Sharjah American International School

2026 * 2027

STUDENTS BEHAVIOUR

POLICY

Definitions

Absence	The state of not being physically present in class/at school.
Absence rate	The proportion of absences to school days as per the approved school calendar. If the student was admitted mid-year, the absence rate is calculated from their joining date.
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). For example, a student with restricted mobility may require lesson accommodations to participate in Physical Education and building accommodations to access facilities but may not require any accommodations in assessments. Equally, a student with hearing impairment may require adaptive and assistive technology to access content in class and may also require physical accommodations (e.g., sit in the front of the class to be able to lip read) to access learning.
ADEK Wellbeing Policies	The group of ADEK policies that relate to student and/or staff wellbeing includes the following policies: • *ADEK School Digital Policy* • *ADEK School Educational Risk Policy* • *ADEK School Extracurricular Activities and Events Policy* • *ADEK School Health and Safety Policy* • *ADEK School Healthy Eating and Food Safety Policy* • *ADEK School In-School Specialist Services Policy* • *ADEK School Inclusion Policy* • *ADEK School Physical Education and School Sports Policy* • *ADEK School Safeguarding Policy* • *ADEK School Staff Wellbeing Policy* • *ADEK School Student Behavior Policy* • *ADEK School Student Mental Health Policy* • *ADEK School Student Protection Policy* • *ADEK School Sustainability Policy* • *ADEK School Wellbeing Policy*
Behaviors of Concern	A significant change in behavior (observed in relation to academic performance, interests, social activities, or ability to perform familiar tasks) with the potential to negatively affect an individual's wellbeing or that of others. This also includes "any repeated pattern of behavior, or perception of behavior, that interferes with or is at risk of interfering with optimal learning, wellbeing, physical

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). The *National Bullying Policy for the Prevention of Bullying in Educational Institutions* (MoE, n.d.) provides a complete framework for bullying and 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.
Extracurricular Activities	Organized activities that students can participate in that are external to the school. Activities can be athletic, cultural, intellectual, philanthropic, and/or social in nature.
Misconduct	Conduct that is not in line with behavioral expectations or the school's Student Code of Conduct.
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). This includes models such as the Multi-Tiered System of Supports (MTSS), Graduated Approach Model, and others.
Parent	The person legally liable for a child or entrusted with their care, defined as the custodian of the child as per the Federal Law No. 3 of 2016 Concerning Child Rights (Wadeema).
Positive Behavior	The expected standards of student behavior as set out in the school's Student Code of Conduct. Such behavior is conducive to

1. INTRODUCTION

SAIS.ADis committedto maintaining a safe, respectful, and inclusive environment where students can thrive academically, socially, and emotionally. Our Student Behavior Policy is designed in alignment with the ADEK Student Behavior Policy and reflects the cultural values and laws of the UAE. It outlines clear expectations for student conduct and provides a structured framework for positive reinforcement, behavior management, and disciplinary procedures

2. PURPOSE

- Encourage positive student behavior through proactive strategies.
- Establish clear behavior expectations via a student Code of Conduct.
- Prevent and address misconduct and bullying.
- Provide appropriate interventions for students struggling with behavior.
- Outline a fair and tiered disciplinary process.

3. POSITIVE BEHAVIOR FRAMEWORK

At SAIS.AD, we believe that fostering positive student behavior is essential to creating a supportive and productive learning environment. Our Positive Behavior Framework is designed to proactively build a culture where students feel valued, respected, and motivated to succeed. Rooted in the moral and cultural values of the UAE and informed by international standards, this framework emphasizes the importance of holistic development—addressing not only academic excellence but also character, citizenship, and emotional well-being. Through consistent expectations, collaborative partnerships, and early interventions, we aim to equip students with the skills they need to make responsible choices and contribute positively to their school and wider community.

SAIS.AD adopts a school-wide Positive Behavior Model based on UAE values and global best practices:

- Promote mutual respect, responsibility, empathy, and cultural appreciation.
- Foster a caring and safe school environment.
- Train staff on behavior management strategies.
- Engage parents as partners in promoting positive behavior.
- Monitor and support at-risk students.

4. STUDENT CODE OF CONDUCT

The Student Code of Conduct at SAIS.AD outlines the expectations for student behavior that align with the school's mission, core values, and dedication to academic excellence. It serves as a guide to help students develop into respectful, responsible, and ethical individuals both within and beyond the school setting. By clearly defining acceptable behavior, the code promotes a safe, inclusive, and productive learning environment where every student has the opportunity to thrive. Upholding these standards ensures that all members of the school community contribute positively to the culture of respect, integrity, and collaboration that defines SAIS.AD.

Students are expected to:

- Respect staff, peers, property, and school rules.
- Attend school regularly and on time.
- Demonstrate academic honesty and personal responsibility.
- Behave appropriately on school grounds, during trips, and in digital settings.
- Represent SAIS.AD positively in public and online.
- Promote inclusion and avoid discriminatory behavior

5. MISCONDUCT POLICY

Misconduct within an educational setting is systematically categorized to ensure appropriate disciplinary responses that align with the nature and gravity of the offense. These levels—ranging from minor to severe—serve as a structured framework for both educators and administrators to address behavioral issues consistently and fairly. Each level reflects a gradation in the seriousness of the behavior, with disciplinary actions intensifying in proportion to the offense and its recurrence. The goal is not only to correct behavior but also to uphold a safe, respectful, and conducive learning environment. All disciplinary measures are implemented in line with the Abu Dhabi Department of Education and Knowledge (ADEK) regulations, emphasizing restorative practices where feasible.

5. MISCONDUCT POLICY

Level 1: Minor Offenses

Repeated tardiness

- Uniform violations
- Classroom disruptions
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Level 2: Moderate Offenses

- Disrespect to peers or staff
- Misuse of electronic devices
- Verbal aggression

Level 3: Serious Offenses

- Bullying or intimidation
- Cheating or academic dishonesty
- Vandalism
- Physical altercations

Level 4: Severe Offenses

- Possession of weapons, drugs, or other prohibited items
- Harassment or hate speech
- Threats to safety
- Repeated serious offenses despite prior intervention

6. BEHAVIORAL MANAGEMENT COMMITTEE

To uphold integrity and impartiality in the disciplinary process, SAIS.AD has established a dedicated Behavioral Management Committee. This body plays a pivotal role in evaluating significant behavioral incidents and recommending appropriate interventions or consequences. Comprising the school principal, Head of School, section supervisors, a teacher familiar with the student's context, the school's social worker and counselor, and the Child Protection Officer, the committee ensures that all disciplinary actions are guided by both institutional policy and student welfare considerations. The team collectively reviews behavioral reports, gathers testimonies when necessary, and considers the broader social-emotional context surrounding each case. Its purpose is not solely punitive but also rehabilitative, aiming to foster student growth while maintaining a safe and respectful school environment. All decisions are made in accordance with ADEK regulations and documented to promote transparency and accountability.

BEHAVIORAL MANAGEMENT COMMITTEE



Ms,Ban AlDurri
PRINCIPAL



Ms.Djamila
Head of School Drew Feig
CPO



Ms. Amira
Head of
Elementary



Ms.Bashayer
Middle School
Girls Supervisor



Mr.Ahmad
Middle School
Boys Supervisor



Ms.Mozna
Middle School
Girls Supervisor



Ms.Nadeen
High School
Girls Supervisor



Ms.Muna
Social Worker



Mr.Mohammed
High School
Boys Supervisor

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7. BULLYING PREVENTION

SAIS.AD maintains a firm zero-tolerance policy toward bullying in all its manifestations—be it physical aggression, verbal abuse, social exclusion, or cyberbullying. Recognizing the profound psychological and academic harm bullying can inflict, the school is committed to fostering an inclusive, respectful, and emotionally safe environment.
Prevention is proactive: students, staff, and parents receive regular training and awareness sessions on identifying the signs of bullying, understanding its consequences, and promoting empathy and positive peer interactions. Clear, confidential channels for reporting incidents are established to ensure victims and witnesses feel safe coming forward without fear of retaliation. All reported cases are investigated promptly and handled with discretion, following a restorative approach whenever possible, while ensuring appropriate disciplinary measures are applied. The school also works closely with counselors and parents to support both victims and offenders in addressing the root causes and consequences of the behavior.

8. Interventions and Support

At SAIS.AD, the response to behavioral concerns is not solely disciplinary but also deeply rooted in support and guidance. Recognizing that misbehavior can often signal underlying challenges—whether emotional, social, or academic—the school adopts a compassionate, multi-tiered approach to intervention. Students who exhibit persistent or concerning behavior patterns are offered personalized support designed to address their specific needs and circumstances.
This support may include:

- **Individual and Group Counseling:** Students have access to in-house counselors who provide a safe space to explore emotions, develop coping strategies, and build interpersonal skills.
- **Mentorship Programs: T**rusted faculty members or peer mentors may be assigned to guide students in setting goals, making positive choices, and reflecting on their behavior.
- **Targeted Behavioral Plans:** Tailored intervention strategies are developed collaboratively, outlining clear expectations, incentives for improvement, and regular monitoring of progress.
- **Family Involvement:** Parents and guardians are engaged as key partners in the process, ensuring consistency between home and school environments.
- **Referral to External Professionals:** In cases where deeper psychological or behavioral support is required, the school facilitates referrals to qualified external specialists, always prioritizing the student's well-being.

This holistic model ensures that disciplinary action is balanced with developmental support, fostering not just compliance but long-term behavioral growth.

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9. Attendance and Absenteeism

Consistent school attendance is a cornerstone of academic success and personal development. At SAIS.AD, attendance is monitored rigorously to ensure students are fully engaged in their learning journey. Chronic absenteeism—defined as frequent, unexcused absences over a prolonged period—is treated as a serious concern, not only because it disrupts educational continuity but also because it may signal underlying personal, social, or family-related issues.

The school maintains a clear protocol for tracking attendance, and any patterns of irregularity trigger early intervention. Absences that are not supported by legitimate documentation (such as medical certificates or approved family emergencies) are flagged and communicated promptly to parents. In cases where absenteeism continues without justification, disciplinary actions may be initiated in accordance with school policy and ADEK guidelines.

Beyond punitive measures, the school seeks to understand the root causes of absenteeism. Interventions may include counseling support, parent meetings, and, where necessary, collaboration with external agencies. The overarching aim is to re-engage students with their educational environment while addressing any barriers that hinder regular attendance.

10. Disciplinary Actions

Disciplinary measures at SAIS.AD are guided by principles of fairness, proportionality, and student development. The objective is not merely to penalize, but to correct behavior and reinforce school values through appropriate and educative consequences. When a student violates behavioral expectations, actions are taken based on the severity, context, and frequency of the offense—always in alignment with ADEK's regulatory framework.

Possible disciplinary actions include:

- **Verbal or Written Warnings:** Initial steps often involve counseling and formal warnings to make students aware of the issue and provide an opportunity for self-correction.
- **Temporary Removal from Class:** In cases of disruption, students may be briefly removed from the classroom setting to reflect and reset behavior.
- **Supervised Detention:** Students may be required to stay after school under supervision to complete reflective tasks or community service-related activities.
- **Suspension (On-site or Off-site):** For more serious infractions, a student may be suspended either within a designated area of the school (on-site) or sent home (off-site) for a defined period.
- **Loss of Privileges**: Participation in extracurricular activities, school trips, or leadership roles may be revoked as a consequence of misconduct.
- **Expulsion:** In cases of extreme or repeated violations, and only with approval from ADEK, a student may be permanently removed from the school.

It is important to note that corporal punishment and public humiliation are strictly prohibited under all circumstances. SAIS.AD emphasizes dignity and restorative approaches even when addressing serious disciplinary matters, ensuring that every student is treated with respect and given a chance to improve.

11. Appeals Process

SAIS.AD upholds the principle of procedural fairness by providing parents and guardians with the right to appeal significant disciplinary decisions. Should a student face suspension, parents may initiate an appeal within one working day of notification. In the case of expulsion, a more extended appeal window of ten working days is granted to allow for thorough review and response. Appeals are directed to a separate, impartial committee—distinct from the original disciplinary body—to ensure unbiased consideration of all relevant facts, documentation, and perspectives. This process ensures transparency, equity, and adherence to both school policy and ADEK standards.

12. Records and Confidentiality

All behavioral incidents, interventions, and disciplinary actions are meticulously recorded and stored in a secure, centralized system. These records are accessible only to authorized school personnel and are managed in strict compliance with ADEK data protection and confidentiality regulations. This ensures that sensitive student information remains private and is used solely for the purpose of educational planning, behavioral support, and regulatory reporting. The integrity of these records supports continuity in student care and enables data-driven decision-making in the management of school behavior.

13. Final Provisions

This behavioral policy shall come into effect starting with the 2025–2026 academic year. It represents a dynamic framework that will be reviewed on an annual basis to remain responsive to changes in ADEK regulations, educational best practices, and the evolving needs of the school community. Stakeholder feedback—including that of students, parents, and staff—may be incorporated into future revisions to ensure that the policy remains both effective and inclusive.

References

- Dama Al Aman (DAA) Child Protection Committee. (2024). Handling Student Maltreatment Concerns within Educational Institutions.
- Federal Decree Law No. (3) of 2016 Concerning Child Rights (Wadeema).
- Federal Decree Law No. (31) of 2021 Promulgating the Crimes and Penalties and its amendments.
- Ministry of Education (MOE). (2020). Ministerial Resolution No. (645) of 2020 on the Policy of Preventing Bullying in Private and Public Schools that Follow the Ministry's Curriculum.
- Ministry of Education (MoE). (2018). Ministerial Resolution No. (851) of 2018 Concerning the Regulations for Managing Student Behavior in Public Education Institutions.
- Ministry of Education (MoE). (2020). Ministerial Resolution No. (206) of 2020 on the Policy of Managing Positive Behavior for Children in Early Childhood in Educational Institutions.
- ADEK School Educational Risk Policy.
- ADEK School Inclusion Policy.
- ADEK Misconduct Policy and Procedures)
- ADEK School Student Protection Policy.
- ADEK School Student Protection Policy