



PARENT-STUDENT HANDBOOK
2025/2026

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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.

ARTICLE 1: 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 AIS Learner Attributes that will prepare them to make 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 value:

- **Personal Development:** Learners develop the knowledge, skills, and character necessary for success and the realization of a fulfilling life.
- **Active Citizenship:** Learners become exemplary citizens in their local, global, and digital communities by taking responsible actions guided by empathy, ethical values, and sustainability principles.
- **Lifelong Learning:** Learners engage in continuous reflection, critical thinking, and self-directed efforts in the ongoing pursuit of learning and growth.
- **Positive Change:** Learners make a positive impact on their communities and contribute a positive change to the world.

High quality learning involves the development of knowledge, understanding, skills and character traits 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.**

- **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 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, 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 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 2: PARENT CODE OF CONDUCT

INTRODUCTION

At AIS, we believe that the partnership between parents and the school is critical to the success of our students. Parents should collaborate with the school to support their children's learning, and 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 children's education.

PURPOSE

The purpose of this Parent Code of Conduct is to outline the expectations for parents as they engage with the school community. This code of conduct aims to foster a positive, respectful, and collaborative environment that supports the educational and personal growth of all students. By adhering to these guidelines, parents can help ensure that their children receive the best possible educational experience.

CODE OF CONDUCT

1. **Joint Responsibility for Education:** Parents are expected to uphold and respect the school's vision, mission, and values, and ensure their child understands and abides by all school policies, rules, and regulations at all times as stated in the Parent/Student Handbook (i.e., wearing the proper school uniform and the AIS Student ID; coming to school prepared for learning with all required learning materials and completed assignments). Parents are also expected to commit to their responsibilities (e.g., ensure their children engage in home learning, get adequate sleep, eat healthy food, engage in physical activity).
2. **Accurate Information:** Parents must provide accurate information about their child upon admission and ensure that the information in their child's school profile 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, allergies, and dietary intolerances, and 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.
3. **Attendance and Punctuality:** Parents must strive to achieve and maintain excellent daily attendance and punctuality for their child, including arriving to school on time for the National Anthem, not taking holidays outside of official school breaks, and being respectful of arrival and pick-up timings.
4. **Respectful Communication:** Parents must treat and communicate with members of the entire school community—students, parents, staff (including security guards, cleaners, assistants)—in a professional and respectful manner and maintain relationships in the best interest of students. They are expected to set a good example with regard to communication and conduct, and a willingness to resolve concerns in a professional manner whether verbal or written (e.g., not raising one's tone of voice or using offensive language).
5. **Proper Communication:** Parents and students should communicate professionally with school staff through the official channels of communication adopted by the school (e.g., school email, Google Classroom, Seesaw). They must not send or accept invitations to friend, connect with, or follow school staff on social media (e.g., Instagram, Facebook) or messaging applications (e.g., WhatsApp).
6. **Addressing Issues and Concerns:** Parents are expected to discuss any concerns and attempt to resolve issues with the school before reporting them to ADEK or an external entity. They should

follow the appropriate channels, starting with their child's teacher or concerned staff and, if necessary, referring the matter to the school administration or principal. This encourages open communication and trust within the school community, allowing for a more immediate and effective resolution of issues. It also ensures that the school has an opportunity to address and rectify any concerns directly, which can lead to better outcomes for all parties involved.

7. **Respect for School Policies and Cultural Values:** Parents are expected to commit to and be respectful of the school's general policies. While on school premises, they are expected to behave and dress in a manner that is respectful of UAE national identity and cultural values and its current legislation.
8. **Ensuring Safety and Security:** (1) Parents must follow all school policies regarding parking, drop-off, and pick-up procedures to ensure safety and efficiency. This includes adhering to designated parking areas, specific times and locations for drop-off and pick-up, and obeying traffic guidelines provided by school staff. (2) Parents are required to wear the school Parent Access Card when they enter the school gates and while they are on school grounds. This is essential for ensuring the safety and security of all students, staff, and visitors by allowing the school to easily identify authorized individuals and maintain a secure environment.
9. **Ensuring Student Protection:** Parents are expected to support the school in ensuring the safety and protection of students from harm, maltreatment, and exploitation. According to UAE Federal Law and ADEK policy, parents must communicate any concerns or changes in their child's behavior to the school's principal, board members or relevant staff, and respond with transparency to inquiries related to their child's behavior and academic performance.
10. **Healthy Eating:** Parents are expected to support the school in promoting healthy eating habits by abiding by the school's guidelines for healthy and balanced eating that is in the Parent/Student Handbook. Parents are expected to pack healthy meals for their children and avoid packing unhealthy foods and beverages for their children, such as fried foods, processed foods, sugary snacks and beverages.
11. **Responsible Use of Social Media and Online Conduct:** (1) Parents and students should refrain from posting negative comments or defamatory content about the school, staff, other students, and parents on social media and WhatsApp groups, and should maintain a positive and constructive approach instead. (2) Parents and students should respect the privacy of staff and students by not posting photos or videos taken on school property without permission. They must also respect the confidentiality of sensitive information about students, staff, and school matters, and should not discuss individual student matters publicly or with unauthorized parties. (3) Parents and students must refrain from posting culturally inconsiderate content as per the ADEK Cultural Consideration Policy or defamatory content about parents, students, or staff on social media.
12. **Guidance on Technology Use:** (1) Parents are responsible for guiding their children in the proper and ethical use of technology. They should build the right habits of technology use by setting clear rules for screen time, ensuring access to age-appropriate content, and promoting respectful online communication and behavior. (2) Parents should ensure their children refrain from using mobile phones on school campus and abide by the school's Technology Use Policy.
13. **Behavior Guidance:** Parents are expected to guide and correct their own child's behavior (or those in their care), where it could lead to conflict/unsafe conduct or limit the ability of other children to learn. In the event of an issue or concern, parents must seek to clarify a child's version of events with the school's view in order to bring about a peaceful solution to any disputes.

14. **Involvement and Engagement:** (1) Parents are expected to regularly check information communicated by the school through text messages, e-mails, letters, school website, parent portal, Seesaw/Edmodo, conferences and meetings. (2) 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. (3) Parents are expected to attend parent/teacher meetings, conferences and workshops and maintain frequent positive communication with the school to benefit their child's growth and steady progress.
15. **Cooperation for Learning Support:** Parents must cooperate with the school's recommendations for additional learning support when the school deems it necessary for their child's educational progress and development. They are expected to fully cooperate by agreeing to the required interventions, assessments, and financial charges to ensure the provision of the necessary services and their child's continued enrollment in the school.
16. **Academic Honesty and Integrity:** Parents must respect the school's policy on academic honesty and integrity (i.e., monitoring their child's schoolwork for plagiarism, refraining from providing unnecessary assistance) to ensure the work accurately reflects the child's ability. This includes refraining from providing false information to the school (i.e., submitting fraudulent documents, and making false excuses for absences).
17. **School Bags:** Parents should ensure that their child's backpack does not exceed 10% of their child's body weight when packed. Parents are expected to support and guide their children in organizing their school bags daily for the following day. This includes packing only the books and learning materials required based on the next day's schedule. To avoid placing undue pressure on the child's back, lunches, snacks, and beverages can be packed in a separate bag.

Consequences for Non-Compliance. AIS emphasizes the importance of adherence to the Parent Code of Conduct in maintaining a respectful, supportive, and productive educational environment. Should the above minimum requirements be ignored, disrespected or violated, the school reserves the right to implement appropriate actions, which may include:

- **Parent Consent Form:** Parents are expected to sign the Parent Consent Form prior to their child's enrollment in the school and annually upon re-enrollment. This agreement involves parents' acknowledgment and adherence to the AIS Parent Code of Conduct, AIS Student Code of Conduct, and all school policies and procedures including those constituting the AIS Parent/Student Handbook.
- **Mandatory Meetings:** Requiring parents to attend meetings with school administrators to discuss the issues and work towards a resolution.
- **Restricted Access:** Limiting or denying parents access to school premises and events if their behavior disrupts the school environment or violates the code of conduct.
- **Referral to Authorities:** In cases of severe misconduct or legal violations (e.g., harassment, threats), the school will refer the matter to appropriate authorities or law enforcement.
- **Review of Enrollment Status:** Conducting a formal review of enrollment status, which may lead to enrollment being blocked if parental non-compliance severely impacts the school environment or other students' well-being.

ARTICLE 3: 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 8, 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 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 4: 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 at 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. Students are expected to complete the Act & Impact log and document evidence of their social service.
- **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 5: 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:** 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.

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 goals 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
Compassionate Learners show empathy, respect and care towards others, and are committed to service that would make a positive change in the lives of others.	Consistently treats others with care and empathy, and is keen to make a positive change in the lives of others.	Rarely treats others with care and compassion. Should learn to relate to and interact more considerably with others.
Integrous Learners act with integrity and honesty, and hold a strong sense of respect for the dignity and rights of others.	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.

ARTICLE 6: 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/Google Classroom)
- 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

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.

ARTICLE 7: 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 8: ATTENDANCE AND ABSENCE

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.

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.

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	
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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 9: SCHOOL UNIFORM

INTRODUCTION

This policy is designed to create an inclusive, respectful, and cohesive environment, ensuring that all students have the opportunity to succeed and feel a sense of belonging. The school uniform aims to:

- **Promote Equality:** Uniforms minimize socioeconomic disparities, ensuring all students are treated equally regardless of their background.
- **Foster School Identity and Pride:** Wearing a uniform instills a sense of belonging and pride in the school community, enhancing the overall image of the institution.
- **Enhance Focus on Learning:** Uniforms reduce distractions related to fashion and trends, allowing students to concentrate more on their studies.
- **Encourage Discipline and Professionalism:** Adhering to a uniform policy helps develop a sense of discipline and responsibility, preparing students for future professional environments.
- **Improve Safety and Security:** Uniforms make it easier to identify students, enhancing security within the school premises.

PURPOSE

The purpose of the school uniform policy is to ensure a consistent and professional appearance among all students. This policy includes specific guidelines for school uniform for both boys and girls. It also includes the dress code for event and non-uniform days.

POLICY

- All students are required to wear the full school uniform each day, except on designated non-uniform days.
- Students' appearance must be culturally appropriate and not offensive to the UAE culture and traditions (i.e., body tattoos and facial piercings are strictly prohibited).
- Students who fail to comply with the dress code will face disciplinary actions. Additionally, they may be sent home or to the supervisor's office to contact their parents for bringing the appropriate school uniform.
- The school reserves the right to charge a new uniform to the student's account after notifying the parents.
- Student uniforms must be clean and neatly worn; worn-out uniforms must be replaced.
- 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.
 - 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 socks are acceptable.
- 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.
 - 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 apparent. 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 socks are acceptable.
- PE Dress Code:
 - 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.
 - Students are not allowed to wear the PE t-shirt or pants on days that are not PE days.
- 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 of 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.
- 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 uniform store, the Uniform Store staff will take measurements, and the uniform will be tailored within a short period of time.
 - Any alterations made to the uniform must be consistent with the basic design.

ARTICLE 10: SCHOOL IDENTIFICATION CARDS

INTRODUCTION

The school ID card policy is established to ensure the safety, security, and efficient management of school resources and services. By providing each student and parents with a school ID card, we aim to streamline access to school facilities and services, enhance security on campus, and facilitate cashless transactions within the school.

PURPOSE

The purpose of this policy is to outline the requirements and guidelines for the issuance, use, and management of school ID cards. This includes the responsibilities of students and parents, procedures for reporting lost or stolen cards, and the financial management of the card system.

POLICY

1. Issuance of ID Cards:

- All students and parents, new and returning, will be issued a school ID card at the time of purchase of school textbooks and uniform.
- The ID cards and lanyards consist of important information for each child, including bus information, and are required for school entry and exit procedures.
- Students must not replace their AIS ID lanyards with other lanyards of their choice.

2. Use of ID Cards:

- Students must present and scan their school ID cards at the school gate upon entry. The ID is used to take attendance, ensuring accurate and efficient tracking of student presence on campus.
- Students are required to have their ID cards with the corresponding school lanyard at all times when on school campus starting the first day of school. Not having the school ID is considered an offense. Students who do not have their ID cards may not be allowed to enter class and exam halls or use the school bus services.
- Parents are required to wear the school Parent Access Card when they enter the school gates and while they are on school grounds. This is essential for ensuring the safety and security of all students, staff, and visitors by allowing the school to easily identify authorized individuals and maintain a secure environment.
- 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 and 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.

3. Lost or Stolen ID Cards:

- 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 11: 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.

Attendance

- Students must attend every school day, unless there is a valid excuse, and not take holidays outside of official school breaks.
- Students must arrive to school on time for the National Anthem. 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.
- Students should behave responsibly and respectfully so as not to disrupt the learning of others within and outside the classroom.

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

- Students must follow health eating habits and hygiene practices. Only healthy food and beverages are permitted in school as stated in the Guidelines for Healthy and Balanced Eating.
- 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.
- All types of nuts (including peanuts) are strictly prohibited for personal consumption or distribution on school premises due to the high risk of severe allergic reactions.
- Students are not permitted to chew gum on school campus or in school-sponsored events.
- Students are not allowed to eat in the library, laboratories, and other areas in which beverages and food are prohibited.
- 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.
- Student must refrain from gaming and taking pictures or videos of classmates and teachers when on school campus.
- Students must communicate professionally with school staff through the official channels of communication adopted by the school (e.g., school email, Google Classroom).
- Student must not send or accept invitations to friend, connect with, or follow school staff on social media (e.g., Instagram, Facebook) or messaging applications (e.g., WhatsApp).

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 12: STUDENT BEHAVIOR POLICY

INTRODUCTION

At AIS, we are committed to creating a positive and safe environment where every student can learn and flourish. By establishing clear expectations for student behavior and actively addressing any behavioral concerns, we aim to cultivate a secure, respectful, welcoming, and enriching atmosphere for all. Setting standards for both individual and collective behavior, while promoting the cultural values of the UAE, helps our students develop into responsible and positive citizens within the wider community. This policy outlines the essential requirements for defining and implementing our Student Code of Conduct and establishing systems to encourage positive behavior throughout 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.

PURPOSE

This policy is intended to state the position of the school in regards to the management of student behavior and ensuring students' abidance by the code of conduct. The school will ensure this policy is aligned with 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.

This policy aims to:

1. Communicate the school's positive behavioral model to proactively encourage positive student behaviors and prevent undesired behaviors.
2. Clarify expectations for student behavior through the school's Code of Conduct.
3. Outline a staged approach for addressing student misconduct and consequences.
4. Clarify how the school supports students who are struggling to meet behavioral expectations with appropriate interventions.

Definitions

- **Additional Learning Needs:** Individual requirements for additional support, modifications, or accommodations within a school setting on a permanent or temporary basis in response to a specific context. This applies to any support required by students of determination and those who have special educational needs and/or additional barriers to learning, access, or interaction in that specific context (e.g., dyslexic, hearing or visually impaired, twice exceptional, or gifted and/or talented).
- **Behaviors of Concern:** Also referred to as "challenging behavior", includes "any repeated pattern of behavior, or perception of behavior, that interferes with or is at risk of interfering with optimal learning, wellbeing, physical safety, and/or engagement in pro-social interaction with peers and adults. This includes risky or illegal habits.
- **Bullying:** Repeated physical, social, or verbal aggression exercised by a person who feels they are in a position of power, against another person who is perceived as different, weaker, or powerless, to achieve specific gains or draw attention, in a way that hurts this other person physically and/or emotionally. Bullying can be committed by groups or individuals in person or online (cyberbullying).

- **Code of Conduct** A school's principles, standards, and expectations for student behavior at school and during school-related activities outside the school. It includes a clear statement of what constitutes positive behavior and what constitutes misconduct.
- **Documented Learning Plan (DLP):** A plan which outlines any personalized learning targets, modifications to curriculum, additional support, or tools for learning which are agreed by school staff, parents, and students (where appropriate), including Individual Educational Plans (IEP), Individual Support Plans (ISP), Individual Learning Plans (ILP), Behavior Support Plans (BSP), Advanced Learning Plans (ALP), etc. This may be to address any specific identified academic, behavioral, language, or social and emotional need.
- **Tiered Model of Support:** An approach to meeting the different needs of students which acknowledges that most needs can be met by the teacher (Tier 1: Universal), whilst some may require specific interventions (Tier 2: Targeted) and a few may require a high degree of personalization and possibly external support by specialists (Tier 3: Intensive and Individualized).
- **Positive Behavior:** The expected standards of student behavior as set out in the school's student code of conduct. Such behavior is conducive to the learning, wellbeing, and safety of the student and others in the school community.
- **Positive Handling:** An approach to resorting to the least intrusive form of physical contact using reasonable force as the only available option to prevent harm to self and others. Positive handling involves not using more force than is reasonably required to intervene through physical contact, such as guiding an injured student to safety by the arm to more extreme circumstances such as restraining a student who is violently injuring a peer.

1. Positive Behavior Model

Positive Behavior Expectations

At AIS, positive reinforcement and a constructive approach are central to developing and modifying student behavior. Our mission is to foster a supportive and nurturing educational environment where everyone can thrive. By promoting, recognizing, rewarding, and reinforcing positive behavior, we aim to create a culture where students feel valued and motivated to excel both academically and personally.

The AIS behavior management approach prioritizes fostering AIS learner attributes by promoting positive behaviors and inhibiting negative ones within a fair, equitable, and caring environment. Positive discipline focuses on teaching and reinforcing good behavior rather than punishing bad behavior, essential for creating a supportive learning environment. Setting clear expectations for both individual and collective behavior, while promoting the cultural values of the UAE, helps our students develop into responsible and positive citizens within the wider community. The following expectations associated with the AIS Learner Attributes are illustrative rather than comprehensive.

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.*

- *Behaving safely and responsibly, with regard to the safety and welfare of oneself and others.*
- *Acting as an ambassador to the broader community by representing the school on public occasions, promoting a positive school image, advocating for the school's values and standards, and demonstrating pride in being a member of the school community.*
- *Taking accountability for one's actions and their consequences.*

- Making informed and ethical decisions.
- Participating in initiatives that promote environmental sustainability.
- Maintaining the cleanliness of their classrooms.
- Disposing of litter in appropriate bins and not on the floor, school grounds, and playgrounds.
- Not writing on or scratching desks or chairs, which is considered vandalism.
- Refraining from the use of tobacco, medwakh, vape, and other substances on school campus, at school-sponsored events, and outside the school when wearing the school uniform.
- Not possessing or using dangerous items on school campus, at school-sponsored events, and outside the school when wearing the school uniform.
- Abiding by additional rules such as not selling items on campus without permission, not giving personal gifts to staff members, and not celebrating birthdays in classrooms or on school campus.

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.

- Complying with all school rules and regulations.
- Dressing appropriately, following the school's dress code and grooming rules.
- Following healthy eating habits and hygiene practices.
- Not chewing gum on school campus or in school-sponsored events.
- Respecting personal space and boundaries, including requesting consent to touch or use the belongings of others.
- Managing time effectively to balance academics, activities, and personal life.
- Practicing self-control in stressful or tempting situations.
- Recognizing and managing one's own emotions to maintain a positive and productive attitude.
- Using coping strategies to deal with emotional challenges and maintain focus.
- Reflecting on personal behavior and making adjustments to improve self-discipline.
- Setting personal boundaries and adhering to them, even in the face of peer pressure.
- Demonstrating patience and perseverance in achieving long-term goals.
- Not engaging in inappropriate displays of affection on school campus.
- Not using mobile phones on school campus.
- Using the school's technology appropriately and complying with the rules and regulations as stated in the Policy on Technology Use & Online Safety.
- Refraining from gaming and taking pictures or videos of classmates and teachers when on school campus.
- Being responsible for personal laptops/tablets and not holding the school accountable for the loss or mishandling of student devices.
- Communicating professionally with school staff through the official channels of communication adopted by the school (e.g., school email, Google Classroom). Not sending or accepting invitations to friend, connect with, or follow school staff on social media (e.g., Instagram, Facebook) or messaging applications (e.g., WhatsApp).

Determined: Learners are determined to develop and grow as individuals and active citizens despite challenges they may face.

- Fulfilling all responsibilities as a student with a good work ethic, personal effort, honesty, and a willingness to learn.
- Behaving responsibly and respectfully so as not to disrupt the learning of others within and outside the classroom.
- Attending school and classes on time, providing reasons for any lateness or absences.
- Being prepared for class with required books and materials.
- Completing and submitting assignments in a timely manner.
- Engaging in extracurricular learning opportunities.

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.

- Using respectful and appropriate language at all times.
- Interacting respectfully with staff members and peers.
- Resolving conflicts peacefully and respectfully.
- Showing empathy by actively listening to and understanding others' perspectives and feelings.
- Being vigilant of, caring for, supporting, and/or mentoring students, where appropriate.
- Considering the impact of words and actions on all students, staff, and parents.
- Speaking politely and behaving courteously with others, using phrases like “please” and “thank you.”
- Caring for the school's property and facilities as well as the property of others.
- Volunteering time and effort to community service projects.
- Reaching out to victims of bullying and offering support and sympathy.
- Refraining from propagating rumors, hearsay, and offensive audiovisual materials.
- Refraining from posting culturally inconsiderate content as per the ADEK Cultural Consideration Policy or defamatory content about parents, students, or staff on social media.
- Helping limit the spread of such behavior and reporting it to a teacher or parent.
- Supporting students who are bullied and offering assistance.
- Maintaining positive and constructive communication and refraining from posting negative comments or defamatory content about the school, staff, other students, and parents on social media and WhatsApp groups.
- Respecting the privacy of staff and students by not posting photos or videos taken on school property without permission.

Collaborative: Learners have the skills to productively work together in their intellectual and social endeavors to achieve their goals.

- Engaging in teamwork and possessing an open and welcoming attitude toward fellow students, particularly those who may feel marginalized.
- Encouraging and promoting environmental awareness, conservation, and sustainable practices.
- Actively participating in group projects and respecting others' contributions.
- Communicating effectively and respectfully in group discussions.
- Seeking and providing help and support to peers in collaborative tasks.
- Moving to and from classes in an orderly and quiet manner, refraining from running, pushing, or shouting.
- Walking up and down stairways on the right to ensure safe movement for all.

Courageous: Learners approach challenges and uncertainties with confidence and prudence.

- Taking personal initiative to act as a responsible citizen of the school by not engaging in misconduct and protecting other students from bullying by intervening (when appropriate) and/or reporting incidents of misconduct witnessed.
- Volunteering to lead or participate in challenging projects or activities.
- Seeking help and feedback when faced with difficulties or uncertainties.
- Demonstrating sportsmanship in winning and losing.
- Reporting bullying even if they only suspect it.
- Intervening to defuse a witnessed incident of bullying if it does not place them in harm's way.

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

- Demonstrating honesty in all academic work and interactions.

- *Engaging in academic honesty at all times, refraining from engaging in academic dishonesty or cheating, including copying homework or exam responses, allowing others to copy, plagiarizing, improperly obtaining exam questions, and falsifying documents.*
- *Recognizing the diversity of the school and wider community and not discriminating against others based on characteristics such as ethnic origin, nationality, culture, language, religion, gender, or ability/disability, in line with the ADEK Values and Ethics Policy.*
- *Respecting UAE national identity and cultural values in line with the ADEK Cultural Consideration Policy.*
- *Standing up for what is right, even when it is difficult.*
- *Treating everyone with fairness and respect.*

Promoting Positive Discipline and Character Development

Promoting discipline will involve the collaborative effort of all members of the school community—administrators, teachers, support staff, parents, and students. Positive reinforcement and a constructive approach are central in developing and modifying student behavior. The following are the school guidelines for promoting positive discipline:

- **Positive Reinforcement:** Regularly recognize and reward positive behavior using incentives and acknowledgments to reinforce good conduct and achievements (i.e., through the school’s Good News Report program).
- **School Values & Learner Attributes:** Communicate the school values and learner attributes to the entire school community, ensuring that everyone upholds them in all interactions and practices.
- **UAE National Identity and Culture:** Promote respect for local values, traditions, religion, and culture in line with the ADEK Values and Ethics Policy and the Cultural Consideration Policy.
- **Safe and Inclusive Environment:** Ensure a safe, inclusive, and secure learning environment that is welcoming, caring, enriching, professional, and respectful to all, regardless of background, nationality, religion, ability/disability, race, or gender.
- **Clear Expectations and Consistency:** Establish and communicate clear, consistent, and fair expectations for student behavior, ensuring all students understand what is expected of them, and apply these standards impartially across all situations.
- **Supportive Interventions:** Provide appropriate support and interventions for students struggling to meet behavior expectations, focusing on understanding and addressing the underlying causes of their behavior.
- **Behavioral Assessments:** Students will be assessed on their character development using the AIS Learner Attributes: Compassionate, Self-Disciplined, Collaborative, Responsible, Integrous, Determined, and Courageous.

Good News Reports Program

Through the Good News Reports Program, we aim to build a supportive school community where positive behavior aligning with the AIS Learner Attributes is recognized and valued. The program is designed to acknowledge students who demonstrate exemplary character and citizenship, as well as those who show significant improvement in their behavior. Specifically, students who demonstrate significant improvement or consistently display the AIS Learner Attributes, including Compassionate, Self-Disciplined, Collaborative, Responsible, Integrous, Determined, and Courageous are rewarded with a Good News Report. By celebrating outstanding progress and behavior, the program aims to motivate all students to strive for continuous personal growth and good citizenship, in line with the AIS Learner Attributes.

The following is the process for rewarding Good News Reports:

- When a staff member observes a student performing a positive deed or demonstrating significant improvement in behavior, they acknowledge the student's action immediately.

- The staff member praises the student for their specific behavior, reinforcing the positive action with verbal recognition.
- The staff member then gives the student a Good News Report card, which serves as a tangible acknowledgment of their good behavior.
- Students who receive Good News Report cards will bring them to the Head of Grade at designated times, such as during homeroom periods or at the end of the school day.
- The Head of Grade logs each report, tracking the positive behaviors and ensuring that every student's contributions are recorded accurately.
- Students can exchange their Good News Report cards for various prizes, which might include school supplies, privilege passes, certificates, or other incentives that align with the school's values and goals. Prize exchanges occur at scheduled times, such as weekly or monthly, allowing students to look forward to these moments of recognition.
- Special assemblies or announcements may be made to celebrate the achievements of students who consistently demonstrate positive behavior, providing public recognition and encouraging a culture of positivity throughout the school.

2. Levels of Misconduct

School offenses are tiered into four levels:

- **Level-1 Offenses:** Level-1 offenses are behaviors that disrupt the school environment and hinder both teaching and learning. These offenses include actions that negatively impact the overall discipline, order, and atmosphere of the school. The following is a non-exhaustive list of Level-1 offenses:
 - Being repeatedly late to the morning assembly or failing to participate without an acceptable excuse.
 - Repeated tardiness to morning assembly.
 - Failing to attend classes on time repeatedly without an acceptable excuse.
 - Frequent unexcused absences from classes.
 - Non-compliance with the school uniform (regular or PE) without an acceptable excuse.
 - Failure to follow the Student Code of Conduct inside and outside the classroom (e.g., not staying calm/disciplined during class time, making inappropriate sounds inside or outside the classroom, not dressing modestly, sporting inappropriate haircuts, if applicable).
 - Misuse of digital devices in school (e.g., playing games, viewing social media, messaging, using head/earphones in the classroom without justification or permission).
 - Incomplete homework and assignments in a timely manner.
 - Minor misbehaviors such as eating or sleeping during class time without justification or permission (after verifying the student's health status).
 - Not bringing books and other resources for school without an acceptable excuse.
 - Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.
- **Level-2 Offenses:** These offenses have a more serious impact, causing significant disruption or damage, or jeopardizing safety. These actions not only disrupt the educational process but also affect the safety and well-being of the school community. The following is a non-exhaustive list of Level-2 offenses:
 - Failing to attend school without an acceptable excuse at any time, including before and after breaks/holidays and the weeks leading up to exams (unless during a school approved study leave).
 - Leaving or entering the classroom during class time without permission.
 - Not attending mandatory school activities and events without an acceptable excuse.

- Inciting quarrels, threatening, or intimidating peers in the school.
 - Acting or appearing in a manner that contradicts the ADEK Cultural Consideration Policy.
 - Causing minor damage to school or bus furniture (e.g., writing or sticking gum on bus seats, tampering with the alarm bell or elevators).
 - Taking out and/or using mobile phones at school without permission and misusing any means of communication (e.g., sending frightening videos to young children).
 - Verbally abusing or insulting any member of the school community (including visitors).
 - Using, promoting, possessing, and/or distributing tobacco and other tobacco-derived products and paraphernalia, such as e-cigarettes/vaping, on the school premises, on the bus, or during school activities offsite.
 - Refusing to respond to inspection instructions or to hand over banned items.
 - Engaging in minor acts of vandalism.
 - Misuse of mobile phones.
 - Non-compliance with mandatory activities.
 - Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.
- **Level-3 Offenses:** Level-3 offenses are severe infractions that cause harm or involve dangerous behavior. These behaviors undermine the integrity of the school environment and pose significant risks to the safety and security of everyone involved. The following is a non-exhaustive list of Level-3 offenses:
- Bullying, intimidation, harassment, and/or abuse of members of the school community, including defaming them on social media.
 - Academic dishonesty/plagiarism (including copying and reproducing assignments and falsely taking credit for them).
 - Leaving the school premises without permission.
 - Seizure, destruction, and/or vandalism of school property.
 - Seizure, destruction, and/or vandalism of the school bus, including causing harm to the driver, supervisor, and/or other road users.
 - Assaulting others in the school, on the bus, or during school activities offsite, without causing injury to the victim.
 - Driving a vehicle recklessly inside or around the school premises, and not following the security and safety instructions.
 - Capturing, possessing, viewing, or distributing media (audio, images, videos, etc.) of staff and students taken without consent.
 - Causing harm to others in or around the school.
 - Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.
- **Level-4 Offenses:** These are the most serious violations and include actions that breach UAE laws or involve severe misconduct. These actions not only violate legal standards but also severely damage the school's reputation and the safety of its community. The following is a non-exhaustive list of Level-4 offenses:
- Using forms of communication (e.g. social media, digital devices) for unlawful or immoral purposes, or in a manner discrediting the school and members of the school community.
 - Possessing, using, or distributing weapons or objects used as weapons (e.g. arms, blades), or their equivalent, on the school premises, on the bus, or during school activities offsite.
 - Committing sexual assault (including engaging in sexual harassment) inside the school, on the bus, or during school activities offsite.

- Assaulting others in the school, on the bus, or during school activities offsite, and causing injury to the victim.
- Premeditated theft and/or engaging in its cover-up.
- Capturing, possessing, viewing, or distributing information/media (audio, images, videos, etc.) with unlawful content (e.g. pornography, terrorist/extremist videos).
- Leaking exam questions or engaging in related activities.
- Setting fire to the school premises.
- Insulting political, religious, or social figures in the UAE.
- Using, promoting, possessing, and/or distributing alcohol, narcotics, medical drugs, or psychotropic substances, on the school premises, on the bus, or during school activities offsite.
- Disseminating or promoting culturally inappropriate ideas/beliefs that go against the laws of the UAE with malicious intent, as per the ADEK Cultural Consideration Policy.
- Intrusive and/or illegal digital activity on school IT systems (e.g., hacking into school accounts, installing unauthorized software).
- Trespassing on school premises after school hours.
- Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.

3. Disciplinary Actions & Consequences

- The school shall strive to create a culture of applying positive behavior approaches when dealing with student misconduct. This includes reviewing the incident with the student and giving them a chance to explain, understand, and take ownership and accountability for their misconduct.
- Students are expected to exhibit positive behavior when under the school’s supervision. This includes periods when students are traveling to and from the school using school transportation and moving between, waiting for, and taking part in all activities organized by the school inside or outside its premises.
- The school is authorized to extend the applicability of the Student Code of Conduct to situations where students are representing the school indirectly when not under the school’s supervision, such as when wearing a school uniform in public settings.
- The disciplinary consequences shall be applicable to students in Grade 5 and above. Disciplinary measures for students below Grade 5 shall be subject to Resolution No. (206) of 2020 on the Policy of Managing Positive Behavior for Children in Early Childhood in Educational Institutions.
- The school shall use appropriate guidance and disciplinary actions to help students understand why their behavior is unacceptable and how to improve it, taking into consideration individual circumstances, including social, emotional, and psychological factors. The first approach should always focus on understanding contributing factors, providing support, and reinforcing positive behavior to encourage students to take ownership of their actions.
- Students receive continuous support to understand and rectify their behavior. This support is provided through guidance sessions with counselors or other designated staff, who work with students to identify the reasons behind their actions and support their behavioral improvement.
- The Behavioral Management Committee—consisting of the Principal (or their delegate), a faculty member, the school counselor or social worker, and the Child Protection Officer—shall review and discuss student behavioral concerns, ensuring fair and equitable disciplinary actions appropriate to the student's age, ability, and severity of misconduct.
- The school shall ensure that all behavioral incidents are meticulously recorded, allowing for the tracking of student progress and maintaining accurate records. The school shall keep a record of any student misconduct and actions taken by the school including root cause analyses, meetings with concerned stakeholders, intervention measures, observations of student behavioral progress, disciplinary procedures, and communications.

- Level-1 Misconduct: Recorded at the class level by the teacher. Misconduct may be added to the student's file or report card if repeated or if escalation is necessary.
 - Level-2, 3, and 4 Misconduct: Recorded at the school level by the administration. All Level-2 (on/offsite suspensions and expulsions), 3, and 4 misconduct reported to ADEK.
- The school will maintain strict confidentiality regarding all information about students' behavior.
 - The school will use any of the following disciplinary actions, provided they are proportionate, age-appropriate, and in line with the Staging of Disciplinary Procedures:
 - Discussion with the student and/or parents
 - Formal and recorded meetings with the student and/or parents
 - Verbal warning
 - Written warning to parents
 - Temporary or permanent removal from a class/group, under appropriate supervision (onsite suspension).
 - Loss of school privileges
 - Temporary or permanent confiscation of illicit goods or items belonging to the student if inappropriate (e.g., a mobile phone or music player) with a resolution by the Behavioral Management Committee.
 - Supervised detention during break, lunch, and/or after school (with parental consent)
 - Supervised restorative community work
 - Temporary exclusion of the student from school premises (offsite suspension)
 - Permanent exclusion of the student from school via the withdrawal/cancellation of their enrolment (expulsion)
 - 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.
 - *Misuse 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.
 - Staff are forbidden to use any of the following methods as disciplinary actions:
 - Corporal punishment (e.g., the use of physical force as a means of discipline or punishment with the intention of causing bodily pain or discomfort, however slight; in line with the ADEK Student Protection Policy)
 - Disclosing personal information about a student without their consent (e.g., medical status, financial status, family affairs)
 - Psychological punishment (e.g., verbal abuse, issuing threats)
 - Locking a student inside the school premises

- Seizing the student’s personal belongings without having a resolution by the Behavioral Management Committee
- Lowering or threatening to lower the student's academic grade/score
- Punishing a group for an individual’s misconduct
- Imposing additional schoolwork
- Mocking, insulting, or demeaning the student in private or in public
- Preventing the student from using washroom facilities or consuming water and food
- Detention outside of official school hours without parental consent

4. Staged Approach for Dealing with Misconduct

In addressing persistent misconduct, AIS follows a structured approach, with the Behavior Management Committee overseeing the implementation of procedures and decisions regarding consequences. Monitoring and documentation are integral parts of this process.

- **Disciplinary actions for Level-1 Offenses may include:** warnings, parental notification, counseling sessions, or temporary restrictions on certain privileges.

First time	Verbal Warning: – Address the verbal warning to the student and keep a record. – Discuss the expected change in behavior with the student.
Second time	Written Warning: – Issue a written a warning, document the incident in a report. – Notify the parent in writing about the student’s misconduct. – Discuss the expected behavior with the student.
Third time	Written Warning: – Issue a written warning, document the incident in a report. – Notify the parent in writing and hold meeting(s) with them to agree on a reasonable joint home-and-school strategy. – The parent is required to sign an undertaking to support the agreed strategy. – Conduct a guidance session to the student.
More than three times	Written Warning: – Issue a written warning, document the incident in a report. – Notify the parent in writing and summon the parent together with the Behavioral Management Committee to agree on how to implement a set of strategies aiming at reducing the negative behavior. – The parent is required to sign an undertaking to support the agreed strategies. – Conduct a guidance session to the student.

- **Disciplinary actions for Level-2 Offenses may include:** warnings, parental notification, detention, community service, or referral to counseling services, expulsion.

First time	Written Warning: – Issue a written warning, document the incident in a report. – Instruct the student to sign an undertaking not to repeat the offense. – Summon the parent, who is required to sign an agreement/undertaking to support their child in reforming their behavior.
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	– Conduct a guidance session to the student.
Second time	Onsite Suspension: – Issue a written warning, document the incident in a report. – Temporarily suspend the student up to 2 days and assign the student supervised study assignments inside the school with a notification to the parent. – Notify both the student and the parent of a second written incident report and consequences. – Notify the Behavioral Management Committee to agree to a set of strategies for reforming the student's behavior. – The parent is required to sign an undertaking to support the agreed strategy. – Conduct a guidance session to the student.
Third time	Onsite Suspension: – Issue a final written warning, document the incident in a report. – Temporarily suspend the student up to 3 days and assign the student supervised study assignments inside the school. – Notify both the student and the parent of the incident report and consequences. – Notify the Behavioral Management Committee to agree to a final set of actions for reforming the student's behavior. – The parent is required to sign an undertaking to support the agreed strategy. – Conduct a guidance session to the student.
More than three times	Expulsion: – Issue and document the incident in a report. – Immediately suspend the student offsite until the end of the investigation, with a notification to the parent. – The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion. – The parent is required to sign an undertaking to support the agreed disciplinary actions. – After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient support and counseling as per their behavior strategy.

- **Disciplinary actions for Level-3 Offenses may include:** parental notification, detention, suspension, mandatory counseling, involvement of legal authorities, or expulsion, depending on the severity of the misconduct.

First time	Onsite Suspension: – Issue and document an incident report. – Immediately suspend the student inside the school of up to 3 days. – The Behavioral Management Committee shall evaluate the evidence and determine disciplinary actions. – The school shall summon the parent immediately to inform of the disciplinary action and the requirement to sign an undertaking to support the agreed strategy.
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	– Conduct a guidance session to the student.
Second time	Offsite Suspension: – Issue a written final warning and document the incident in a report. – Immediately suspend the student offsite until the end of the investigation/of up to 3 days with a notification to the parent. – The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions. – Provide the student and the parent with a final written warning/undertaking. Summon the student and the parent to the school to present the Committee's decision. – Conduct a guidance session to the student.
More than two times	Expulsion: – Issue and document the incident in a report. – Immediately suspend the student offsite until the end of the investigation of up to 5 days with a notification to the parent. – The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion. – Provide the student and the parent with an undertaking. Summon the student and the parent to the school to present the Committee's decision. – After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient counseling as per their behavior strategy. – Conduct a guidance session to the student.

- **Disciplinary actions for Level-4 Offenses may include:** parental notification, immediate suspension, immediate expulsion and legal consequences in accordance with local laws.

First time	Offsite Suspension: – Issue a written final warning and document the incident in a report. – Immediately suspend the student offsite until the end of the investigation of up to 5 days with a notification to the parent. – The Behavioral Management Committee shall evaluate the evidence and agree on a set of disciplinary actions and a corrective plan. – Provide the student and the parent with an undertaking. Summon the student and the parent to the school to present the Committee's decision. – Conduct a guidance session to the student.
More than one time	Expulsion: – Issue and document the incident in a report. – Immediately suspend the student offsite until the end of the investigation of up to 5 days with a notification to the parent. – The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion. – Provide the student and the parent with an undertaking. Summon the student and the parent to the school to present the Committee's decision. – Conduct a guidance session to the student.

	– After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient counseling as per their behavior strategy.
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5. Positive Handling

The school is authorized by ADEK, in certain circumstances, in order to maintain good order, to physically intervene to prevent students from harming themselves or others, and allow staff to use reasonable force.

- When choosing to restrain a student, all other options shall initially be considered and positive handling shall be the last resort in managing situations. Positive handling is used in cases to protect students, in circumstances such as to prevent students from:
 - Leaving the classroom or school premises where allowing the student to leave would risk their safety and/or that of others
 - Injuring themselves and/or others
 - Damaging property
- Any response to extreme behavior should be reasonable and proportionate, and conducted with minimal usage of physical force and staff shall consider the risks and carefully consider any vulnerabilities of the student (e.g., vision and hearing impairment, mobility restrictions, mental health needs, medical conditions). Such conduct shall only be in accordance with the following:
 - The student should be in immediate danger of harming themselves and/or others.
 - The member of staff should have good grounds for believing this.
 - Only the minimum force necessary to prevent injury or damage should be applied.
 - Every effort should be made to secure the presence of other staff before positively handling a student, for the purpose of securing assistance or witnesses.
 - Once the situation is deemed to be no longer dangerous, the student should be allowed to regain self-control.

6. Support and Intervention

The school provides appropriate and student-centric interventions to support students who exhibit behaviors of concern or are at risk of doing so. The following outlines the procedures for implementing supportive interventions.

- **Needs Analysis and Tiered Support:** AIS Schools shall conduct a needs analysis to determine the causality and extent of support required for students. Interventions shall be provided to students based on a tiered model of support response, adhering to the ADEK Inclusion Policy and ADEK Educational Risk Policy.
- **Provision of Professional Support:** Students shall receive professional support tailored to their specific needs, including counseling services, in accordance with the ADEK Student Mental Health Policy. Engagement with parents and relevant stakeholders, such as teachers, will be facilitated as appropriate. Ongoing monitoring of student progress shall be conducted to ensure effectiveness of interventions.
- **Referral to External Specialists:** In cases requiring intensive, individualized, and long-term support, students may be referred to external specialists. Parents will be responsible for

monitoring their child's progress and providing updates to a designated school staff member. The designated staff member may share relevant information with stakeholders as necessary.

- **Integration with Disciplinary Procedures:** Disciplinary actions, as outlined in the school's policy, may be taken concurrently with interventions in cases of student misconduct.
- **Preservation of Support for Students with Additional Learning Needs:** Support and interventions for behavioral concerns shall not diminish or replace the support available to students with additional learning needs, as detailed in their Documented Learning Plan (DLP). In cases where disciplinary procedures are being exercised in relation to students with additional learning needs, the Head of Inclusion shall be consulted to determine appropriate disciplinary action.
 - The school shall ensure that any underlying special educational needs affecting behavioral regulation are considered in determining appropriate disciplinary action.
 - The Student Support Team shall develop a Documented Learning Plan (DLP) and/or Risk Assessment to manage instances where students with additional learning needs cannot regulate their behavior in a similar manner to their peers due to an underlying need.
 - Sufficient guidance shall be provided to students to ensure continued learning during supervised detention and/or suspension periods.

7. Appeals Procedure

An appeal is a formal request made by parents to review and reconsider a school's decision regarding their child's suspension or expulsion. It involves submitting a request within specified timelines and receiving a final decision after the school reviews the case.

- **Timeline for the Appeal:** Parents have 1 working day to appeal a school's decision to suspend their child. Parents have 10 working days to appeal a school's decision to expel their child.
- **Modes of Appeal:** Appeals can be made via email, telephone, or face-to-face meeting, as per the parent's preference.
- **Decision of the Appeal:** Following a review by relevant personnel (Behavioral Management Committee), the school shall issue a final decision (accept or reject) within 2 working days for suspension cases and within 7 working days for expulsion cases. The decision shall be communicated to the parent.
- **Escalation Process:** If the school fails to respond to the appeal within 3 working days, or if the parent rejects the school's final decision, the parent is entitled to log a complaint to ADEK within 5 working days.
- **ADEK Investigation:** ADEK reserves the right to investigate any complaint related to suspension and expulsion following the school's final decision.

ARTICLE 13: POLICY ON ANTI-BULLYING

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 illegal and a criminal offense according to UAE law, and will take necessary law enforcement measures if needed to protect its students, considering it a child protection concern. The policy is consistent with the school's Student Behavior Policy, Child Protection Policy, and Student Health & Wellbeing Policy.

PURPOSE

This policy aims 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.
- Ensure that students, parents, and staff are aware of the definition of bullying and its distressing effects, understand the referral procedures for reporting bullying incidents, and are familiar with the strategies for supporting those involved.
- Create a school community where bullying is recognized as unacceptable and all students feel valued, secure, and happy.

DEFINITIONS

- **Bullying:** It involves a person being hurt, distressed, pressured, or victimized by repeated intentional attacks by another individual or group. Bullying can take various forms, including physical, verbal, textual, cyber, and social behavior:
 - **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, social media (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:** It 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. It includes harassment, vilification, unauthorized sharing, and publicizing private information and images.

GUIDING PRINCIPLES & PROCEDURES

The following guiding principles and procedures outline the responsibilities and actions to be taken by the school, students, and parents in preventing and responding to bullying.

School Responsibilities

The school has a responsibility to create and maintain a safe and supportive environment for all students. This includes raising awareness, providing education and training, establishing clear policies and

procedures, and offering support and intervention for those affected by bullying.

1. Access and Awareness:

- Provide access to the Anti-Bullying Policy and related policies via the school website.
- Ensure staff are aware of their roles in implementing bullying prevention and response strategies, and are confident in identifying and referring students at risk.
- Promote a positive culture around school core values, raising awareness about the harmful effects of bullying.
- Ensure students are given clear guidance on how to respond to bullying incidents.
- Ensure all incidents of bullying are dealt with immediately and managed in line with the Anti-Bullying Policy, Student Behavior Policy, and Child Protection Policy.

2. Support and Intervention:

- Provide support and guidance to victims of bullying and intervention for individuals who bully others.
- Encourage students to report incidents of bullying and establish reporting as responsible behavior valued in the school community.

3. Education and Training:

- Develop and distribute educational materials to inform students and staff about the signs of bullying and how to prevent it.
- Conduct regular training sessions for staff to ensure they are equipped to handle bullying incidents effectively.
- Educate students and staff on how to identify bullying, including recognizing the signs of bullying and understanding its various forms.
- Provide training sessions and workshops for staff and students on the impact of bullying and effective strategies for prevention and response.

4. Monitoring and Evaluation:

- Implement regular school-wide surveys to monitor the prevalence and types of bullying, and to assess the effectiveness of anti-bullying strategies.

5. Bullying Prevention Strategies:

- Develop and implement a school-wide anti-bullying program that includes recognizing vulnerabilities for students with additional learning needs.

Proactive Measures:

- Promote inclusive practices and foster a positive school culture where diversity is respected and valued.
- Implement social-emotional learning programs to teach students skills like empathy, emotional regulation, and conflict resolution.
- Conduct regular school-wide activities and campaigns to raise awareness about the effects of bullying and the importance of kindness and respect.
- Establish clear school rules and policies that explicitly prohibit bullying and outline the consequences of such behavior.

Support for Vulnerable Students:

- Identify students with additional learning needs who may be more vulnerable to bullying and provide them with additional support and resources.
- Create peer support programs, such as buddy systems, to help integrate and support vulnerable students.
- Provide training for staff on recognizing and addressing the specific needs and vulnerabilities of

students with additional learning needs.

Community Involvement:

- Engage parents and the wider school community in bullying prevention efforts through informational sessions, workshops, and regular communication.
- Encourage parents to reinforce anti-bullying messages at home and to be active participants in promoting a positive school culture.

Student Responsibilities

Students play a crucial role in maintaining a bully-free environment by adhering to school policies, reporting incidents, and supporting their peers.

1. Conduct and Values:

- Abide by the school's code of conduct and practice the school core values at all times.
- Demonstrate kindness and respect towards all peers, promoting an inclusive environment.

2. Reporting and Intervention:

- Speak out against bullying and report any incidents immediately.
- Seek adult assistance if witnessing bullying.
- Intervene verbally in a bullying incident only if it does not place them in harm's way.

3. Behavior:

- Avoid physical violence and verbal insults.
- Refrain from propagating rumors or offensive materials.
- Reach out to victims of bullying and offer support.
- Participate in school-wide anti-bullying programs and initiatives.
- Actively engage in creating a positive and safe school culture.

Parent Responsibilities

Parents are partners in promoting a safe and respectful school environment. Their support and involvement are critical in reinforcing the school's anti-bullying policy.

1. Support and Communication:

- Support school core values of tolerance and respect and encourage children to exercise these values.
- Be aware of the policy and strategies implemented in the school and discuss them with their children.
- Encourage children to report bullying incidents to their teachers.
- Encourage open communication with their children and look for positive strategies to deal with feelings.
- Recognize and value the partnership between home and school, leaving incident handling to the school.

2. Monitoring and Involvement:

- Monitor their children's social interactions and online activities to detect any signs of bullying.
- Collaborate with the school to reinforce anti-bullying messages at home.
- Attend school meetings and workshops on bullying prevention and intervention.
- Model respectful and empathetic behavior in all interactions.

Procedures for Responding to Incidents:

When bullying incidents occur, it is essential to respond promptly and effectively to protect the victim and address the behavior of the perpetrator.

Investigation:

- The school shall conduct a thorough investigation and take necessary actions to protect the victim and reeducate the perpetrator.
- Staff must report bullying incidents to the Head of Grade/Department Head.
- The Head of Grade/Department Head will inform the Head of Pastoral Care, who will conduct a thorough investigation with the Student Support Team (SST).
- Details of the investigation will be recorded confidentially and shared with respective parents.

Actions and Follow-up:

- Meetings with parents of both the perpetrator and the victim will be held, informing them of the incident's severity and the school's response.
- A plan of action will be generated to support the students and prevent recurrence.
- Decisions on actions for both the victim and the perpetrator will be made, with the perpetrator's consequences ranging from exclusion from activities to suspension or expulsion.
- A detailed report will be prepared and kept in the students' files, ensuring confidentiality.
- Intervention and support procedures will be implemented, with referrals to the school counselor if necessary.
- Continued monitoring of the students involved will be conducted by teachers, the counselor, and the Head of Pastoral Care.

Behavioral Management Committee Role:

The Behavioral Management Committee is responsible for ensuring fair and equitable disciplinary actions in serious bullying incidents.

- The Behavioral Management Committee—consisting of the Principal (or their delegate), a faculty member, the school counselor or social worker, and the Child Protection Officer—shall review and discuss serious bullying incidents, ensuring fair and equitable disciplinary actions appropriate to the student's age, ability, and severity of misconduct.
- The committee shall be available to convene at any time to address urgent situations and ensure that all disciplinary actions are consistent with the school's policies and values.

Procedures for Intervention and Support

Providing appropriate intervention and support for both victims and perpetrators is essential in addressing and preventing bullying.

For Victims of Bullying:

- **Immediate Support:** Offer an immediate opportunity for the victim to talk about their experience in a safe and confidential environment.
- **Individual Counseling:** Provide individual counseling sessions to help the victim develop coping strategies and resilience, focusing on how to deal with bullying behavior.
- **Parental Involvement:** Inform and collaborate with the victim's parents to ensure they are aware of the situation and can provide additional support at home.
- **Monitoring and Follow-up:** Continue to monitor the victim's behavior and emotional well-being, offering ongoing support and check-ins to ensure they feel safe and supported.
- **Preventative Measures:** Implement necessary actions to prevent further bullying, such as adjusting the victim's schedule or implementing protective measures during school activities.

For Perpetrators:

- **Identify Causes:** Work with the perpetrator to identify possible causes of their bullying behavior,

addressing any underlying issues or contributing factors.

- **Parental Collaboration:** Inform the perpetrator's parents and request their support in implementing a clear plan of action for behavioral modification.
- **Counseling Sessions:** Provide individual counseling sessions to discuss the seriousness of their behavior, the impact on others, and necessary changes to their actions and attitudes.
- **Behavioral Monitoring:** Continue to monitor the perpetrator's behavior closely, providing feedback and support to encourage positive behavior changes.
- **Targeted Intervention:** Implement targeted interventions, such as social skills training or conflict resolution programs, to support the development of socially appropriate behavior.
- **Accountability and Consequences:** Ensure that the perpetrator understands the consequences of their actions and holds them accountable, implementing disciplinary actions as needed in line with the school's policies.

ARTICLE 14: POLICY ON TECHNOLOGY USE & ONLINE SAFETY

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.

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.

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 15: GUIDELINES FOR HEALTHY AND BALANCED EATING

At AIS, we are committed to promoting healthy and balanced eating habits among students and ensuring they have access to a safe and healthy diet. Parents are expected to support the school in creating a healthy food culture and promoting healthy food choices by ensuring that their children have access to safe and healthy food.

In accordance with the Abu Dhabi Quality and Conformity Council (QCC) standards, parents are expected to adhere to the following guidelines when preparing meals and snacks for their children. These guidelines are designed to ensure the safety and well-being of students, promote nutritious eating habits, and comply with the QCC's emphasis on food safety and quality within educational settings. Accordingly, parents are expected to immediately notify the school of any specific allergies or dietary intolerances their child develops and ensure that their child's school health record is updated and accurate.

Note that, as an alternative, the school canteen provides students with healthy, nutrient-rich food in line with the requirements of the Abu Dhabi Guideline for Food Canteens in Educational Institutions.

1. Healthy Food & Beverages

Parents are expected to pack healthy meals for their children, ensuring a balanced diet that includes fruits, vegetables, whole grains, lean proteins, and healthy fats. This would provide the essential nutrients needed for growth, development, and overall well-being.

- **Fruits and Vegetables:** Include a variety of fresh fruits, such as apples, berries, and orange segments, or a variety of vegetables, such as carrot sticks, cucumber slices, and cherry tomatoes.
- **Whole Grains:** Choose whole-grain options for sandwiches and wraps, such as whole-grain bread or tortillas, or include whole-grain crackers or whole-grain pasta salads.
- **Protein-Rich Foods:** Pack lean proteins, such as grilled chicken strips, turkey slices, or beans. Hard-boiled eggs and hummus are also great protein sources.
- **Dairy or Dairy Alternatives:** Add low-fat dairy products, such as cheese sticks, yogurt, or milk. For those who are lactose intolerant, include fortified dairy alternatives such as almond milk, soy yogurt, or oat milk.
- **Healthy Fats:** Include healthy fats by adding foods like avocado slices and hummus. These can be paired with whole-grain crackers or vegetables for a nutritious snack.
- **Water:** Ensure your child brings at least one water bottle to school or enough water to last throughout the day. Adequate hydration is essential for overall health. Note that students have access to drinking water in school throughout the day.
- **Other Healthy Beverages:** Besides water, healthy beverage options include milk (or lactose-free and plant-based alternatives like almond, soy, or oat milk), 100% fruit juice, and homemade smoothies with fresh or frozen fruits can also be a nutritious choice if they are low in added sugars.

2. Unhealthy Food & Beverages

Parents must avoid packing unhealthy foods and beverages for their children, such as those high in sugar, salt, and unhealthy fats. This includes processed foods, sugary snacks and beverages, and fried foods.

- **Fried Foods:** Avoid sending fried foods such as fried chicken and french fries. QCC standards discourage high-fat and calorie-dense foods that contribute to poor nutrition and weight gain.
- **Sugary Items:** Avoid packing snacks and beverages high in sugar, such as candy, chocolates, pastries, and sugary drinks. These items can lead to dental problems, obesity, and energy fluctuations.
- **Processed and Packaged Foods:** Limit heavily processed and packaged foods like chips and pre-packaged baked goods. These often contain high levels of salt, sugar, and unhealthy fats, contrary to QCC recommendations.
- **Artificial Additives:** Avoid foods with artificial colors, flavors, and preservatives, which can have negative effects on children's health and behavior. This aligns with QCC's focus on natural and minimally processed foods.
- **Unhealthy Beverages:** Certain beverages, including coffee, energy drinks, and certain sodas, are prohibited as per QCC guidelines. These are unsuitable for children and can negatively affect concentration and sleep.

3. Food Restrictions

- Chewing gum is prohibited on the school campus for various reasons, including maintaining cleanliness and proper etiquette.
 - **Ensuring Cleanliness and Protecting School Property:** Improperly discarded gum often ends up stuck to floors, desks, doors, and other surfaces, creating a mess that is both unsanitary and difficult to clean. This not only poses significant cleaning challenges but also increases maintenance costs for the school.
 - **Promoting Proper Etiquette:** Chewing gum can be disruptive in a classroom setting, not only due to the noise it generates but also because of behaviors such as open-mouth chewing and bubble popping. These actions are often considered impolite and can detract from the overall learning environment.
- Following QCC standards, all types of nuts (including peanuts) are strictly prohibited for personal consumption or distribution on school premises due to the high risk of severe allergic reactions. This policy applies to all students, regardless of whether they have allergies, to ensure the safety of those who do.
- Parents are responsible for ensuring that they pack safe meals for their children with food allergies or specific dietary intolerances, such as gluten and lactose intolerance.

4. Food Delivery Services:

- Students are not permitted to use external food delivery services (e.g., Talabat) during school hours.

ARTICLE 16: 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 17: CHILD PROTECTION

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.

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.

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, co- and extra-curricular 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;
 1. **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.
 2. **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.
 3. **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.
 4. **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.
 5. **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 traveling 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 this 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 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 18: 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 wear 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 19: 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 20: 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 15 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 21: 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 22: 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 23: 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.