • Play fighting • Failure to abide by classroom, library, laboratory procedures • Ditching Class	• Pranking • Inappropriate use of technology • Use of prohibited articles & electronic devices	• Leaving school without permission • Possessing illegal or prohibited substances • Possessing dangerous items • Inappropriate display of affection that is contradictory to morals and ethical values of UAE and the school culture	• Assaulting others using weapons and dangerous items • Consuming or selling illegal substances • Presence in the school under the effects of illegal substances
COMPASSIONATE	• Excluding peers from a group • Not respecting others' opinions • Disobeying the teacher • Disrespecting peers	• Name calling and labeling • Not respecting others' identity, beliefs, race, and cultural background • Use of profanity and rude language • Disrespecting a staff or teacher	• Seriously offending others', beliefs, race, and cultural background • Verbally assaulting staff or teacher • Physically assaulting student • Bullying	• Committing acts of indecency • Defaming political, religious or social symbols • Defaming the school and staff • Cyberbullying
INTEGROUS	• Exercising dishonesty with staff or peers	• Copying Assignments • Cheating on tests and examinations • Plagiarizing	• Stealing	

Student Misconduct During Test Taking

The following policy is aligned with Article 2 of Policy (84) of the Ministry of Education.

Level-1	Consequence
● Cheating or helping others to cheat ● Possessing or using a mobile phone, or any smart electronic or audio/video device ● Use of virtual social networking applications or sharing of examination papers ● Behavioral or verbal assault of a staff member ● Threatening a staff member or a student ● Disposing of the examination paper	● Student will be prohibited from writing the examination and will obtain a zero on the examination ● Parents will be informed of the incident and the consequences the student will face if it recurs. ● The Disciplinary Committee will keep a record of documents and evidence.
Level-2	**Consequence**
● Repetition of any Level-1 Offense	● Student will not be allowed to sit for all the examination in all subjects during that term
Level-3	**Consequence**
● Physically assaulting a staff member or student	● Student will not be allowed to sit for all the examination in all subjects during that term ● Student will be placed on a behavioral plan
Level-4	**Consequence**
● A person other than the student is identified taking the examination	● Student will be prohibited from writing the examination and will obtain a zero on the examination ● If the person is not a registered student in the school, the case will be referred to the legal authorities

ARTICLE 17: STUDENT CODE OF CONDUCT IN E-LEARNING SESSIONS

This policy relates to protocol and behavioral expectations when attending and participating in virtual classroom sessions. All students are expected to abide by the rules and regulations below in order to ensure that these sessions are effectively and efficiently conducted for the benefit of all students. Many of these regulations are aligned with expectations that apply to a normal classroom setting, and students are kindly requested to practice proper conduct, abide by protocol and behave responsibly; otherwise, the school's disciplinary code and consequences will apply as stated in the Student/Parent Handbook 2021/2022.

During e-learning sessions, the following apply:

1. **Use first name and last name for your Zoom accounts.** Students must use their first and last name for the Zoom account. Otherwise, if the teacher is unable to identify the student, the teacher may choose not to accept him/her in the session.
2. **Wear your school uniform.** Students must wear their school uniform and maintain a proper appearance during Zoom meetings. Students must wear the AIS Shirt and AIS Trousers when attending school online. They must wear the PE Uniform when participating in their PE activities. This is part of the AIS code of conduct. Also, dressing for your learning activity has the benefit of preparing you psychologically for learning.
3. **Attend your sessions on time.** Be prompt. Students will not be able to join the session 5 minutes after the lesson starts. Joining the session late will disrupt learning and class discussions.
4. **Make sure video is on.** Students are expected to join the Zoom meeting with video on, and ensure that their face is visible to their teacher at all times during the meeting.
5. **Get organized for your session.** Ensure you have all your books, materials, and stationery before the start of the session.
6. **Be prepared for your session.** Review the learning material before your session and be prepared to ask relevant questions and participate in class discussions.
7. **Refrain from eating during sessions.** Attend your sessions with professionalism. Avoiding eating during your e-learning sessions is proper etiquette. Have your snacks during your scheduled breaks.
8. **Respect your peers and teachers.** Students are expected to communicate with their peers and teachers in a proper, respectful and timely manner. Communication that is considered inappropriate is considered a serious offense.
9. **Do not disrupt the session and learning activity.** Students are expected to take turns when participating in discussions. Do not interrupt your peers or teachers. Listen carefully to discussions, and participate constructively.
10. **Refrain from using these sessions for socializing.** The purpose of these sessions is for learning and to moderate academic discussions. The sessions are assigned a limited time, and the time should be properly used for this purpose.
11. **Sharing session codes with any other persons is strictly prohibited.** Only students registered in the course are allowed to attend. Students sharing session codes and credentials with others will face serious consequences.
12. **Cyber bullying in any form will not be tolerated.** Students who threaten with an illegal or immoral act, use offensive language, or intimidate or harass another person, will face disciplinary consequences.

ARTICLE 18: TRANSPORTATION AND SCHOOL BUS RULES

Parents/Guardians choose how they wish their children to commute between the home and school.

Parents/Guardians. Parents/Guardians must collect their children from school on time at the end of the school day. If parents/guardians of students in Grades K–12 cannot pick up their children from school, then they should send an email or a letter informing the school of the identity of the person collecting the child.

Alone. If the parents/guardians choose to have their children commute between home and school alone, they should understand that once their child leaves school premises at the end of the school day, the safety of their child is fully their responsibility and the school does not hold any liability.

Bus. If the parents/guardians choose to have their children commute between the home and school by bus, then the parents and the students are kindly requested to understand and comply by the following rules:

- All students at all times, must sit in their assigned seat and wear their seatbelt.
- Students must wait at the bus stop 5 minutes before the scheduled time of pick-up. If the bus arrives at the stop at the scheduled time and the student is not there, the bus will not wait and will continue its trip.
- Students must directly go to their buses immediately after the school day ends and must be on the bus at the scheduled times. Buses will leave at the scheduled times and will not wait for late students.
- Parents must arrange for transportation should a student miss the bus due to being late.
- Students are not allowed to leave the bus or leave unattended items on the bus once they board the bus.
- Parents/Guardians should wait for their children at the bus stop where they are dropped off 5 minutes prior to the scheduled time of the bus arrival. If the parent/guardian is not at the bus stop when the bus arrives, then the student remains on the bus and will be returned to school.
- Parents/Guardians who request that their children to leave the school bus alone when dropped off should understand that once their children leave the bus at the agreed location, their safety is fully their responsibility and the school does not hold any liability. Please note that parents/guardians of children under the age of 12 years must collect their children from the bus stop and may not request that their children to leave the school bus unattended by them.
- Parents who withdraw their children from using the school bus services should report the cancellation in writing to the Bus Supervisor.
- In case of a change in a student's residence after the commencement of the school year, the school should be informed of the new address at least one week before moving to the new location. In addition, the school cannot guarantee that the bus service can be arranged to the new location.
- Parents of bus students must inform the school before 12:30 pm if they wish to pick up their children from school instead of sending them home by bus.
- If parents of bus students show up at school to pick up their children without notifying the school before 12:30 pm, they will be asked to wait until the end of the day when all the bus students are dismissed. Parents then inform the bus supervisor that they are taking their Additionally, to ensure the safety and the well-being of all students on the bus, students should abide by the following rules:

- Board and depart the bus properly.

- Remain seated at all times until dismissed.

- Wear the seatbelt at all times.

- Follow the orders of the bus driver and the bus assistant.

- Sit quietly in the assigned seat and avoid moving about and disturbing others.

- Refrain from fighting and pushing.

- Refrain from littering and throwing objects in and out of the bus.

- Refrain from eating and drinking the bus.

- Be courteous and use proper language.

- Refrain from tampering with bus equipment.

Note that all school rules apply to the school bus too. Any student who breaks the school bus rules or behaves in a manner that threatens the safety of others on the bus will be reported to the administration and will receive a disciplinary warning. After this warning, if the student commits three offenses, the student will be denied the privilege to use the school bus services.

ARTICLE 19: LEARNING RESOURCE CENTER

The purpose of the Learning Resource Center is to provide students, staff, and the school community with an information literacy program and a collection of resources needed to support the school in achieving its mission. Kindergarten students visit the library for reading and storytelling time. Elementary students are cover a library science course that aims to develop their knowledge and skills in library science, promote information literacy, foster students' literary appreciation, and encourage reading for personal growth. High school students visit the library during their courses and can access the library during opening hours for independent research and study.

Library Rules

- The school rules and disciplinary code apply in the library at all times.
- Eating and drinking are strictly prohibited in the library.
- Noise, disturbance and other inappropriate behavior are not permitted in the library.
- Group discussions are allowed as long as the discussion is academic and the noise level is kept to a minimum so as not to disrupt others in the library.
- Students and teachers must bring their own stationery to the library.
- Students and teachers must ensure that they leave their working area clean and tidy; they must pick up scrap paper, place books neatly into a pile on the table, and push chairs under tables.
- Students and teachers should not leave their personal belongings in the library.
- Students who are sent to the library by a teacher during instruction time should present a library pass to a librarian.
- All students must make use of the shelf marker when removing books from the shelf.
- Students and teachers should sign up with a Librarian before using the photocopying services for reference materials only. Students must pay for the services used before leaving (25 fils per page photocopied).
- Library computers and student laptops must be used for school-related work only.
- Students and teachers must abide by the school's Technology Use Policy.

Borrowing Policy

- Students are allowed to borrow two books for 2 weeks.
- Students should return borrowed books 2 weeks after signing out the books.
- Students in Grades 3–5 can renew a fiction book once during their library session.
- Students in Grades 6–12 can renew their books once.
- Students will be charged a fine of AED 1 per item for each day the book is overdue.
- Students should exercise responsibility towards using the books and that they refrain from damaging or losing the books they borrow. Damaged books are those that are returned with marks, scribbles, and notes, and with pages that are dirty, wet, torn and ragged.
- In case a book is lost/damaged, the student will be charged the price of the book with an additional 10% of the book price in compensation for shipping and cataloging.
- The lost/damaged book cannot be replaced by buying the same book as each book has a barcode and a call number.
- Books should not be marked in any way, not even in pencil; this is considered damage.
- Students who have outstanding payments on their record are not permitted to borrow any books until the payments are made.

- Parents of students in Grades 1–5 must check their children's library folders for reminders of overdue books and other issues regarding items borrowed from the library.

ARTICLE 20: PRIVATE TUTORING

Students are strictly prohibited from receiving private tutoring sessions from AIS staff. Private tutoring is against ADEK policy and recommendations, and can lead to the following repercussions:

- Diminishes students' classroom attention since the student will then depend on the private assistance received during after school hours
- Increases classroom disruption due to student inattentiveness
- Decreases student sense of responsibility and individual accountability

Any violation of this policy will result in serious consequences that could affect the student record and the status of the student at AIS.

ARTICLE 21: LOST AND FOUND

The school is not responsible for lost or damaged items. Found items are kept inside Lost and Found cabinets. Students may retrieve items from the Lost and Found by referring to the office staff. Unclaimed items will be donated to the Red Crescent Society or other charitable organization at the end of the school year.

To prevent unnecessary loss, please comply with the following procedures:

- Students should be responsible for their devices, books, school supplies, and other materials.

- Students' personal items including clothing, sportswear, and books should be labeled with the student's name and class. Parents are encouraged to stitch names of students from the inside of the school jackets. Markers and pens will be erased after washing.

- Students are discouraged from bringing personal items, such as toys, valuable items or large sums of money to school.