Sharjah American International School

2026 . 2027

SAIS CODE OF CONDUCT

Abu Dhabi branch

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Responsible Team: Inclusion Team and SLT

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VISION

Our Vision of SAIS-AUH education is to ensure that all students:

- Develop responsibility and self-direction.
- Engage as compassionate members in a global society.
- Lead by example in academics and community service.
- Model individuality and embrace cultural diversity.
- Actively seek understanding through breadth and depth of knowledge.
- Rely on critical thinking.

MISSION

The mission of SAIS-AUH school is to ensure each student achieves personal goals, develops individual purpose, and becomes college and career ready, in a culture distinguished by character, critical thinking, communication, collaboration, and creativity that promotes safety and social growth.

VALUES

S ▶ Social responsibility

A ▶ Acceptance

I ▶ Integrity

S ▶ Self-confidence

PURPOSE

1. Ensure that SAIS- AUH vision, mission and distributed responsibilities are implemented effectively to promote students'wellbeing.
2. Maintain a safe and Inclusive environment.
3. Outline our support system and stepped approach in behavior management.
4. Support teachers with evidence-based practices.
5. Outline the monitoring and reporting requirements to support student progress.
6. Hold students, teachers and staff responsible for the consequences of their actions.

7. Build positive student behavior in the school community.
8. Promote and encourage positive conduct and limit violations and maladaptive behavior.
9. Provide a conductive, fair educational environment to achieve safe and ethical decisions.
10. Apply the principles and culture of empathy, justice and tolerance.
11. Promote student and parent awareness of their obligations to keep self-control and good behavior.

DEFINITION

Code of Conduct	A set of principles, expectations, and/or rules that are given to students and parents to make sure that the expectations that the school has for behavior are clearly communicated to them.
Attendance	Being present regularly and participating in school programs and activities. Attendance is compulsory during all modes of learning (face-to-face or distance learning). A student is marked absent if they fail to attend classes.
Absences	Fail to attend to school regularly and to participate in school activities.
Campaigns	An organized course of action to achieve a goal.
Behavior	The function of a person in an environment. The function can be influences by lack of skills, controlling behavior, or seeking attention.
Child Protection	Measures and structures to prevent and respond to abuse, neglect, exploitation and violence affecting children.
Violation	Any behavior that disrupts the teaching and learning, ruin the conductive safe environment and hinders social and emotional wellbeing

SCOPE

This policy applies to teachers, students, staff, parents and stakeholders. SAIS-AUH understands well that discipline utilizes a multilayered level of support for students with varying levels of needs. We have created a committee to manage behavior effectively.

RESPONSIBILITIES

MANAGERIAL RESPONSIBILITY:

- The school management is responsible for ensuring that our learning environment is completely safe and disciplined that includes rules, ways of encouraging and affirming student efforts, rewards, penalties, and implementation procedures.
- Ensure through regular review of the behavior policy, involve students, parents, teachers, and other staff that the behavior policy is understood and accepted by all members of the school community.
- Establish the school pastoral Committee.
- Develop, implement, and regularly review the School's policies and procedures for promoting good attendance, and follow up on excessive absence including truancy, and ensure full compliance with the Council's requirements.
- Ensure that the School's attendance policies and procedures are implemented and adhered to.
- Ensure effective administration of student attendance and recording daily attendance at all lessons.
- Provide clear information about the consequences of poor attendance to Parents/Guardians, students, and School staff. - Set procedures for dealing with poor attendance and tardiness.
- Recognize students with exemplary attendance records.

TEACHERS RESPONSIBILITY:

- Staff will take every opportunity to raise students' awareness and understanding of the many issues related to behavior and discipline through effective use of HALP, Student council, Islamic Education and Moral Education.
- School staff should always consider themselves responsible for the behavior of students within sight or sound of them, and should respond promptly and firmly to any instances of unacceptable behavior.

- Exert efforts to establish the motivation behind and the purpose of the student's misconduct, in order to respond to it with a suitable solution, rather than simply taking a punitive approach.

PARENTAL RESPONSIBILITY:

Parents should provide a conducive home environment, as it plays a crucial role in shaping attitudes that produce good behavior in schools. It is therefore important that parents should be aware of the aims, values, and the nature of expected behavior of the school.

STUDENT RESPONSIBILITY ATTITUDES AND BEHAVIOR:

SAIS students are expected to demonstrate high standards of behavior at all times. This includes moving around the school, in tutor time and assembly, in the social areas and on the way to and from school. Appropriate action will be taken by the school against any students whose behavior is unacceptable and undermines the good discipline or reputation of the school.

The cornerstones of standards of students' behavior are respect for oneself, respect for others, respect for the school and local community, and respect for the environment.

Students Expectation:

1. I will aim to follow the scheduled timetable.
2. I should be in school at 7:45 a.m. in my homeroom class.
3. I should take the permission if I want to leave a lesson for any reason.
4. I should report my absence to my supervisor.
5. I should only leave school before dismissal with supervisor permission and an early leave slip.
6. I should always come to school wearing the full PE uniform during PE classes.
7. I should always walk through school hallways quietly and respectfully to avoid disturbing classes.
8. I should line up during dismissal time and use the allocated exit and entry doors.

9. I should have all related stationary, books, and resources per the classroom timetable.
10. I should listen attentively during the lesson and actively participate with my peers.
11. I should speak politely to teachers, school staff, and peers.
12. I should always keep my desk/locker area organized.
13. I should eat only during breaks and in the allocated places.
14. I should submit homework, projects, and assignments as per the agreed upon due date. It is my responsibility to communicate with my teachers if I need an extension for a valid reason.
15. Sleeping during lessons is not allowed and will be reported to the Inclusion Lead.
16. I should keep my mobile at home or keep it with my supervisor.
17. I will respectfully treat others.
18. I will check each MS Team subject channel and read the instructions for each lesson.
19. I will use subject channels to communicate with my teachers and ask questions if I do not understand.
20. I will follow SAIS expectations by showing honesty, respect and kindness towards myself and others.
21. I will communicate with peers, teachers and others using technology responsibly and respectfully.
22. I will not record or take photos of my peers or teachers during remote learning.
23. I will use the internet responsibly. If I accidentally encounter any inappropriate material, I will report it immediately to my teacher, parent, or supervisor.
24. My supervisor is available if I have any concerns or worries. I can email them directly or reach out to them.
15. All similar offenses will be reported to the school behavior committee.

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SAIS MONITORING AND SUPPORT TEAM

SAIS-AUH is a school where learners feel at home. We believe that a safe learning environment contributes to student success and achievement. We lead our students to aim high by boosting their confidence. SAIS-AUH students are encouraged and appreciated for their achievements, whether great or small. Our students take pride in their work and in themselves.

SAIS-AUH Support Team seeks to create a school environment where students feel supported academically and emotionally. We make sure that all staff members are working to support the students with plans, activities, and appropriate follow-up to help them achieve success both inside and outside the classroom. In addition to this, we offer support for our students and staff in terms of child protection, anti-bullying campaigns, health and wellness, etc.

ATTENDANCE

egular attendance is essential for student success and engagement in learning. tudents are expected to attend all scheduled classes, arrive on time, and emain for the duration of each session.

- Students are expected to attend school on every school day as specified in the school calendar.
- Students shall arrive at school punctually every day, attend morning assembly, and attend classes on time.
- Teachers shall maintain a record of attendance for every period through the school portal.
- Late Student: A student who had come in after the assembly/ HALP time, needs to report at the school Supervisor's Office–
- For the safety of the child, the parent has to inform the school supervisors before 8:00 am, if the child is absent.

- Parents should ensure that family vacations are taken during scheduled school holidays.
- Daily attendance is sent to ADEK through eSIS system.
- Students cannot leave the school premises during school hours without a request from the parents and approval by the Vice Principal OR section supervisor.

ABSENCE

DEFINITION(S):

For the purposes of this policy, absence refers to the days when students fail to attend school. A student who does not miss a single class throughout the year is said to have a 0% absence record or a 100% attendance record. Absence rates above 10% should be regarded as a cause for concern. Authorized absences are to be distinguished from unauthorized absences or truancy.

PURPOSE(S):

- To encourage students to attend all classes in a timely manner, so that they maximize the educational benefit of being in school.
- To ensure that unauthorized absences are dealt with firmly and effectively.
- This policy is linked to attendance policy, which highlights the need for students to attend School and all lessons punctually and regularly. Schools shall seek to achieve low absence rates by:

1. Following up on all unexplained absences immediately.
2. Providing a safe, caring, and engaging learning environment that encourages and stimulates students.
3. Recognizing and rewarding excellent or improved student attendance.
Implementing strategies and programs to address attendance problems for individual students.
4. Providing clear and specific information about the rules and consequences of poor attendance to Parents/Guardians, students, and School staff.

TYPES OF ABSENCES:

AUTHORIZED ABSENCES

The following types of absences may be regarded as authorized when confirmed by a signed letter from Parents/Guardians or by way of official documents:

- Illness.
- Death of first or second degree relative.
- Scheduled doctor appointments.
- Official community task.
- Mandatory appearance before an official body.
- Essential urgent family travel for matters such as medical treatment or the death of a family member.

UNAUTHORIZED ABSENCES

The following types of absences are to be regarded as unauthorized:

- Shopping trips.
- Unnecessary travel.
- Other types of absences not included in the authorized absences list.

Students are truant if they are absent from School without their Parents'/Guardians' knowledge or consent, or if Parents/Guardians have colluded with the student so that they are absent without authorization. Truancy is an unauthorized absence, and Schools must immediately inform the student's Parents/Guardians of incidents of truancy and shall hold discussions with them and the student and closely monitor the student's attendance.

If an absence is authorized, the student has the right to make up the work and tests that were missed. If an absence is unauthorized, the School will agree with the Parents/Guardians on the appropriate course of action pending completion of the investigation into the circumstances surrounding the absence. School administration will excuse students for being late in the morning during days with adverse weather conditions (e.g., heavy fog).

Parents/Guardians who plan to have their children miss several days of School are required to notify the School at least ten days before the anticipated absence, to allow teachers time to prepare the list of assignments that will be missed during the absence. The student or Parent/Guardian shall be responsible for contacting the School administration to learn of all assignments and tasks given to the student. These assignments must be completed by the student and returned to the relevant teachers either before leaving or shortly after returning from the absence.

If students have a poor attendance rate of 10% or more, the school will take, follow-up actions with parents and notify ADEK. For further clarifications read SAIS Attendance Policy QR code at the end of this document

MOTIVATION

Here at SAIS AUH, we believe that motivation has several effects on students' learning and behavior and that this affects their learning and achievements.

We use a variety of motivational tools to encourage students' academic and personal development. Examples include the use of Seesaw, merit points and the implementation of houses from KG to G12 to encourage healthy competition. Students are rewarded with gift cards and certificates, pizza parties, trips, and school with recognition for their achievements.

SAIS CODE OF CONDUCT

It is the right of every individual and group at SAIS to feel safe and to have a peaceful, dignified existence. Without being hindered by the behavior, attitude, or noise level of others. In order that this may happen, it is essential that every member of the school community is:

Considerate - respecting other individuals' right to a peaceful, dignified existence; making sure that words and actions do not cause inconvenience or offense to others.

- Courteous: always being polite and helpful.
- Co-operative: being willing to work with others.
- Friendly: being on good terms with others.
- Hardworking: doing our best.
- Honesty: being truthful; respecting the property of other people.
- Respectful: of the culture, values, and traditions of others.
- Responsible: being accountable, reliable, and responsible for our actions.

WHAT THIS MEANS IN PRACTICE IS THAT I SHOULD:

- Be Punctual: always arrive to school & class on time.
- Speak Considerately: avoid shouting, swearing and offensive language.
- Be Ready for lessons: have the necessary materials.
- Clear Up: after lessons and break, use the rubbish bins.
- Be Safe and Sensible: move in an orderly way – avoid running and use paths; hold doors open for other people; be aware of our own & others' safety.
- Negotiate: if I know there might be a problem, go and talk about it to someone.
- Respect: for authority, property, and the rights of others.

SAIS STAFF ARE COMMITTED TO

- Maintaining a caring school environment, which fosters self-esteem, where young people are accepted, respected and listened to.
- Being alert and responding to signs of distress or suspected incidents of harassment and bullying in class and at play areas.
- Providing appropriate counseling & support to both those being bullied & bullies.
- Modeling appropriate behavior.
- Ensuring that supervision duties are carried out proactively & responsibly to ensure student safety.
- Following-up all reported cases of bullying or harassment.

SAIS STEPPED APPROACH TO BEHAVIOR MANAGEMENT

As per UAE law & SAIS policy, corporal (physical) punishment & humiliation are strictly prohibited.

Any teacher using physical punishment (including putting in the sun as a punishment, hitting, slapping, pinching, pushing, dragging, denying water or toilet trips (when it is necessary and urgent), name-calling, swearing, insulting etc.) will be disciplined.

CONDUCT VIOLATIONS .1

1.1 Being late for morning HALP time, 7:40am – 8:00am, being late to class at the Specified time without an acceptable excuse.
1.2 Leaving the class during the lesson or not attending school activities without permission or an acceptable excuse
1.3 Not committed to school or sports uniform or not taking care of it.
1.4 Not bringing schoolbooks or tools.
1.5 Not following the positive behavior rules inside and outside the classroom such as: listening during the lesson
1.6 Sleeping during the lesson without permission or an acceptable excuse. (After checking the student's health condition)
1.7 Eating during the lesson or the morning assembly without permission or an acceptable excuse. (After checking the student's health condition)
1.8 Does not submit the homework on time.
1.9 Bringing communications devices, such as mobile phones.
1.10 Misusing electronic devices, such as iPads, during the lesson, like playing games or putting on headsets.
1.11 All similar offenses according to the report of the Educational Committee.

PROCEDURES TO DEAL WITH THE VIOLATION .1

CONDUCT 1:

1.1 Being late.
1.2 Leaving the class.
1.3 Not wearing school uniform.
1.4 Not bringing schoolbooks.
1.5 Not following classroom rules.
1.6 Sleeping during lesson without health condition.
1.7 Eating during lesson.
1.8 Doesn't submit homework on time.

1.9 Bringing mobile phones.
1.10 Missing electronic devices.

CONDUCT 2:

2.1 Repetition of the first level violation.
2.2 Absence before and after holidays, vacations and weekend or before the final exams.
2.3 Leaving without permission or escaping during school day and that will be considered as absence.
2.4 Incitement of conflict or intimidation against school colleagues.
2.5 Acting against public morals, school rules and society values and habits, such as: Imitating the other gender through clothing, appearance and hairstyles and using cosmetics.
2.6 Writing on school walls, desks, furniture and school bus.
2.7 Photographing, possessing, publishing, or circulating photos of school staff and students without permission.
2.8 Verbal abuse/Physical abuse/emotional abuse/sexual abuse/cyber bullying
2.9 Smoking inside the school or the possession of smoking tools.
2.10 Vandalizing and damaging school buses and harming road users.
2.11 All similar offenses according to the report of the Educational Committee.

CONDUCT 3:

3.1 Repetition of the second level violations.
3.2 Bringing, possessing, showing, or promoting any unlicensed material or media against community values, morals and public regulations.
3.3 Defamation of colleagues and school staff and abusing them.
3.4 Possessing white weapons inside the school.
3.5 Sexual harassment inside the school.
3.6 Physical abuse/emotional abuse/cyber bulling against school staff and students (bullying).
3.7 Stealing or covering it up.
3.8 Destruction and damaging of school equipment, devices, tools and facilities.
3.9 Offending religions or inciting sedition in the school.
3.10 All similar offenses according to the report of the educational committee.

CONDUCT 4:

4.1 Repetition of the third level violations.
4.2 Bringing or possessing weapons inside the school, such as Firearms, white weapons or any dangerous tools.
4.3 Sexual assault inside the school.
4.4 Physical assault which causes injuries to school staff or to the students.
4.5 Emotional abuse and Cyber bullying causes hostile and unsafe learning environment to students.
4.6 Leaking the exams or helping in that.
4.7 Causing fire inside the school campus.
4.8 Impersonating others in school processes or forging school formal documents.
4.9 Offending political, religious, and social personalities.
4.10 Possessing, using, or being under the effect of drugs or any similar substances.
4.11 Promoting or spreading for extremist (to accuse others of being out of Islam), or atheist beliefs that contradict the political, religious, or social community regulations
4.12 All similar offenses according to the report of the Educational Committee.

CONSEQUENCES

VIOLATION 1

1ST TIME	• Verbal Warning.
1ST REPETITION	• Demerits. • Opening file and documenting the violation in the school portal. • Informing the guardian in writing through portal and tag the Behavior committee.
2ND REPETITION	• Written Warning to be signed by the guardian and students.
3RD REPETITION	• Call the guardian for a meeting. • Final written warning to the guardian if he doesn't attend the scheduled meeting. • Transfer the case to second level violation.

VIOLATION 2

1ST TIME	• Calling the guardian for a meeting. • Undertaking by the guardian not to repeat the violation mark.
1ST REPETITION	• Prepare HALP time or Assembly program.
2ND REPETITION	• Detention from 1 to 3 days with volunteering.
3RD REPETITION	• Final warning. • Transferring the student to another section.

VIOLATION 3

1ST TIME	• Meeting with the principal to take decision. • Calling the guardian to sign the final agreement.
1ST REPETITION	• Referring the student to the behavior Committee Lead. • Dismissing the students for one to two weeks by doing external community work.
2ND REPETITION	• Refer the student to external specialized center.
3RD REPETITION	• Consider student's re-registration after referring the case to ADEK.

VIOLATION 4

Repetition	• Calling the guardian for a meeting. • Referring the case to ADEK and Police authorities to take legal action.

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CONDUCT VIOLATIONS .2

2.1 Repetition of the first level violations

2.2 Absence before and after holidays, vacations, and weekend or before the final exams.

2.3 Leaving without permission or escaping during the school day and that will be considered as absence.

2.4 Incitement of conflict or intimidation against school colleagues.

2.5 Acting against public morals, school rules and society values and habits, such as: Imitating the other gender through clothing, appearance and hairstyles and using cosmetics.

2.6 Writing on school walls, desks, furniture, and school bus.

2.7 Photographing, possessing, publishing, or circulating photos of school staff and students without permission.

2.8 Verbal abuse, Physical abuse/emotional abuse/sexual abuse/cyber bullying

2.9 Smoking inside the school or the possession of smoking tools.

2.10 Vandalizing and damaging school buses and harming road users.

2.11 All similar offenses according to the report of the Educational Committee.

PROCEDURES TO DEAL WITH THE VIOLATION .2

1st Time	1st Repetition	2nd Repetition	3rd Repetition
• Calling the guardian for a meeting. • Undertaking by the guardian and the student not to repeat the violation. • Deducting half of the violation mark.	• Deducting the whole violation mark. • Warning letter to be signed by the guardian and the student, or putting students in detention room from one to three days.	• Putting students in detention room from one to three days with assignments of homework and classwork. • Final warning.	• Transferring the student to another section. • Case Study by the Social worker and transfer the case to Educational Committee to implement procedures to reduce negative behavior. • Transfer the case to third level violations

CONDUCT VIOLATIONS .3

3.1 Repetition of the second level violations.
3.2 Bringing, possessing, showing, or promoting any unlicensed material or media against community values, morals, and public regulations.
3.3 Defamation of colleagues and school staff and abusing them.
3.4 Possessing white weapons inside the school.
3.5 Sexual harassment inside the school.
3.6 Physical abuse/emotional abuse/cyber bulling against school staff and students (bullying)
3.7 Stealing or covering it up.
3.8 Destruction and damaging of school equipment, devices, tools, and facilities.
3.9 Offending religions or inciting sedition in the school.
3.10 All similar offenses according to the report of the educational committee.

PROCEDURES TO DEAL WITH THE VIOLATION .3

1st Time	1st Repetition	2nd Repetition	3rd Repetition
• Meeting of the educational Committee to make a decision. • Calling the guardian for meeting to sign the final decision. • Deducting whole violation mark.	• Consideration of the case by the educational committee to decide the dismissal. • Dismissing the student for one to two weeks. • Deducting whole violation mark.	• Issuing a decision by the Educational committee to expel the students. • Notify the guardian to transfer the student to another school. • In case of no response, the student will be transferred by order of the vice principal.	• Transfer the case 4 level violation. • Final dismissal from school based on the decision of the deputy minister of academic affairs of public education. • Refer the student to specialized centers for behavior modification. • Consider students re-registration after referring the case to MOE.

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CONDUCT VIOLATIONS .4

4.1 Repetition of the third level violations.
4.2 Bringing or possessing weapons inside the school, such as Firearms, weapons or any dangerous tools.
4.3 Sexual assault inside the school
4.4 Physical assault which cause injuries to school staff or to the students.
4.5 Emotional abuse and Cyber bullying causes hostile and unsafe learning environment to students.
4.6 Leaking the exams or helping with that.
4.7 Causing fire inside the school campus.
4.8 Impersonating others in school processes or forging school formal Documents
4.9 Offending political, religious, and social personalities.
4.10 Possessing, using, or being under the effect of drugs or any similar substances.
4.11 Promoting or spreading for extremist (to accuse others of being out of Islam), or atheist beliefs that contradict the political, religious, or social community regulations.
4.12 All similar offenses according to the report of the Educational Committee.

PROCEDURES TO DEAL WITH THE VIOLATION .4

1. Calling the guardian for a meeting.
2. Referring the case to the authorities to take legal action.
3. Convening of the educational committee to decide and to inform the Legal Affairs department to make necessary action.
4. Dismiss the student until the investigation is finished.
5. The student and his guardian will be held accountable for consequences.
6. Refer the student to specialized centers for behavior modification by the order of deputy minister for academic affairs.
8. Blocking student's registration in any public schools and transferring him/her to continuous education.

Final dismissal for the student in case all methods are exhausted.

BEHAVIORAL MANAGEMENT

Students' behavior is managed carefully through modification, role modeling, positive and negative reinforcing.

SCHOOL WIDE INTERVENTIONS

A. BEHAVIOR COMMITTEE:

SAIS-AUH understands well that discipline utilizes a multilayered level of support for students with varying levels of need. We have created a committee to manage behavior effectively.



Committee Roles and Responsibilities:

Wellbeing Team

- Track and analyze attendance.
- Receive referrals from parents and teachers.
- Document Incident reports and behavior Incident (Bullying, Cyberbullying, Stigma, violence, sexual harassment and fighting) using the centralized form Open files and issue letters to parents.
- Sign guardian letters and document in one drive folder.
- Report to Head of Behavior Committee in the following:
  - Second and third repetition of conduct violation 1.
  - First repetition in conduct violation 2.
  - First time violation in conduct violation 3.

SEL Team

- Active and engaging lesson plans.
- Student Centered Discipline.
- Positive Reinforcement Rewarding System.
- Set a SMART goal for Behavior Plan.
- Prepare a Newsletter addressing behavior violations.
- Educate students about their conduct behavior.
- Balanced Curriculum and Instruction.
- Proactive Measures.
- Cooperative Learning.
- Competence Building.
- Curriculum.

Inclusion Team

- Observe students in different settings using tracker applications.
- Collect informal data (Surveys, self-reports, parent's reports, parent's minutes of meetings).
- Analyze formal data and informal data.
- Prepare Behavior Interventions Plans with parents and teacher's collaboration and provide social and emotional skill trainings.
- Refer students for special external help.
- Report to Principal and Vice Principal.
- Establish Awareness Program.

B. ASSEMBLY:

The school provides a whole school assembly program to communicate information related to social and emotional learning. We provide an opportunity for students to presents social, emotional and moral topics, to develop community spirit and reinforce positive attitudes. The assembly will be every week, prepared by one teacher in every cycle.

C. AWARENESS CAMPAIGNS:

The school provides campaigns to highlight a concern, create a positive image and to inform students about school reporting system and initiatives to stop the occurrences of maladaptive behavior. The school will launch every term a campaign to educate students about bullying, cyberbullying, obesity and mental health, cancer etc.

Parents and students Referral	Data	Teachers
School portal -Parents Counseling request and Student Wellbeing dashboard	• **Attendance** • **Surveys** • **PASS** • **Incident reports**	• **School portal**

D. SOCIAL AND EMOTIONAL LEARNING:

The school implements the CASEL framework by integrating its competencies into our curriculum, teaching, and learning. We integrate CASEL themes and activities in every subject, school calendar, assemblies and project-based learning, and creative writing. The school lesson plan includes a section for SEL for the teachers to relate their subject topic and concept to the SEL competencies and practices.



Social Teaching Practices

Warmth and Support	The teacher creates a classroom where the students know that the teacher cares.
Student Centered Discipline	Disciplinary Strategies are developmentally appropriate for students.
Teacher Language	The teacher creates a classroom where the students know that the teacher cares.
Responsibility and Choice	The teacher creates a classroom where the students know that the teacher cares.

Instructional Teaching Practices

Classroom Discussion	Students work together toward a collective goal in accomplishing.
Cooperative Learning	Students and teachers have dialogue about content.
Self-Awarness & Self-Reflection	Students actively think about their own work.

Classroom Discussion	Multiple and appropriate instructional strategies.
Cooperative Learning	Students are provided opportunities to make responsible decisions.
Self-Awarness & Self-Reflection	The teachers provide meaningful and challenging work and believes that all students can achieve rigorous work.
	The teacher helps develop social emotional skills through the typical instructional cycle.

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UNIFORM AND OUTERWEAR POLICY

All students are required to wear the official SAIS.Abu Dhabi school uniform at all times during the school day and when representing the school at any event or activity. Adherence to the uniform policy reflects students' respect for the school community, promotes equality, and fosters a sense of belonging and discipline.

Only school-approved sweaters and senior jackets are permitted as part of the uniform. In cases where students in the Elementary or Middle School (or other grade levels) are unable to obtain the official school jacket, they may wear a plain navy blue or plain black jacket with no drawings, logos, images, or text.

Students who fail to comply with the uniform expectations may be subject to disciplinary measures in accordance with the school's Code of Conduct.

BULLYING

Bullying is totally unacceptable and is not tolerated at SAIS. All SAIS family members are treated with respect, regardless of their gender, religion, appearance, race, and ability, ethnic or social background.

WHAT IS BULLYING?

Bullying occurs when a person or a group of people deliberately and repeatedly hurt, upset or frighten somebody less powerful than themselves.

BULLYING INCLUDES:

- Name-calling, teasing, ridiculing, sarcasm.
- Putting down others and their achievements.
- Touching people in ways they don't want to be touched.
- Damaging, stealing, removing, or hiding others' belongings.
- Making comments/gestures to another of a sexual nature.
- Making negative comments about family, country of birth, nationality, ability or religion.
- Inappropriate comments about another's physical appearance or clothes.
- Physical violence or threats.
- Forcing others to act against their will.
- Spreading rumors /gossip.
- Demands for money or possessions.
- Purposely leaving someone out of activities.
- Glaring and menacing gestures.
- Telephone/Cyberbullying.
- Writing offensive notes or graffiti, email about others.

SOME EFFECTS OF BULLYING:

- Poor physical and mental health.

- Missed classes due to stress.
- Feeling threatened in the school year.
- Lack of sleep.
- Poor school performance.
- Inability to concentrate.
- Withdrawal from class participation.
- Low self-esteem.
- Low opinion of the school.
- Hating school.

BULLYING MAY OCCUR BETWEEN:

- Fellow students.
- Members of staff.
- Staff and students.
- Parents & Staff/students.

THERE ARE NO ACCEPTABLE EXCUSES FOR BULLYING!

"I WAS JUST MUCKING AROUND; CAN'T THEY TAKE A JOKE?"

This is the most common response to bullying. It is not a joke to make someone feel miserable. This is bullying.

"I'LL IGNORE IT AND IT WILL GO AWAY"

If anything, ignoring it makes it worse. It gives the bully the impression that their bullying is OK and that you agree with what the bully is doing.

"ONLY WEAK PEOPLE TELL TALES"

It takes courage and strength of character to stand up for your rights and those of others. Bullying continues when people do nothing.

"I DON'T WANT TO CAUSE TROUBLE"

All members of the SAIS family have the right to feel safe at school. You are not causing trouble by telling someone about bullying; you are standing up for yourself and others' rights.

"NO ONE CAN DO ANYTHING ABOUT IT"

Most cases of bullying are sorted out very simply, especially if it is reported straight away. We are committed to solving these problems.

"THEY ASKED FOR IT"

Nobody asks for it or deserves it.

Child Protection Procedures. Teachers and staff are trained once every year to identify warning signs of abuse and neglect, report the case, seek team support, and know when the school can breach confidentiality. All our staff sign the child protection consent. The victors should seek approval before entering the school and log the details of their visit in the visitor's log-in book at the security desk station. All our teachers and visitors are not allowed to enter the school without the appropriate badge.

Sexual Harassment Policy

Sexual harassment is a serious violation of SAIS's values and code of conduct. It includes any unwelcome sexual advances, inappropriate touching, suggestive comments, or other behaviour of a sexual nature that creates an intimidating, hostile, or offensive environment. Sharjah American International School is committed to providing a safe and respectful learning environment for all students and staff. Any form of sexual harassment will not be tolerated, and all members of our community are encouraged to uphold these standards.

Actions to be Taken:

For Students:

Report Promptly: If you experience or witness any form of sexual harassment, report it immediately to a trusted teacher, school social worker, wellbeing manager, inclusion lead , or any member of the school administration.

Document the Incident: Keep a record of what happened, including dates, times, and details of the incident(s), which can be helpful when reporting the issue.

Seek Support: Reach out to school wellbeing team or support services available to discuss your concerns and receive guidance.

For School Authorities:

Immediate Response: Upon receiving a report of sexual harassment, school authorities will take immediate and appropriate action to address the situation. This includes ensuring the safety and well-being of the affected individuals.

Investigation: A thorough and impartial investigation will be conducted to determine the facts of the case. All parties involved will be treated with respect and confidentiality.

Disciplinary Actions: If the investigation confirms that harassment has occurred, appropriate disciplinary measures will be taken, which may include counselling, warnings, or more severe actions such as suspension or expulsion, depending on the severity of the incident.

Prevention and Training: Regular training and educational programs will be conducted to raise awareness about sexual harassment and to prevent future occurrences.

CHILD PROTECTION TEAM



PRINCIPAL
Develop Policy
Report to Authority



VICE PRINCIPAL



HEAD OF SCHOOL



INCLUSION LEAD



SOCIAL WORKER
Accept Referrals
And receive concerns.



SECTION SUPERVISORS
Report to Social worker



TEACHERS AND ASSISTANT TEACHERS
Report to Supervisor than complete Inclusion lead Referral form



HR
Maintain staff
Criminal Records and background checks



SCHOOL NURSE

CLASSROOM INTERVENTIONS

A. TEACHER PERFORMANCE FEEDBACK:

Providing teachers with clear guidelines and strategies for effective teaching during lesson observation. Written feedback on student behavior and teacher accuracy in implementing an inclusive practice.

B. COACHING AND MENTORING:

Bringing experienced teachers into the classroom to assist in developing classroom management skills.

C. CLASS-WIDE INCENTIVES:

House Points Trade points for access to have access to a variety of rewards, including activities or inexpensive items. In elementary, the House Points will be awarded as a paper slip and handed to the student to keep in the Merit box. The house points will be recorded in the school portal in middle and high school. The merits will be counted every month. The students with the highest points in every grade will be posted on our school website. The house points are linked to classroom expectations.

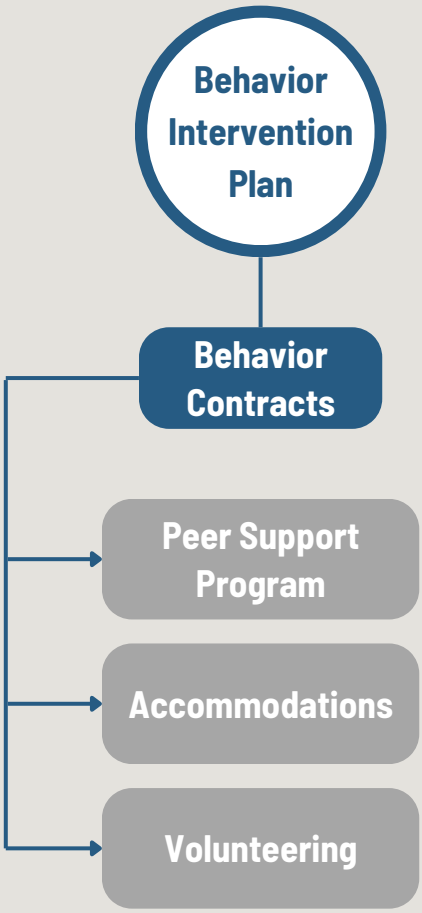
D. TEACHERS' CONSISTENT PROACTIVE MEASURES FOLLOW-UP:

- Explain and discuss classroom expectations from the first day throughout the week.
- Display classroom rules in Class and refer to them every time you want to praise or give House Points merits.
- Teach good and wrong behavior during Moral education, SEL and HALP time.
- Complete reflection sheet
- Send the classroom expectation letter to parents and collect parents' signature.
- Active and Engaging lesson plans

E. HALP TIME:

Homeroom Advisory & Leadership Program the Advisory program ensures that every student has the time and opportunity to form a meaningful relationship with an adult in the school, discuss issues, debrief, seek advice and learn about the school community and events. It helps students develop social, emotional, moral, organizational and study skills and become self-directed learners.

INDIVIDUAL INTERVENTIONS



According to the student code of conduct, school supervisors and wellbeing members are prohibited from taking certain actions against students, which include the following:

- Corporal punishment of all types and forms.
- Preventing student from having his/her meal.
- Provoking or mocking the student.
- Preventing the student from going to the toilet.
- Restricting student freedom or holding him/her in the school.
- Reducing or threatening to reduce the scores of school subjects.

APPENDIX A

BEHAVIOR CONTRACT

1. Name

2. Class

3. Date

4. I agree that I will not repeat

5. I agree that I will not abide I will be

6. Initials

7. Signature

APPENDIX B

BEHAVIOR INTERVENTION PLAN

1. Name

2. Grade

3. Completed by:
- ☐ Student
- ☐ Teacher
- ☐ Supervisor
- ☐ Inclusion lead

4. Please list the problem behavior: (Ex: Leaves work area and walks around the room)

5. What is the function of the problem? (Ex: Escape difficult task which is lack of skills)

6. Short term alternative behavior: (Ex: Sit quietly, ask for a break 3 times per day only)

7. Desired replacement behavior: (Ex: When given instructions to begin get materials out and begin working within 5 seconds, visit quietly with a neighbor if you need help, all conversation is related to work and raise your hand for help or get permission to leave your seat)

APPENDIX C

BEHAVIOR INTERVENTION LOG

1. Name

2. Date

3. Completed by:

4. Name of student and class (Ex: Mohamad - 6B)

5. Action

Upload file

APPENDIX E

DEAR PARENTS:
A TEAM MEETING FOR YOUR CHILD HAS BEEN SCHEDULED.

Student's Name _____

Student's Grade _____

Location _____

Time & Date _____

You are invited and strongly encouraged to participate in this meeting. If you are unable to attend on this date or location, you are encouraged to request to reschedule the meeting. You may also request another method of participation (e.g. conference call).

THE PURPOSE(S) OF THIS MEETING IS TO:

1. Discuss your son/daughter behavior and school expectations.
2. Determine if your son or daughter needs behavior modification or re-determine eligibility.
3. Review his current behavior plan and previous agreements.
4. Consider the need for a specialist intervention.
5. Review the specialist report.
6. Other _____

THE FOLLOWING PEOPLE HAVE BEEN INVITED TO ATTEND THE MEETING:

☐ Inclusion Lead
☐ Behavior Committee
☐ Teachers
☐ Specialist /Center
☐ Student (if transition to be discussed)

PARENT'S UNDERTAKING

I, the undersigned (father / Mother/ guardian) of student(s) .....
....., eSIS#.....,
in year....., class ....., undertake that the mentioned student shall adhere to the school's code of conduct and all school rules inside the building and facilities. The student shall keep themselves respectable and safe. In case of violation of these rules, I shall accept all the consequences the student shall be held accountable for as detailed in the school code of conduct. I confirm that I have received a report of all these violations, which I summarize as below:

1. .....
2. .....
3. .....
4. .....

Parent's name: .....
Signature: .....
Principal's Approval and Signature: .....
Date: ____ / ____ / 202__

NOTIFICATION SLIP FOR PARENT/S (GUARDIAN/S)

Dear Mr/Mrs ..... parent/ Guardian of student ....., eSIS # ....., in year ....., class .....,

Please be informed that on ..... the mentioned student has violated the school code of conduct by .....
.....

Please note that this is a straight violation of our school code of conduct, hence we seek your support to ensure that the student honors the code and will not repeat the offense. The school will take progressive penalties if the student fails to adhere to the code of conduct or repeat any of the offenses as detailed in the school's behavior management policy.

Staff name and Signature: .....
Vice Principal approval and Signature:.....

Acknowledgement of the student: ..... (*Name and Signature*)
Acknowledgement of the parent: ..... (Name and Signature)
Date: ____ / ____ / 202__

NOTIFICATION- SUSPENSION DECISION UNTIL THE END OF THE ACADEMIC YEAR

Dear Mr/Mrs ..... parent/ Guardian of student ....., eSIS # ....., in year ....., class .....,

please be informed that due to the repeated offenses of the student and his negative response with all behavior modification support through the previous actions taken as shown below:

1. .....
2. .....

Parent's name and signature: .....
Acknowledgement of the student: ..... (Name and Signature)
Principal approval and Signature:.....
Date: ____ / ____ / 202__

YEARBOOK CLUB CONTRACT

I [Name of Student] ..... understand and agree to the following terms and conditions as a member of the Yearbook Club at SAIS:

1. **Commitment:** I agree to attend all Yearbook Club meetings, workshops, and events unless excused for a valid reason.
2. **Responsibilities:** I will fulfill my assigned role diligently, meeting all deadlines and producing high-quality work.
3. **Collaboration:** I will work collaboratively and respectfully with my fellow club members, teachers, and students featured in the yearbook.
4. **Confidentiality:** I commit to preserving the confidentiality of all unpublished yearbook content and club discussions. I also pledge not to share any pictures taken within the school premises without proper permission. I will not use my device's camera unethically, ensuring it is not employed in ways that compromise the privacy of any staff member or student.
5. **Conduct:** I understand that any violation of the school's code of conduct or failure to adhere to the Yearbook Club guidelines may result in disciplinary actions as per the school's policies, including but not limited to verbal warnings, written warnings, loss of privileges, my removal from the club, parental involvement, or even suspension, depending on the severity of the breach.

I agree to abide by the terms and conditions outlined in this contract and understand the importance of my role in creating the school yearbook.

Student's name and signature: .....
Vice principal's name and signature: .....

Date: ____ / ____ / 202__

PARENT – STUDENT AGREEMENT FORM

I, the parent of ..... in grade ....., acknowledge that I have read and understood the below documents for Cultural Consideration, Code of Conduct Policy, Child Protection Policy, BYOD, Mobile phone policy, Acceptable Usage Agreement. I have also completed the Student Health Form and shall endeavour to update you if there are any changes to the health record.

Furthermore, I understand that I can report to the school management if any resources are not compatible with the UAE values. I also acknowledge that I will discuss the below expectations with my child/children to ensure that we are having similar expectations at home, and we are working as a team to support and respect school expectations.

Parent's name and signature: .....
Student's name and signature: .....
Date: ____ / ____ / 202__

Acceptable Use Policy

Bus Acknowledgement Form

E-Safety

SAIS-AD Child Protection