



Middle School Handbook

GEMS Al Khaleej International School



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Version **2026 Edition**



Welcome

Dear Students and Parents,

Welcome to AKIS Middle School!

This handbook is designed to support effective collaboration and communication between the student, parent, and faculty members in the AKIS Middle School. It includes details about our school's curriculum, classroom practices, and Be a GEM expectations and links to policy documents that govern day to day practices at GEMS Al Khaleej International School.

In the AKIS Middle School, we understand that middle school is a time for important personal, social, and academic development. Our teachers and administrators work together to design and deliver an American curriculum that encourages positive growth in all of these areas. We create a caring environment that supports students in striving for excellence through self management, teamwork, and principled leadership.

We warmly invite you to join us in learning every day!

Kind Regards,

The Middle School Team



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01

Introduction





About Us

Vision Statement

Empowering balanced lifelong learners to drive positive change.

Mission Statement

Through values, cultural heritage, and academic excellence, AKIS nurtures globally minded, principled leaders who are agents of change, dedicated to making a meaningful impact.

Our Core Values



CARE

I respect the needs of my stakeholders. I will ensure they feel listened to and cared for.

GEMS EDUCATION | OUR VALUES



EXCELLENCE

I dream big, setting ambitious goals, aiming to be the best at what I do.



ONE TEAM

I am a team player. I work with the bigger picture in mind. I put the team's needs ahead of my own.

Our values are at the heart of everything we do...



ALWAYS LEARNING

My open minded curiosity fuels my love for learning. I ask questions & listen so that I continuously learn & improve.



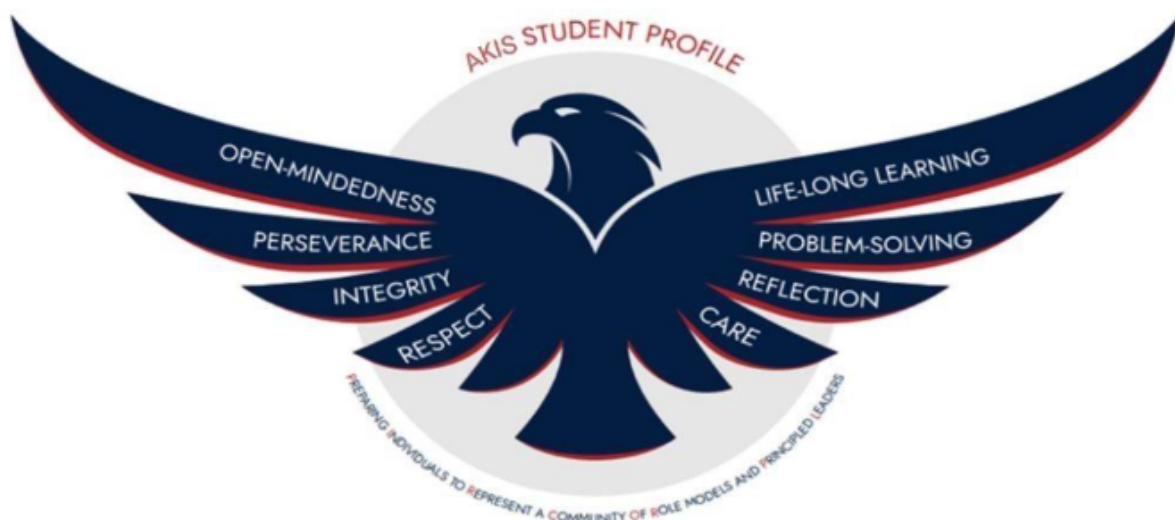
Being a Falcon

Attributes

To meet our mission AKIS learners are supported to develop the following:

1. Open-mindedness, care, and respect
2. Integrity
3. Problem-solving Skills and Perseverance
4. Life-long learning and Reflection
5. Communication Skills
6. Self-management and High Expectations

Student Profile





02

Educational Excellence





Curriculum Overview

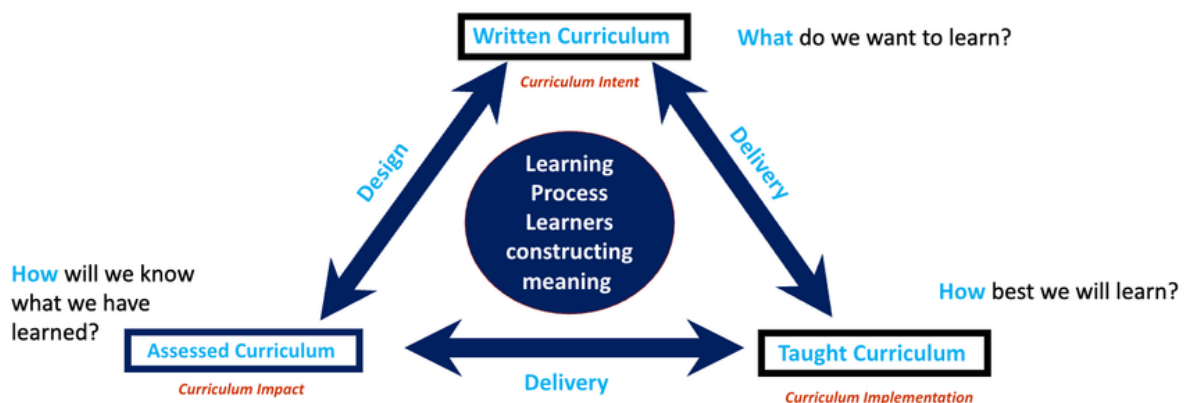
Curriculum Standards

The AKIS Middle School follows the U.S. Curriculum, aligned to:

- Common core state standards (CCSS) for English Language Arts and Math.
- Next Generation Science Standards (NGSS) for Science.
- Connecticut state standards for all other subjects taught in the English language.
- Ministry of education's prescribed programs for the Arabic language, Islamic studies, and Social Studies.

Curriculum Development Principles

GEMS Al Khaleej International School uses an aligned curriculum model in pursuit of excellence. This model looks at curriculum intent, curriculum implementation and curriculum impact as three equally important facets of an effective curriculum:





Teach Like a GEM

Curriculum Implementation

At GEMS Education, world-class teaching requires all staff to understand the mechanisms of the mind – how we think, learn, and remember. Teach Like a GEM defines and supports excellence in classroom practice across all GEMS schools. It is grounded in the work of leading educational thinkers, drawing heavily on Daniel Willingham’s research on cognitive science, Barak Rosenshine’s Principles of Instruction, and Doug Lemov’s Teach Like a Champion techniques.

In the AKIS Middle School teachers plan lessons using the Teach Like a GEM playbook, a set of high impact, evidence-informed teaching techniques that drive great lessons, promote deep learning, and help knowledge stick for the long term.

The 18 techniques that are leveraged in all GEMs classrooms are:

GEMS Essentials: Structuring Learning for Impact



Do Now
(retrieval practice)



Learning Outcomes



To Know



I Do, We Do, You Do



Affirmative Checking



Exit Ticket

GEMS Talk: Fostering a Culture of Discourse



Turn and Talk



Show Call



Show Me



Everybody Writes



Cold Call



Right is Right



Stretch It



Habits of Discussion

GEMS Culture: Optimising Learning Opportunities



What To Do
(directions and corrections)



Whole Class Reset



Teacher Radar



Secure Student Attention



Attainment and Progress

Assessed Curriculum

One of our main goals at AKIS is to teach, guide and support our students to achieve and master the Common Core state standards, Next Generation Science Standards, Connecticut Standards, and MOE standards for Arabic, Islamic and Social Studies, in line with the UAE National Agenda and NEASC requirements.

To achieve this, we regularly assess our students' attainment and progress through school-based formative and summative assessments, and external assessments. Various forms of internal assessment are used including pencil and paper assessments like quizzes and tests, writing tasks, projects, and presentations. Internal assessments are graded using detailed rubrics or marks schemes for clarity and consistency. External benchmark assessments include:

- NGRT
- Measure of Academic Progress - MAP
- CAT4
- IBT Arabic Assessment

Additionally, students in targeted grade-levels participate in TIMSS and PISA assessments as mandated by KHDA as a part of national agenda parameters. This ensures that high standards of education are consistently maintained, and students can achieve competent results in line with the national agenda parameters and the school mission and vision.

Report Cards

Report cards are issued each term to communicate student's achievement levels against the key domains assessed in each subject area. Report cards also include a summary of a student's most recent external assessment results and feedback on his/her approaches to learning.



03

Behavior, Health and Safety





Expectations

Schoolwide policy documents are linked on the [AKIS website](#).

Be a GEM Introduction

Be a GEM is the consistent approach to positive behaviour that enables optimum learning and excellent relationships to flourish, creating a culture of excellence that leads to a world-class education.

Be a GEM incorporates best practice across GEMS schools and globally, alongside the latest educational research and the UAE's MoE guidance. It is the typical tried and tested practice of many educators around the world that has shown to lead to a world-class education.

“Consistency is important to students, their families and all school staff, so that boundaries are clear, school feels fair and safe, and teaching, learning and positive relationships can thrive.”

Freya Morrissey

Be a GEM Expectations





Our Behavior Routines

1- When a GEM, Be a GEM

Travelling to and from school

- We want you to be safe when you are travelling to school
- It is important that you behave well
- Remember that when you wear your uniform, you represent us all
- Your behaviour on the way to school or home can be reported to school by the local community
- Respect members of the public and their right to safe transport

2- Another day to sparkle

Arriving at school

- We greet members of our community with a 'Good morning' and respond when a community members says 'Good morning' to us
- Cross the GEMS Gateway ready to learn – in uniform, in mindset, and on time
- We care about each of our students and are look forward to teaching you every day
- If you have a problem, let us know now. Let us help.

3- Quickly and Quietly

Moving Around the School

- Follow the one-way system; walk on the right
- Do not wait for peers in the hallways
- No physical contact
- Keep noise levels low
- Quickly means efficiently but calmly; walk, don't run

4- Ready to Learn

During Lessons

- Sit where you are asked to sit
- Begin each lesson ready to learn – with an organized desk, an organized mind, and the needed materials
- Listen actively to the teacher and peers when they speak
- Track the teacher around the room
- Follow classroom procedures and directions

5- Leave as You Enter!

Leaving the Classroom

- Tidy your things away
- Stand behind your chair and tuck it under your table
- Leave the room upon the teacher's direction
- Exit quietly and calmly
- Complete the exit ticket prior to leaving at the end of each lesson

6- Kind and Courteous

Break and Lunchtime

- No physical contact
- Queue patiently
- Use manners when ordering food
- Sit down while you are eating
- Clean up your own waste when you have finished eating
- No litter on the floor or outside



7- Tomorrow, We Sparkle Again

Ending the Day Positively

- Leave quickly and quietly
- Remember that when you wear your uniform, you represent us all
- Enjoy your evening and come back refreshed tomorrow

8- Pause, Reflect, and Reset

Entry to Reflection

Reflection is a physical space OR 1:1 time with an adult away from the classroom to enable the student to reflect deeply around their disruptive or red line behaviour.

When a student enters reflection he/she completes a reflection booklet to understand why his/her behavior did not meet expectations. The student engages in a conversation to understand what they will do differently to avoid this happening again in the future.

Uniform

Wearing the correct uniform every day fosters a focused, professional learning environment where students take collective pride in their school identity, minimize distractions, and cultivate the self-discipline necessary for future success.

All students must have the formal uniform and the PE kit.

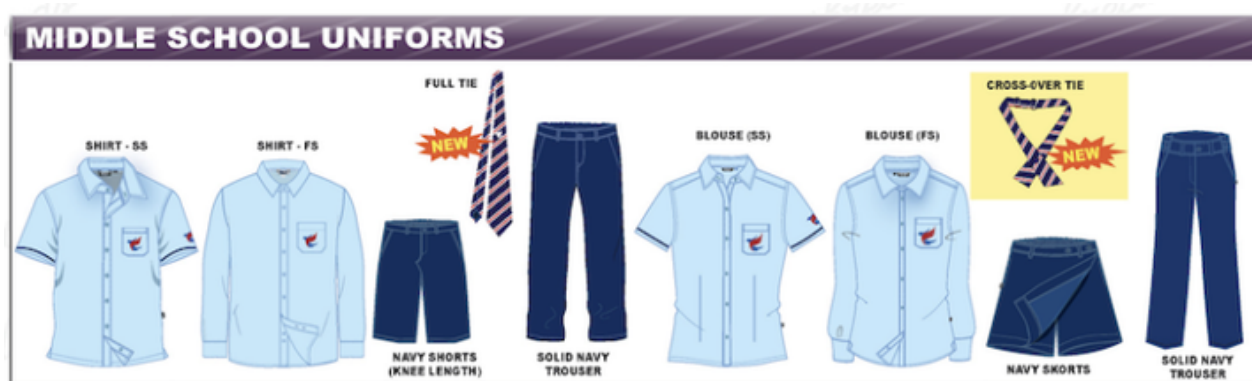
Formal Uniform

Must be worn three days a week (all days without a PE lesson).

Required Components:

- AKIS button-up shirt / blouse (short or long sleeve).
- AKIS Tie (full length or cross-over)
- Solid navy trousers **or** knee length navy shorts for boys.
- Solid navy trousers **or** the navy skort for girls.
- Black or white, formal or athletic shoes.

Students should arrive at school in full uniform, with their shirt tucked in.





Optional components:

- Navy headscarf
- Navy tights
- Black belt
- AKIS pull-over sweater
- AKIS zip jacket



PE Kit

Must be worn only the two days a week with a PE lesson.

Required components:

- AKIS polo shirt (long sleeve AKIS polo available for girls who prefer it) or house t-shirt
- AKIS joggers (AKIS athletic shorts available for boys who prefer it)
- AKIS hat – required for outdoor play
- Athletic shoes



Shoes

- Students are required to wear black or white formal or athletic shoes each day
- Students must wear athletic shoes for PE class



Non-permitted Clothing

Any clothing that doesn't align with the above expectations is not permitted. This includes:

- Non-uniform outerwear (sweaters, jackets, etc.)
- The discontinued AKIS hooded jacket
- Slip-on shoes, sandals, crocks and similar are not allowed in school
- Ripped/torn or heavily stained uniform elements



Alternative Dress Days

Alternative dress days and spirit days will be published to students and parents in advance. In other cases, students must be in the required uniform aligned with their timetable

We recommend purchasing all school uniforms from Threads Shop early to ensure your child is ready for the first day of school.

Make-up, and Nail Polish

To foster an environment that prioritises learning and personal development, we have established a guideline that **prohibits the wearing of makeup and nail polish at school**. This policy is designed to ensure that all students feel comfortable and focused on their education, rather than on their personal appearance.

Students arriving at school with makeup or nail polish will be asked to remove it before entering classrooms. Additionally, repeated violations will impact conduct marks and can result in escalating consequences (i.e. a warning letter).

Given the influence of social media and the promotion of “school makeup” across various platforms, we

kindly ask for your support in reinforcing this message with your child. Please remind them that our school is a place for academic growth, and adherence to this policy is essential in maintaining a respectful

and distraction-free learning environment.

Jewellery and Hair

- Girls may wear one small stud in each ear lobe. No other piercings are permitted.
- Girls' hair should be tied back to stay fully out of the face. Simple accessories are acceptable to keep hair orderly and neat e.g. plain white, dark blue, or black headbands, clips, slides, elastic bands, etc.
- Boys' hair must be well above the collar from the back and off the ears and face. The hair length should be no shorter than a number 2 barber cut. No exaggerated hairstyles, colored gel, wax, or mousse.

Attendance and Punctuality

- Daily attendance is essential to students' learning and achievements. Students are expected to be in school every day unless they have a valid reason for absence, such as sickness.
- Absences will be recorded on Phoenix and conduct marks will be deducted as per the policy.
- Parents will receive notifications when their child is absent from the Phoenix system.
- The school allows a maximum of 15 days of absence per year, with 5 per term. Students will receive warning letters after every 5 days of unexcused absence.
- If repeated unexcused absences occur, students will be issued warning letters highlighting the concern.
- Repeated absence can also result in logging attendance on GUARD as a safeguarding concern, with potential escalation to external agencies, and reconsideration of enrollment for the following academic year, with KHDA approval.



Late to School, Late to Lesson

- Students are expected to report to line-up at 7:25am
- Students are expected to report to each class on time (see daily schedule on p. 31)
- Students who are late for school or class receive a -2 conduct mark in Phoenix.
- Repeated lateness can result in a warning letter.

Early Leave

All early leaves and absences are officially recorded and result in negative conduct marks. Frequent or unapproved early departures negatively affect academic performance, as students miss key instructional time and disrupt both their own and their peers' learning. Repeated absences may also lead to further review under the school's attendance monitoring procedures.

When a student needs to leave before dismissal, parents must:

1. Submit a Gate Pass request via the GEMS Connect app before 7:40 a.m. on the same day.
2. Wait for school review and approval; once approved, a Gate Pass with a unique passcode will be issued.
3. Present the passcode at the Front Office to collect the student (allow 30 minutes for retrieval).
4. Avoid pickups during break times to prevent delays.
5. Parents who arrive at school without completing a Gate Pass should expect a delay in retrieval of their child as hard copy approvals will be required from several offices.
6. Submit medical appointment requests at least two days in advance and schedule them outside school hours whenever possible.
7. For safety, students cannot leave unaccompanied and must be collected by a parent or legal guardian.

Device Use

To ensure the safe, responsible, and purposeful use of personal devices (BYOD) by Grade 6-8 students during lessons, transitions, and breaks, this guide outlines clear expectations for both teachers and students to promote digital responsibility while supporting learning:

- Devices must be fully charged each day; charging is limited in classrooms.
- Devices will be used for learning purposes only, and always under teacher guidance.
- Student devices are not allowed during CREW, FLAME, transition or break time without explicit permission from a teacher under his/her direct supervision.
- Messaging, gaming, or using social media on student devices is not permitted at any time during the school day.
- Recording audio, video, or taking photos of teachers or peers on student devices without explicit permission is not allowed.
- VPNs and WiFi hotspots are strictly prohibited. Students must use the school provided network which includes safety filters for safeguarding reasons.
- Student devices must be secured in student bags/cubbies when not in use.
- BYOD use is a privilege, not a right. Students are expected to follow teacher directions at all times. Infractions will result in device confiscation and parent collection.
- Students are responsible for their own devices. School employees will help students identify how to keep personal devices secure, but students will have the final responsibility for securing their personal devices. AKIS is not responsible for stolen, lost, or damaged devices, including lost or corrupted data on those devices. Please check with your homeowner's policy regarding coverage of personal electronic devices, as many insurance policies can cover loss or damage.



Academic Integrity

Academic integrity — doing your own work honestly, properly crediting any outside help or sources, and using AI tools transparently — is a core expectation at AKIS, and every Middle School student and family is expected to understand what this looks like in practice.

- Academic honesty covers three things: doing your own original work, giving credit for any sources or outside help you use, and following the required citation format (MLA9/APA).
- Academic misconduct includes plagiarism, collusion (letting a peer copy your work), duplication (reusing the same work for multiple assignments), fabrication (making up data), unpermitted use of AI and malpractice during tests or exams (cheat sheets, unauthorized devices).

For full details — including citation guidance, the complete list of AI use scenarios, and the full consequences table — please refer to the “Academic Integrity Policy” on the AKIS website.

Avoiding Plagerism

- Make a detailed list of sources: As you research, keep a record of everything you find that you might want to use. Include how that source relates to the information you are taking from.
- Take clear notes: Distinguish between your own ideas and those from your sources. Clearly mark any copied text, summaries, or paraphrases.
- Credit everything you borrow: When writing, make sure to properly cite any borrowed material, including quotes, paraphrased ideas, and factual information. Citations should be in MLA 9 or APA 7 (in-text and works cited/reference list).
- When in doubt, ask your teacher: If you are unsure how to handle a particular source, consult your instructor for guidance.

Citation

In the AKIS Middle School, MLA citation is used for humanities, language arts, and arts classes. APA citation is used for science, math, physical education, and technology.

- **In-text citations:** These are brief references within your essay that point to the source of your information. These include parenthetical citations, where the author and publication details appear inside brackets at the end of a sentence, and narrative citations, where the author's name flows directly inside the sentence.
- **Works Cited:** Used in MLA, a Works Cited list includes sources you directly referenced in your work through an in-text citation.
- **References page:** Used in APA, a References page includes sources you directly referenced in your work through an in-text citation.

Referencing AI Examples

- **In-text citation:** “...” (text generated/paraphrased from ChatGPT, prompt: “Explain the causes of inflation for a Grade 11 economics essay,” 1 July 2026).
- **Works Cited/Reference list:** OpenAI. ChatGPT response to prompt: “Explain the causes of inflation for a Grade 11 economics essay.” Generated 1 July 2026.

Use of Artificial Intelligence (AI)

AI tools may only be used when a teacher permits it, and any AI use — for ideas, wording, structure, or feedback — must always be declared and cited; hiding AI use is treated as misconduct even when the original use was acceptable.



Middle School AI Use Tiers for Assignments

Level	Name	Permitted AI Use	Prohibited AI Use	Typical Assignment Types
1	No AI	Nothing — no AI tool use at any stage, from planning through submission.	Any AI use whatsoever.	In-class exams, timed writing, skills checks meant to measure unaided ability.
2	Exploration Only	Exploring a topic, seeing alternative viewpoints, or generating possible search terms before independent research begins.	Using AI-generated content, quotes, or wording anywhere in the final submission.	Early brainstorming and research stages of a project
3	Structure, not content	Creating an outline, structure, or template — must be declared and cited. Checking grammar/sentence construction only.	AI generating actual paragraphs, arguments, or content submitted as the student's own.	Essay planning, lab report structuring, project outlines
4	Draft Feedback	Getting AI feedback on a completed draft to identify areas to improve, then revising independently. Prompts and responses kept as evidence.	AI marking, grading, or rewriting the draft itself.	Formative drafts of longer assignments before final submission
5	Final Editing Only	Light proofreading of a fully completed, original piece — flagging grammar and unclear sentences only.	AI rewriting sentences, improving the argument, or generating any new content.	Final polish stage of a finished assignment



Positive Reinforcement

The rewards' system centers around our GEMS values of Care, Always Learning, Excellence and One Team. Students are recognized and rewarded for exemplifying a GEMS value.

Achievement points are captured in the conduct module in Pheonix.

GEMS VALUES	POSITIVE BEHAVIOURS	Achievement Points
 ALWAYS LEARNING	Showing creativity and innovation to deepen your understanding in a focus area	2 points
	Working hard and going the extra mile consistently	2 points
	Learning beyond the subject through podcasts, books, online courses or masterclasses	2 points
	Engaging in co-curriculum activities and mastering a skill through self-discipline	2 points
	Learning from mistakes and taking on board constructive feedback	2 points
 ONE TEAM	Learning from, with, and about each other very well	2 points
	Using everyone's ideas to achieve a good solution (problem solving)	2 points
	Working well with others to achieve team goals	2 points
	Sharing responsibilities and tasks to achieve the best for everyone	2 points
	Taking responsibility when things go wrong	2 points
 EXCELLENCE	Having the grit to never give up	2 points
	Listening attentively and participating enthusiastically in lesson	2 points
	Trying hard to produce work of exceptional quality in lessons and during tests	2 points
	Being a self-starter and thinking outside the box	2 points
	Attending enrichment or additional catch-up sessions to help you reach your full potential	2 points
 CARE	Speaking politely with excellent manners	2 points
	Offering help to others through acts of kindness or community service	2 points
	Reporting bullying and speaking up when someone needs help	2 points
	Listening actively and respecting other opinions and differences	2 points
	Showing gratitude and appreciation for the little things that we often take for granted	2 points

Daily Recognition

Teachers will provide daily praise and rewards aligned with the school's positive behavior criteria and targets. Each one positive point for behavior will contribute to 1 house point.

Weekly Rewards

The Dean of Students will monitor weekly student behavior data via Phoenix. Reports will be generated every Thursday, with announcements made on Fridays to acknowledge:

- students achieving milestone points (50, 100, 150, and 200 points) with a certificate of achievement
- one boy and one girl per grade level with the highest points as the GEM of the Week and recognized on school screens and social media

The top student in terms of behavior in each section each week will also be praised in CREW and awarded with a positive email home based on the prior week's totals.



Monthly GEMstones Leadership Recognition

- Nominations will open for members of our community to apply or nominate peers for the Monthly GEMstone Leadership Award.
- Nomination forms (which require supporting evidence) will be available from the Dean of Students, with nominations closing during the third week of each month.
- The Dean reviews applications, and winners are announced in the fourth week.
- One boy and one girl per grade level will be selected.
- Monthly winners contribute 5 house points each to their respective houses

Month	GEMSTONE	Leadership Focus
January	 Moonstone	Leading with Reflection
February	 Emerald	Leading with Compassion
March	 Diamond	Leading with Integrity
April	 Labradorite	Leading with Vision
May	 Aquamarine	Leading with Adaptability
June	 Peridot	Leading with Service
July	 Ruby	Leading with Empathy
August	 Onyx	Leading with Resilience
September	 Sapphire	Leading with Respect
October	 Fluorite	Leading with Diversity
November	 Citrine	Leading with Gratitude
December	 Garnet	Leading with Unity
Ramadan	 Amethyst	Leading with Self-Discipline

Half-Termly Rewards

Sparkling GEMS who earn the highest number of positive achievement points in each half term, in each category within each section are recognized each half-term through a special assembly.

Categories include:

- GEMS Excellence: Care Award
- GEMS Excellence: Always Learning Reward
- GEMS Excellence: Excellence Award
- GEMS Excellence: One Team Award
- GEMS Excellence: 100% Attendance Award
- GEMS Excellence: Most Improved Attendance Award (awarded Terms 2 and 3)
- Sparkling GEMS: 100% Attendance, 100% punctuality, no disruptive/red line behavior points

Annual Rewards

At the end of the academic year, outstanding students will be honored with the **GEMS of Honor Award**, a prestigious annual recognition presented to those who have consistently excelled in living the Be a GEM expectations and GEMS values throughout the year.



Eliminate the Negative

- Students need to understand what is acceptable and what is not
- All students need to know the expectancy of the consequence and that it will happen if they display a disruptive or red line behavior
- Failure to get this right will undermine our commitment to positive behavior that enables optimum learning and excellent relationships to flourish, creating a culture of excellence and a world-class education.

Unmet Expectations

Uniform, equipment, punctuality, and completed homework are the groundwork of being ready to learn. Left unchecked, these small preparedness lapses are often what precede the bigger disruptive behaviors tracked elsewhere in this policy, so addressing them early protects the student's own progress as well as the classroom around them.

The following behaviors are considered **unmet expectations** :

- Incorrect uniform
- Lack of equipment
- Late to school
- Late to lesson
- Homework not completed to a high standard or on time
- Lack of pride in work
- Failure to turn up to clubs
- Failure to turn up to intervention

In each instance of any of the above behaviors, the student will receive a whisper correction and -2 in the Pheonix behavior module. Repeated unmet behavior will result in escalating intervention and can result in a warning letter.

Disruptive Behaviors

AKIS takes the learning of students seriously and repeated disruptive behavior compromises the ability of teachers to teach and students to learn, which means it must be eliminated.

The following behaviors are considered **disruptive behaviors**:

- Chewing gum in school
- Disturbing others / out of seat without permission
- Failure to speak to peers/staff/visitors with respect
- Head on desk/slumped in chair
- Refusing to follow directions from staff
- Talking over teacher / answering back
- Walking off from a staff member
- Using headphones / bluetooth headsets without permission
- Failure to behave sensibly around the school (such as running, pushing or horseplay)
- Littering in the classroom or around the school
- Use of a device (i.e. laptop) without explicit teacher direction

In the first instance of any of the above behaviors, the student will receive a whisper correction to help them get back on track quickly and the behavior will be logged in Pheonix, with 0 points deducted. A second correction will result in a -2 and a phone call home from the teacher. A third correction will result in a -3 and referral to Reflection.



Disturbing Others / Out of Seat Without Permission

Staying in your seat and giving the person speaking your full attention is one of the simplest ways to protect the whole class's learning time — every interruption pulls attention away from the lesson and takes real time to rebuild, even when it feels minor in the moment. Students are expected to remain in their assigned seat unless given permission to move, and to raise a hand rather than calling out or distracting classmates around them.

Refusing to Following Instructions from Staff

Following a staff member's direction the first time it's given — without arguing, delaying, or needing it repeated — is what keeps a classroom or hallway running safely and on schedule for everyone. Instructions are rarely arbitrary: they're often about safety, timing, or making sure the whole class can move forward together, even when the reason isn't stated in the moment. Because this is consistently one of the most common reasons a lesson gets derailed, responding to a direction promptly and respectfully is one of the clearest ways a student shows they're ready to learn and be part of the school community.

Failure to Behave Sensibly Around the School

Horseplay, pushing, and running may feel harmless in the moment, but hallways and shared spaces are shared with students moving between lessons, carrying equipment, or navigating stairs — a small collision can quickly turn into a real injury. AKIS operates a non-running policy throughout the school, and students are expected to move through corridors and shared spaces calmly and in control at all times, walking rather than running even when in a hurry.

Repeated disruptive behavior will result in escalating intervention. This can include detention, community service, implementation of a daily behavior report card, a warning letter, suspension, and expulsion if the behavior continues. Escalating consequences will be paired with escalating support from the counseling and pastoral teams alongside the teaching team to support the student with getting back on track. Consequences and support go hand-in-hand in eliminating the negative and creating the culture we are looking for in our school and classrooms.

Referral to Reflection

In reflection, students examine their behavior, choices they can make differently in the future, and actions they can take in the upcoming week to shift their focus towards desired behaviors.

Red Line Behaviors- Level 1

Red line behaviors are unacceptable and will not be tolerated. These behaviors result in immediate consequences.

The following are considered **red line behaviors** and will result in -4 conduct marks, a referral to reflection, and an additional consequence (e.g. detention, community service, warning letter):

- Refusing to hand over a mobile phone when visible in school
- Truancy from lessons
- Walking out of a classroom without a pass while class is in session
- Failure to attend a detention
- Rude language or swearing at someone
- Cheating in exams / assessments
- Graffiti or obscene / offensive language or depictions
- Damaging equipment / property

Repeated red line behavior from the list above will result in escalating consequences which can include suspension and ultimately expulsion.



Cheating

- In all cases, cheating results in -4 conduct marks, referral to reflection, and parent contact. Additional consequence are outlined below.
- Students engaged in academic dishonesty will also be referred to the counseling team.

Transgression	Consequence
Plagerism, Duplication, or Unpermitted AI Use	Attend a mandatory detention to complete a plagerism or AI use training. Where the misconduct impacts only part of the assignment, a redo will be permitted for a maximum of a 60%. In cases with substantial misconduct, a zero will be awarded. Students who provide their work to another student receive the same consequence as the person who did the copying.
Collusion and Malpractice	If there is evidence exam related material was used, students pass materials, or speak discuss during the examination, no marks are awarded to the paper. If two students submit

Damaging equipment / property

A student who damages the equipment or property of the school or another member of the community (e.g. student, teacher) will be responsible for the replacement cost of the damaged item in addition to other consequences.

Red Line Behaviors - Level 2

The following **red line behaviors** will result in referral to reflection, -4 points, a warning letter and a suspension. These behaviors could lead to an automatic expulsion.

- Dangerous or unsafe behavior
- Bullying (physical child-on-child abuse or verbal child-on-child abuse)
- Racist language or behavior
- Cyber bullying
- Having cigarettes / e-cigarettes or contraband on school premises
- Theft or brining in stolen items
- Aggressive or threatening behavior towards a member of staff
- Aggressive or threatening behavior towards peers
- Fighting, physical aggression, or threatening violence
- Extortion
- Bringing a weapon into school
- Bringing the school into disrepute (social media / within the community)
- External truancy
- Inappropriate touch
- Substance use

Dangerous or unsafe behavior

Dangerous or unsafe behavior is any action—playful or otherwise—that creates a genuine risk of injury to the student or others, given the force involved, the location, or objects involved. It also includes action that results in actual injury. This includes:

- Pushing or physical contact with enough force to cause a fall or collision
- Horseplay in high-risk locations (stairwells, near glass, on furniture)
- Throwing objects, climbing on railings, or running in a way likely to cause a collision in a crowded space



Bullying.

Bullying is repeated, intentional behavior — physical, verbal, social, or online — meant to hurt, intimidate, or exclude another student, involving a real or perceived power imbalance between those involved. A single incident, however serious, is addressed immediately as its own disruptive or red-line behavior; bullying specifically names the targeted, ongoing pattern.

Cyberbullying.

Cyberbullying is intentional behavior — carried out through messaging apps, social media, gaming platforms, or other digital means — meant to hurt, intimidate, or exclude another student. Because digital content can be viewed, shared, or reposted repeatedly, even a single act can meet the threshold to be addressed under this policy regardless of whether it occurs on or off campus.

Community Service

Community service turns the consequence into a chance to repair the impact of the behaviour, not just serve a punishment — restoring order to the very space or community the incident disrupted. Scheduling it during a break or after school, rather than during lesson time, holds the student accountable without costing them access to learning. This restorative approach builds ownership and care for the school community, reinforcing the GEMS value of One Team rather than simply removing a privilege.

Detention

Detention works as a deterrent. Losing personal time, rather than losing access to learning, keeps the consequence proportionate while still making clear that misbehaviour has a real cost. Structured detention also gives staff a quiet space to reset the relationship with the student before the next lesson, rather than letting the incident carry forward unresolved. Detention can be scheduled during break or after school. During detention, students may be asked to complete a reflection form or work on schoolwork.

Warning Letter

A warning letter marks a clear, formal record that a behaviour has moved beyond what corrections and reflection alone can address, giving both the school and family a shared, written checkpoint for the concern. It is issued alongside a conversation with parents, so the family understands exactly what led to it, the improvement expected going forward, and the potential consequences should problematic behavior continue.

Suspension

Suspension is used for red-line behaviours that put the safety or wellbeing of the community at risk, and serves as a deliberate break from the classroom. Typically lasting 3–5 days (including the day of the incident if the student is collected early from school), suspension the student space to reflect on their choices before returning to learning. In-school suspension keeps a student under close supervision away from their usual classes and peers. Out-of-school suspension requires the student to stay home from school.

Suspension is paired with a warning letter and conversation between the school, the student, and parents, so the student returns with a clear behavior improvement plan.

Record Keeping

Teachers, SAOs, Counselors, Assistant Principals, and Phase Principals can enter log positive and negative behavior on Phoenix Behavior System.

Parents receive an automated weekly report from Phoenix with their child's most recent behavior logs.



Health

Snack / Lunch

Healthy Food

At AKIS, we prioritize promoting a healthy lifestyle for our students. We kindly request parents to pack a nutritious lunch for their child, excluding sugary food, chocolates, Nutella, chips, candy or soft/energy drinks. Students bringing junk food items to school will have them confiscated.

Nut Free School

At AKIS, we prioritize the safety of our students with food allergies through a strict policy that minimizes exposure risks and ensures a safe, educational environment. **We prohibit common allergens like crustaceans, peanuts, soybeans, tree nuts, and sesame seeds from being brought into the school.**

Parents must collaborate by providing medical documentation and current contact information and working with our medical team to develop or update their child's Individualized Health Plan (IHP). This plan should cover all school activities and settings, ensuring comprehensive support for the students. We also ask parents to educate their children about managing their allergies, such as recognizing unsafe foods, understanding the symptoms of reactions, and knowing how to respond appropriately. Children should be taught not to share food and to know where their medications are stored. Following these guidelines can maintain a safe and inclusive environment for all students.

Birthdays and Celebrations

For health and safety purposes, no birthday parties including birthday cakes and gift bags or giveaways are allowed in school. Please do not send any giveaways or gifts with your child to be distributed in class. Giveaways are encouraged and welcomed only during school events such as National Day and guidelines will be communicated with home in these events.

Outdoor Play

AKIS follows GEMS guidelines, aligned to government regulations and safety standards, for determining if/when students will have access to outdoor physical activity, including outdoor access during lunch break and access to outdoor PE facilities.

Even when safety guidelines have been met, the sun and heat in Dubai are intense. High temperatures can cause rapid dehydration and sunburn. Please purchase an AKIS hat to keep in your child's cubby / locker to cover their heads when out in the sun; students without a hat will not be permitted to engage in outdoor play in uncovered areas. Also, apply sunscreen every morning before coming to school to prevent sunburn and skin damage.

Students are only permitted to access the canteen during break. **To prevent dehydration and overheating, please provide your child with a water bottle that can be refilled at one of our many water coolers and reinforce that your child continues to drink water throughout the day. Please label the bottle with a permanent marker to ensure it is returned to your child if it is lost or misplaced.**



Clinic

While AKIS has a clinic staffed by certified medical professionals on site, it is not a substitute for keeping an unwell child home — please continue to follow the "stay at home if unwell" policy outlined above, and do not send your child to school if they are sick.

In a genuine emergency, students are sent to the clinic immediately, or clinic staff are called to the student's location without delay.

For all other, non-emergency visits, clinic access is managed as follows to minimize disruption to learning:

- Students are sent to the clinic at a time that is least disruptive to instruction, typically at the end of a lesson.
- Access is based on availability, with a maximum of 4 middle school students permitted in each clinic (boys and girls) at any one time.
- A clinic pass must be signed first by the teacher and then by the Student Affairs Officer (SAO) before a student goes to the clinic.
- Students arriving without a signed pass will not be seen by the nurse and leaving the section without permission in a non-emergency situation is considered truancy.

Stay at Home if Unwell

A policy of "staying at home if unwell" for students, teachers or school staff with symptoms will be imposed. We encourage you to check your child's temperature before leaving home if they are sick. If your child displays any of the symptoms below, seek medical advice from your nearest healthcare facility:

- Fever
- Runny nose
- Cough or sneezing
- Throat pain
- Body aches
- Conjunctivitis
- Chest pain or difficulty of breathing.

Students who miss more than one day due to illness should submit a sick leave document so their absence is marked excused.

Illness or Medical Conditions

AKIS' students' safety, emotional and physical well-being is our priority at AKIS. Thus, we ask you to follow the below guidelines:

- Students with any kind of illness must not be sent to school until they recover and provide the medical report on joining.
- No medicines should be sent in the school bag.
- If a dose of antibiotics is to be given during school hours, the parent should handover the medicine to the clinic with the physician note, prescription and sign the consent for the same.
- Strictly follow the policy "stay at home if unwell" policy.
- Encourage your child on the importance of hand hygiene and cough etiquette to prevent illness spread.
- Encourage your child to have balanced healthy meals and should do physical activity to boost their immunity.



- Students must maintain basic hygiene which includes brushing of teeth, showering, trimming nails, hair neatly, clean uniform, and regular hair checking to be done by the parents to prevent the spread of head lice.
- If the student has a fever of more than 37.5 degrees Celsius, parents will be contacted to pick them up within 30 minutes.
- It is essential that the school clinic has accurate, up-to-date information on your child's health. If your child has any medical needs, ensure that the school clinic is informed promptly and ensure all required health declarations and documentation is provided.

Time Sensitive Medical Conditions

Students who need access to the clinic for time sensitive medical conditions (e.g diabetes) will be provided with a pink lanyard to make their needs clear to school staff.

Elevator Access

Access to the school elevator is restricted to students unless a medical need is present. The school clinic will provide an elevator card for students with chronic conditions. For students with temporary injuries, a daily elevator pass will be provided only when indicated as required in a medical report; students must collect this pass each morning.

Safety

Safe Student Behavior

In order to keep all students safe, it is essential that students abide by Be a GEM expectations. Please see the prior section for these expectations. It is also essential the students are supervised. For this reason, the AKIS middle school has a set of movement expectations and a specific organization of break locations.

Supervision and Movement

At AKIS, students are supervised at all times, and clear procedures for movement around the school – from arrival to dismissal – keep every student accounted for and safe throughout the day.

- **Hallway passes:** Students are never permitted to move around the school unsupervised, whether during lesson time or transitions. Even between lessons, a student needing to use the bathroom or fill a water bottle must take the designated pass from the classroom. This ensures the school always knows where every student is, keeps students supervised and accounted for, allows accurate attendance monitoring, and prevents overcrowding in key locations such as bathrooms, which can create a safety hazard when too many students gather unsupervised at once.
- **Morning arrival:** Students queue in their designated area, participate in the national anthem, and then move to class with their first lesson teachers. Students should not make their way to classrooms or other areas of the building independently before this time.
- **Dismissal:** At the end of the day, students collect their belongings and exit the school through their class's designated route, together with their class and under teacher supervision, until they reach the pick-up area.



Break Locations

During break, students remain in their designated area, assigned by house or grade (posted in the hallway and canteen). This keeps supervision ratios manageable and prevents overcrowding in any single space, so every student is properly supervised throughout break.

When outdoor venues are closed — for example due to extreme weather — students may instead be kept in their classrooms for break. On these days, students may only leave the classroom to go directly to the canteen if purchasing food, and must return to the classroom immediately afterward.

Student IDs

All AKIS students are required to wear their student ID at all times while on campus. A visible ID allows any staff member to quickly identify a student, their grade level, and section — which is essential for supervision, especially if a student is found outside their designated area or needs assistance. It also strengthens safeguarding across the school, ensuring that every adult on campus can readily distinguish enrolled students from visitors, and supports quick, accurate identification in an emergency.

Safeguarding

The welfare of the student is paramount. It is the responsibility of all adults to safeguard and promote the welfare of students. This includes those adults employed, commissioned, or contracted to work with students, whether in a paid or voluntary capacity.

Adults working with students in the AKIS Middle School are familiar with and responsible for GEMS policies and local procedures and protocols for safeguarding the welfare of students. School staff have a duty to report any safeguarding, child protection or welfare concerns on the Guard platform and to the Designated Safeguarding Lead (DSL) in their school or service. If the Designated Safeguarding Lead is unavailable, adults report to a Deputy DSL. In the case of volunteers and visitors, all safeguarding, child protection or welfare concerns are immediately reported to the Designated Safeguarding Lead, Deputy DSL or Principal.

To keep campus access clearly managed at all times, all parents and staff must wear their AKIS lanyard while on school grounds. Visitors must present valid ID, sign a safeguarding form, and be issued a visitor badge, which must be worn for the duration of their visit. Together, these measures allow the school to know exactly who is on campus at any given time and support our commitment to safeguarding every member of our community.

Federal Law No. (3) of 2016 on Child Rights Law (Wadeema)

- All children must be provided with appropriate living standards, access to health services, education, equal opportunities in essential services and facilities without any kind of discrimination.
- The law protects children against all forms of negligence, exploitation, physical and psychological abuses.
- The law supports children's right to safety, health care and education.
- Anyone in contact with a child can be held accountable for causing harm and is legally obliged to report cases of suspected abuse
- If a child's life is in danger the Government has the authority to remove the child to 'safety'
- Anyone who breaks the law faces a fine of up to Dh50,000, and up to 10 years in prison for physical/sexual abuse or criminal negligence of children



Article 35

It shall be prohibited for the custodian to expose the child to rejection, homelessness or neglect, leaving him/her without supervision or follow-up, refraining from his/her guidance, not handling his/her affairs, not enrolling him/her at an educational institution or leaving him/her without education during the compulsory education stage without due reason.

Communication Channels

As part of the safeguarding policy it should be noted that AKIS staff are not permitted to have communication with parents and students outside of official school communication channels. Communication between students and adults should take place within clear and explicit professional boundaries using approved, monitored systems and devices such as school email or school phones. School staff are not permitted to communicate with parents and students through mobile phones, messaging platforms, personal e-mails, or social media, and parents and students should avoid requests through these channels.

Emergency Procedures

GEMS requires schools to have an adequate number of qualified first aiders and fire marshals, and AKIS has plans for emergency circumstances such as fire, lockdown, shelter in place and evacuation. School personnel are trained in these policies and procedures, and there are drills with students several times a year to ensure community preparedness in the event of an emergency.

Technology

Online Safety

To ensure the safety of our students in the digital age, AKIS has an e-safety policy which can be found on the [school website](#).

Students in the Middle School are not permitted to use devices without explicit teacher permission.

The school's network filters will be applied to a device's connection to the internet and any attempt to bypass the network filters is prohibited. AKIS is authorized to collect and examine any device that is suspected of causing technology problems or was the source of an attack or virus infection, with parental permission.

Students and parents should be aware that devices are subject to search by school administrators if the device is suspected of a violation of the student code of conduct or this agreement. If the device is locked or password protected, the student will be required to unlock the device at the request of a school administrator. Parent permission will be requested before this is done.

Device Damage / Loss

Each user is responsible for his/her own device and should use it responsibly and appropriately. AKIS takes no responsibility for stolen, lost, or damaged devices, including lost or corrupted data on those devices. While school employees will help students identify how to keep personal devices secure, students will have the final responsibility for securing their personal devices. Please check with your homeowner's policy regarding coverage of personal electronic devices, as many insurance policies can cover loss or damage.



04

Student Life





Daily Schedule

School Timings:

- **Gate Opens:** 7:00am
- **Mandatory Line-up w/ National Anthem:** 7:25am
- **Lesson 1:** 7:45am
- **Dismissal:** 2:40pm

The middle school day includes seven lessons total. Students have two breaks, one 30 minute morning break and one 40 minute afternoon break.

MS										
Time	7:25-7:40	7:45 - 8:30	8:35 - 9:20	9:20 - 9:50	9:55 - 10:40	10:45- 11:30	11:35 - 12:20	12:25 - 13:00	13:05 - 13:50	13:55- 14:40
Duration	15 Min.	45 Min.	45 Min.	30 Min.	45 Min.	45 Min.	45 Min.	40 Min.	45 Min.	45 Min.
G6-8	Registration- Line Up w/ National Anthem	1	2	Break	3	4	5	Lunch (Prayer 12:25- 12:45)	6	7

Schools in Dubai have a shortened day on Friday. Due to this compressed schedule, students have just four lessons and one 15 minute break on Fridays.

Friday						
PreK-G12						
Time	7:25-7:40	7:45 - 8:30	8:35 - 9:20	9:20 - 9:35	09:40 - 10:25	10:30 - 11:15
Duration	15min	45 Min.	45 Min.	15min	45 Min.	45 Min.
G6-8	Registration- Line Up w/ National Anthem	1	2	Break	3	4



Registration

New UAE Anthem Observance Policy

In June 2026, the Government of Dubai released a new UAE National Anthem Observance Policy. This policy specifies the requirement that the UAE National Anthem must be played every operational day and that students must participate in a shared physical gathering for the anthem each week. The policy also specifies that the UAE National Anthem must be played at the start of every institutional event, including virtual and hybrid events.

Daily Schedule

To meet this requirement AKIS Middle School students will engage in a structured assembly each morning:

- At 7:25am students will line up by section, with their first lesson teacher supervising the line. Boys on the soccer pitch. Girls in the grass area behind the Family First cafe.
- From 7:25-7:35 phase leadership will make announcements
- At 7:40am the National Anthem will play with students engaged as described below
- At 7:41am students will be release to go up the middle stairwell to their section lead by their Lesson 1 teacher.
- Lesson 1 starts at 7:45am.

Students should be in their designated line location on the appropriate field by 7:25am each morning.

Expectations for Behavior - Students

The policy includes clear expectations for the group assembly:

- All students must participate
- Students must be standing, still, and facing the flag when the anthem plays. Singing along is encouraged.
- Students or children with a disability, mobility need, health condition, additional learning need, or sensory sensitivity must be supported to participate in a way appropriate to their needs, remaining included within the wider community rather than in separate or segregated arrangements.

Respectful behavior during the UAE National Anthem is essential.

Expectations for Behavior - Parents and Visitors

Parents and visitors present on the premises during the playing of the National Anthem must stand respectfully and give their full attention for its duration. This expectation applies to all individuals on the premises at the time of the observance, including those who may be present only briefly, such as parents accompanying children to class. All individuals should pause their activities and remain respectful until the National Anthem has concluded.



The UAE National Anthem- Lyrics, Pronunciation, and Meaning

The KHDA reminds us that “Understanding the words turns the anthem into something students carry with them, connecting them to the values, history, and identity it expresses.” The following table is provided to help build this understanding in our community:

Phonetic (English)	Arabic	English Translation
Ishty Biladi, Asha Ettihadu Emaratina	عيشي بلادي عاش اتحاد إماراتنا	Live my country, the unity of our Emirates lives
Ishti Lisha'bin, Dinuhul Islamu, Hadyuhul Qur'an	عشت لشعب دينه الإسلام هديه القرآن	You have lived for a nation whose religion is Islam and guide is Quran
Hassantuk Bismillah ya Watan	حصنتك باسم الله يا وطن	I made you stronger in God's name, oh homeland
Biladi, Biladi, Biladi, Biladi	بلادي بلادي بلادي بلادي	My country, my country, my country, my country
Hamakil Ilahu Shurur al-Zaman	حماك الإله شرور الزمن	God has protected you from the evils of the time
Aqsmna an Nabni Na'mal	أقسمنا أن نبني نعمل	We have sworn to build and work
Na'mal Nukhlis, Na'mal Nukhlis	نعمل نخلص نعمل نخلص	Work sincerely, work sincerely
Mahma 'Ishna Nukhlis, Nukhlis	مهما عشنا نخلص نخلص	As long as we live, we will be sincere, sincere
Dama Al-Amanu wa 'Asha al-'Alam ya Emaratina	دام الأمان وعاش العلم يا إماراتنا	The safety has lasted and the flag has lived, oh our Emirates
Ramza al-'Urubati	رمز العروبة	The Symbol of Arabism
Kullana Nafdika bil-Dima'i Narwika	كلنا نفيديك بالدماء نرويكي	We all sacrifice for you, we supply you with our blood
Nafdika bil-Arwah ya Watan	نفيديك بالأرواح يا وطن	We sacrifice with our souls, oh homeland



Canteen

Canteen Access

Students should eat breakfast before they come to school.

Students will have access to the canteen during break, but not at other times of the day. Students may choose to bring food from home given they follow the guidelines outlined in the health section of this manual.

Students should bring a reusable water bottle to fill in the shared learning area throughout the day.

Food and drinks (besides water) should not be consumed in the classroom.

Canteen Etiquette

Students are expected to follow Be a GEM expectations during break time. Students must model politeness when communicating with all staff, cue in an orderly fashion, sit while eating, take responsibility for trash and cleanliness of their dining area, and maintain appropriate conduct.

Canteen Payment

The canteen accepts cash or allows students to use credit loaded onto their student ID. Parents can add money to the student ID through GEMSCoconnect.

The canteen does not accept credit or debit cards or ApplePay.

Meal Plans and Pre-Ordering

The easiest way for students to quickly secure a hot meal during break without waiting in line, worrying about cash, or remembering a packed lunch is to subscribe to a meal plan and/or pre-order their meals.

To subscribe to a plan or pre-order, go to the Services tab in the GEMSCoconnect app and select Catering.

- On the Catering Dashboard, you can view your child's wallet balance, recent transactions, and payment history.
- Scroll to the Meal Plans section and tap View Plans.
- Browse the available meal plans with their prices and durations (some are term-based, others annual).
- Tap "Subscribe" next to your preferred option.



Break

Indoor Play

Students are encouraged to bring cards (UNO, Phase 10, etc.) and board games (Chess, Guess Who, Jenga, Clue, Connect4) to use during break times, particularly on days when they are not permitted outdoors. These should be labeled with their name and remain in their cubby during class time and be taken out only during structured break times.

Outdoor Play

Weather and venue availability permitting, students will be given the option to take their break outside. Students must have their AKIS hat if they wish to participate in activities outdoors.

The AKIS clinic team sends guidance each day indicating approved outdoor activity levels for students by time of day. This guidance may indicate the need for indoor break, outdoor break in the shade, outdoor play with water breaks, or free outdoor play. This guidance which is based on the heat index is closely monitored by duty staff.

To ensure appropriate supervision and safety, students will be assigned to designated venues when permitted to be outdoors. This may be on rotation with other grades or sections. This information will be posted in the hallway and canteen where relevant. Students must have their student ID with them to demonstrate their grade level and section allowing duty teachers to quickly evaluate if they are out of bounds.

Sports Equipment

Students should not bring personal sports equipment including balls to school without first securing permission from the SAO. If permission is granted, students should check the equipment in with the SAO at the start of the academic day, check it out during break, and return it at the end of break. Sports equipment should not be kept in student classrooms where it can act as a distraction and pose a potential safety risk.

Structured Break Activities

The SAO team and PE staff offer some structured sports activities during break when weather permits and suitable venues are available. Activities are organized by grade level and house color to avoid overcrowding.

Clubs

Student clubs may have meetings during break, in a designated location with teacher supervision. These club meetings must be approved by Ms. Rawan, the Dean of Students.

Library Access

Students wishing to exchange books during break will ask the hallway duty teacher for a pass to the library. Boys will have library access during morning breaks and girls during afternoon breaks.



Prayer

The second break of the day includes a structured opportunity for prayer. Participation is voluntary. At GEMS Al Khaleej International School, we believe that a true believer reflects discipline and cleanliness. In this spirit, and to ensure a respectful and suitable environment for prayer during school hours, the AKIS Middle School has the following expectations for prayer:

- **Prayer Time:** Prayer is scheduled at a dedicated time, and punctuality is essential to avoid clashing with class timings. Students who are not at the designated meeting location at the correct time during break will miss their opportunity to pray in the prayer room.
- **Student Belongings:** Students should bring their own items for prayer each day (e.g., towels for ablution, prayer mats, or prayer clothes for girls). This helps make the process smooth, respectful, and comfortable.
- **Cleanliness and Order:** Students must maintain cleanliness in the prayer areas. Shoes should be removed and placed neatly in the designated areas.
- **Discipline and Expectations:** Students are expected to follow instructions when going to the prayer room, during prayer time, and when returning to class. All students must comply with hygiene and safety guidelines. If these expectations are not followed, students will be asked to perform their prayer at home instead.
- **Supervision:** School staff will be present to supervise, ensure discipline, and prevent overcrowding during prayer.

We deeply appreciate your cooperation, understanding, and ongoing support in helping us instill Islamic values in our students, while also maintaining a safe and respectful environment for all.

في مدرسة جيمس الخليج الدولية، نرى بأن المؤمن الحق هو قدوة في الانضباط والنظافة. وانطلاقاً من هذا المبدأ، ومن أجل توفير بيئة مناسبة ومحترمة لأداء الصلاة خلال اليوم الدراسي، نود أن نشارككم التوقعات التالية:

يتم تحديد وقت مخصص للصلاة، ومن المهم الالتزام بالانضباط والالتزام بالمواعيد لتجنب التعارض مع الحصص الدراسية. يتم إرسال الطلاب على دفعات إلى مواقع مختلفة لاستيعاب الأعداد والمساحات المتاحة. متعلقات الطلاب:

يُشجّع الطلاب على إحضار مستلزماتهم الخاصة للصلاة يوميًا (مثل: مناشف للوضوء، سجادات للصلاة، أو ملابس صلاة للبنات). يساعد ذلك في جعل العملية أكثر سلاسة واحترامًا وراحة. النظافة والنظام:

يجب على الطلاب الحفاظ على نظافة أماكن الصلاة. ينبغي خلع الأحذية ووضعها بشكل مرتب في الأماكن المخصصة. الانضباط والتوقعات:

يُتوقع من الطلاب اتباع التعليمات عند التوجه إلى مكان الصلاة، وأثناء وقت الصلاة، وعند العودة إلى الصف. يجب على جميع الطلاب الالتزام بتعليمات النظافة والسلامة.

في حال عدم الالتزام بهذه التوقعات، سيطلب من الطالب أداء الصلاة في المنزل بدلاً من المدرسة. الإشراف:

سيتواجد طاقم المدرسة للإشراف وضمان الانضباط ومنع الازدحام.

نحن نقدر بشدة تعاونكم وتفهمكم ودعمكم المستمر في مساعدتنا على غرس القيم الإسلامية في أبنائنا وبناتنا، مع الحفاظ على بيئة آمنة ومحترمة للجميع.



Reflection and Detention

Students participating in a reflection or serving a detention during break remain in the designated Reflection space or supervised detention area for the full duration, rather than in their usual break location. This keeps the consequence meaningful and consistent, ensures the student is properly supervised throughout, and gives them the quiet space needed to reset before returning to class or break with their peers.

Dismissal

- **Bus Students:** Middle school bus students will be dismissed to the bus at 2:40pm, exiting through the canteen and moving directly to the bus
- **Car Students:** Middle school car students will be dismissed at 2:40pm. Girls exit through the stairwell in the center of the girls' hallway, cross the grass field and leave to the sidewalk through the small white gate behind the swimming pool. They walk left along the side of the building and leave through Gate 6. Boys exit through the stairwell in the center of the boys' hallway stairwell, then walk along the sidewalk next and then down the corner of the soccer pitch to Gate 1.
- **Late Pick-Up:**

Dismissal begins at 2:40 PM. We ask that parents and guardians arrive a few minutes beforehand so they are waiting and ready when students are released, rather than students waiting for a late arrival. Prompt pickup helps ensure every child is supervised and safe at the end of the school day, and allows our staff to conclude their duties on schedule.

Students may use the telephone at the main reception desk after 2:45pm to call their parents if they have not yet located them.

If a parent or guardian has not arrived by 3:10 PM (30 minutes after dismissal), the student's name will be recorded in the Phoenix system. Repeated late pickups will be logged as a safeguarding concern in the GUARD system, and a persistent pattern may result in escalation to the KHDA.

We appreciate your partnership in helping dismissal run smoothly and safely for all students.



Personal & Social Development

Counseling Services

The AKIS Middle School counseling team supports the personal, social, and emotional wellbeing of every student, working alongside teachers, families, and school leadership to help students navigate the challenges of adolescence. MS Boys and MS Girls each have a dedicated counselor, giving every student a familiar, trusted point of contact within their section who can build an ongoing relationship with them over time. Students can access counseling support through self-referral, or referral from a parent or teacher.

Data-Driven Wellbeing: UpStrive and GL PASS

To ensure our support is proactive and evidence-based, we integrate industry-leading technology into our pastoral care:

- We utilize the UpStrive platform to monitor student and staff wellbeing in real-time. Through regular digital "check-ins," students have a safe space to communicate how they are feeling, allowing our pastoral team to identify trends and provide immediate, targeted interventions when needed.
- We administer the GL PASS (Pupil Attitudes to Self and School) assessment to gain deep insights into student mindsets. This psychometric tool helps us understand factors such as a student's confidence in learning and their sense of self-worth, ensuring that our pastoral support addresses the root causes of any barriers to success.

The counseling team is also a core part of AKIS's safeguarding structure, working closely with the Designated Safeguarding Lead to help ensure every student's welfare is protected and that concerns are identified and responded to promptly.

Social-Emotional Learning

Social-Emotional Learning lessons are an important part of the AKIS Middle School program, helping students build the self-awareness, relationship skills, and coping strategies they need to thrive both in and out of the classroom. Students meet once a week for CREW (Community, Relationships, Excellence, and Wellbeing), during which a dedicated SEL lesson — prepared by the counseling team and delivered by the CREW teacher — is taught three times a month.

Counselors regularly drop-in on SEL lessons to provide support, answer student questions, and build relationships with the students they support across the middle school.



Student Success Groups

Student Success Groups are small group counseling sessions — typically 8–10 students, organized by grade level and gender — where the counseling team leads discussions on topics like friendships, emotional regulation, digital responsibility, and building confidence. Students join through self-nomination or a referral from a teacher, parent, or the counseling team, bringing together students who could benefit from extra support alongside peer leaders. Topics are tailored by grade and term to reflect what students are navigating at that stage of Middle School.

Wellbeing Falcons

Wellbeing Falcons is a student-led committee of 12–15 ambassadors in each section supervised by the counseling team who represent their peers, support school initiatives, and serve as a bridge between students, faculty, and administration with a focus on wellbeing. Ambassadors meet bi-weekly, gather and share student feedback, and help support the counseling team's monthly wellbeing campaigns and events. The program builds student leadership and communication skills while giving every section a genuine, active voice in school life.

Leadership Development

Student-Led Assemblies

As one way to build leadership skills, each CREW group runs one assembly a year for their grade-level peers, centered on that month's Leadership GEMstone focus. Students take ownership of the entire process — planning, preparing, and delivering the assembly themselves — with their CREW advisor on hand to offer guidance along the way. This gives every student a genuine opportunity to lead in front of their peers, building confidence, communication skills, and a real sense of ownership over the Falcon community.

House System

In Middle School, the House System is closely tied to positive recognition and student leadership. Points earned through positive behaviors on Phoenix contribute directly to each house's total. Each week, students with the highest points are recognized for their accomplishments. Furthermore, the Gemstone of the Month program allows teachers and students to nominate peers who exemplify the month's value, with winners earning extra points for their house. This approach highlights both academic effort and character development, while fostering healthy competition, recognition, and pride in achievement.

Wellbeing Falcons

As described above in the counseling services section, the Wellbeing Falcons are another great opportunity for student leadership development.

Library Ambassadors

Library Ambassadors support the librarian with tasks like managing the book collection, creating displays, and contribute to literacy events and celebrations, all while serving as student advocates for literacy across the school.



Student Council

Student Council members are the voice of their classmates. They listen to students' ideas, opinions, and concerns and share them with school leaders to help make our school an even better place.

They work together to plan and support school events, assemblies, celebrations, and awareness campaigns that make school fun, meaningful, and inclusive.

Student Council members meet every week with the Dean of Students and Grade Leaders to discuss student feedback, share new ideas, and help improve communication between students and the school leadership team.

Members are:

- Middle School President-Boys
- Middle School President-Girls
- Middle School Vice President-Boys
- Middle School Vice President-Girls
- Middle School Secretary-Boys
- Middle School Secretary-Girls
- Middle School Treasurer-Boys
- Middle School Treasurer-Girls

Environment Ambassadors

Environment Ambassadors encourage students to take responsibility for maintaining a clean, safe, and sustainable school environment. They promote environmentally friendly practices by reminding peers to dispose of waste responsibly, recycle whenever possible, conserve resources, and care for shared spaces. Using the school's Environment Checklist, they help monitor classrooms and common areas while leading awareness activities that support environmental responsibility.

FLAME Hour

FLAME hour is an opportunity for students to engage in clubs, activities, and structured intervention programs during the school day. Occurring once a week for 40 minutes, it focuses on creativity, teamwork, and fun, while also providing targeted support through programs like Read Like a GEM. Students will have different clubs and activities to explore, choosing 1 each term, alongside any structured intervention programs a student may be placed in based on their needs.

Registration information for FLAME hour is shared by Ms. Rawan, the Dean of Students. Space is limited in each activity to ensure a high quality of programming and registration is on a first-come-first-serve basis.

Competitive Athletics

AKIS Middle School students have opportunities to try-out for competitive athletic squads each season. Communication about try-outs, training schedules and athlete commitments will be shared by the AKIS Athletics Department.



Other Activities

After School Activities

Information about each term's after-school activities program will be shared by Ms. Rawan, the Dean of Students. Most middle school after-school activities are fee based.

Band and Choir Performance Groups

Performance groups like band and choir typically meet both during break times and after school to prepare for community events and performances. These performance groups exist as separate from music classes and are often audition-based.