

## AKIS Behavior and Conduct Policy

### Be a Gem-Accentuate the Positive

Be a GEM is the consistent approach to positive behavior that enables optimum learning and excellent relationships to flourish, creating a culture of excellence that leads 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


- The codification of our behavior expectations so that we have a shared approach to teaching students how to be the best versions of themselves
- The explicit teaching and understanding of the importance of positive behavior that guide students through life, allowing them to live happy, fulfilling and meaningful lives and have a positive impact on society and the world
- Recognition and celebration of the contributions our students make through our Be a GEM Rewards

### GEMS Values

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.

- Each reward links to a GEMS value
- Teachers and staff promote and encourage students to exemplify a GEMS value at every opportunity
- GEMS values are used to accentuate the positive when correcting unacceptable behaviors.



GEMS Values	Positive Behaviors	Achievement Points
 <b>ALWAYS LEARNING</b>	Showing Creativity and innovation to deepen your understanding in 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
 <b>ONE TEAM</b>	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 the best for everyone	2 points
	Taking responsibility when things go wrong	2 points
 <b>EXCELLENCE</b>	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
 <b>CARE</b>	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 difference	2 points
	Showing gratitude and appreciation for the little things that we often take for granted	2 points

### Praise and Rewards

Our Praise and Rewards system encourage every student to live the Be a GEM expectations and GEMS values every day. Teachers and staff use specific, sincere praise in class and around school to highlight kind actions, effort, and achievement. Positive interactions are designed to outweigh corrections, helping students feel valued and motivated.

### Daily Rewards

- Each day, teachers and administrators look for moments to award Achievement Points for acts such as helping others, showing focus in lessons, or demonstrating teamwork.
- Students may receive verbal praise, positive points, or a quick message home to share success.

### Weekly Rewards

- Students who collect the highest GEMS Points within one week in their year group are recognized as GEMS of the Week.
- Names are shared on school screens, newsletters, and school's social media.

### Monthly Rewards

- Each month we celebrate a Leadership Gemstone of the Month across the school (e.g., Respect, Gratitude, Empathy).
- One student in each year group is honored for demonstrating that month's leadership quality.

### Half-termly Rewards

- At the end of each half term, a Sparkling GEMS Assembly will recognize students who have consistently demonstrated the GEMS values.
- Pin badges, certificates, and a congratulatory letter will be awarded to those with the highest number of positive achievement points in each category.

### 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.

### Be a Gem: 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.

### Behavior Codes:

#### 1) Unmet Expectations

Unmet Behavior	Unmet points
Incorrect Uniform	-2 points
Lack of equipment	-2 points
Late to school	-2 points
Late to lesson	-2 points
Homework not completed to a high standard or on time	-2 points
Failure to turn up for a detention	-2 points
Lack of pride in work	-2 points
Failure to turn up to clubs	-2 points
Failure to turn up for intervention	-2 points

## 2) Disruptive Behaviors

Disruptive Behavior	Whisper correction to help the student get back on track quickly	Points and phone call home	Disruptive Points and reflection
Chewing gum in school	0 points	-2 points	-3 points
Disturbing others/out of seat without permission	0 points	-2 points	-3 points
Failure to speak to peers/staff/visitors with respect	0 points	-2 points	-3 points
Head on desk/slumped in chairs	0 points	-2 points	-3 points
Refusing to follow instructions from staff	0 points	-2 points	-3 points
Talking over the teacher/answering back	0 points	-2 points	-3 points
Walking off from a member of staff	0 points	-2 points	-3 points
Using headphone/Bluetooth headsets without permission	0 points	-2 points	-3 points
Failure to behave sensibly around the school (such as pushing or horseplay that can be a precursor to fighting)	0 points	-2 points	-3 points
Littering in the classroom or around the school	0 points		-3 points

## 3) Red Line Behavior

Red Line Behaviors	Reflection and warning letters
Refusing to handover a mobile phone when visible in school	-4 points
Truancy from lessons	-4 points
Walking out of classroom	-4 points
Failure to attend a detention	-4 points
Rude language or swearing at someone	-4 points
Cheating in exams/assessments	-4 points
Graffiti or obscene/offensive language or depictions	-4 points
Damaging equipment/property	-4 points

#### 4) Serious Red Line Behavior

Red Line Behaviors	Reflection and warning letters
Dangerous or unsafe behaviors	-4 points
Bullying (physical child-on-child abuse)	-4 point
Bullying (verbal child-on-child abuse)	-4 points
Racist language or behavior	-4 points
Cyber bullying	-4 points
Having cigarettes/e-cigarettes or contraband on school premises	-4 points
Theft or bringing in stolen items	-4 points
Aggressive or threatening behavior towards a member of staff	-4 points
Aggressive or threatening behavior towards peers	-4 points
Fighting, physically aggressive or threatening violence	-4 point
Extortion	-4 points
Bringing a weapon into school	-4 points
Bringing the school into disrepute (social media/within the community)	-4 points
External truancy	-4 points
Inappropriate touch	-4 points
Substance use	-4 points

#### Be a GEM – Behavior Consequences

Level 2	Action	3 Reflections	6 Reflections	9 Reflections
Unmet & Disruptive Behaviors	<ul style="list-style-type: none"> <li>Whisper correction</li> <li>-2 and a phone call home by teacher</li> <li>Disruptive Points (-3) an immediate referral to reflection</li> </ul>	1 <sup>st</sup> Warning Letter	2 <sup>nd</sup> Warning Letter	3 <sup>rd</sup> Warning Letter
Level 3	Action	1	2	3
Red Line Behaviors	-4 with an immediate referral to reflection	1 <sup>st</sup> Warning Letter	2 <sup>nd</sup> Warning Letter*	3 <sup>rd</sup> Warning Letter*
Level 4	Action	1	2	3
Red Line Behaviors with*	-4 with Suspension + Warning Letter + reflection	(-4) + Suspension + Warning Letter 1	(-4) + Suspension + Warning Letter 2	(-4) with Suspension + Warning Letter 3

#### Referral to Reflection

The third instance of unmet and disruptive behaviors will result in –3 conduct marks and a 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.

### Repeated Disruptive Behavior

Repeated misbehavior either within a single lesson or over a period of time will result in escalating consequences, moving from a warning letter to a suspension, and eventually expulsion if the behavior continues. 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. 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.

### \*Break Detention and Suspension

As part of reflection, consequences, and accentuating the positive to eliminate the negative, students can be assigned to break detentions or in-school or out-of-school suspension for 1 or multiple days depending on the severity of the case and as per the decision of the Behavior Committee. During this time, students will be expected to complete schoolwork, research, or assist school administration and staff in tasks related to the school community (School Community Service).

**Red line behaviors are unacceptable and will not be tolerated.** These behaviors result in immediate consequences that include deduction of conduct marks, reflection, warning letters, suspension, and potential expulsion with KHDA approval.

### Record Keeping

Teachers, SAOs, Counselors, Assistant Principals, and Phase Principals can enter log negative behavior on Phoenix Behavior System. Positive behavior on the other hand can only be logged by SAOs, Counselors, Assistant Principals, and Phase Principals. Teachers can report positive behavior incidents to phase leadership, but only the beforementioned can log.

### AKIS Student Profile



The learner profile is a set of character traits that target students' academic skills and social-emotional development. Our purpose is to create an environment where students feel safe, respected, and cared about by their classmates and school staff.

## Implementation

- All year celebrations and activities like: Kindness challenge, National Day, International Day, Character Day, etc...
- Conduct marks through Phoenix Behavior Module.
- Regular student profile certificates and proud of you pins for achievers.
- Houses and positive behavior points system (K-8).
- Be a GEM rewards, weekly, monthly, and termly.
- At the end of each semester, the house with the highest total points will be announced during a special event, celebrating their collective achievements.

## House Point System

The House Point System fosters community, teamwork, and school spirit by giving students a sense of belonging and shared responsibility. It encourages positive peer relationships and healthy competition in a supportive environment. Students are recognized for demonstrating Be a GEM values and learner profile attributes, linking positive behavior to recognition and reward. By contributing to their house, students see how their actions impact both themselves and their peers, building motivation, resilience, and pride in collective success. Children/families are placed into one of the four houses, Falcons, Sharks, Camels, or Oryxes. and proudly wear their house shirts during special days and activities

- In **Kindergarten**, the House System is introduced in a fun and age-appropriate way to help our youngest learners feel included and connected. They earn house points by showing kindness, teamwork, and respect, reinforcing positive habits from the very start of their school journey. Celebrations focus on building joy, pride, and a sense of belonging.
- In **Elementary**, the House System is embedded in daily routines to promote positive behavior and school spirit. Students earn points for demonstrating academic excellence, showing positive behavior aligned with the **Be a GEM values**, and actively engaging in school activities. At the end of each term, the house with the highest points is celebrated through rewards and assemblies, motivating students to consistently give their best.
- 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, and the **top 10 students in each grade level** contribute additional points to their house. 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.

## Uniform

### Dress Code - General:

- All students are expected to come to school smartly dressed and wearing the prescribed uniform daily.
- Students will not be allowed to enter their classrooms unless they are wearing the full school uniform.
- No open skirts & shirts are allowed at any time.
- School shirts must be worn underneath pullover, jacket, and hoodie.
- Plain black shoes only.
- PE uniform should only be worn on the days a student has PE.
- Tennis shoes/trainers should be worn for PE lessons only and will not be allowed on other days.
- Sandals, slippers, crocs, and topsiders are not allowed in school.
- No Sunglasses should be worn inside the building and classrooms.
- No hats, baseball caps, or hoods should be worn inside the building and classrooms.
- No accessories

### Dress Code - Girls:

- See images below for girls' school uniforms.
- Head Scarves (if worn) should be plain, with no lace or fringes, and should be white or black in color.
- No make-up, including lip gloss, eyeliner, mascara... etc.
- No type of artificial nail coverings, coatings, or polish
- Nails should be neatly clipped, clean, and tidy natural nails.
- 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.

### Dress Code – Boys:

- See images below for boys' school uniforms.
- Boys must not wear excessively loose pants that slip their waist and rest on the hips.
- 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.
- No long hair or piercings.



### Attendance and punctuality

- Daily attendance is essential to students' learning and achievements. There are 182 academic school days per academic school year.
- 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 Pheonix system and if repeated unexcused absences occur, students will be issued warning letters highlighting the concern.
- Repeated absence can 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.
- 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.

### Planned Leave/Absence

- Submit a leave request through the **GEMS Parent Portal** with supporting documents if applicable.
- The school will review the request and send an email confirmation once approved.

### Tardiness

Tardiness is tracked daily by the class teachers and Student Affairs Officers. Continuous tardiness affects students' progress and interrupts learning in the classroom. Tardiness is marked as an unmet expectation on Pheonix behavior system.

### Morning procedures:

- National Anthem: 7:40 am
- Students are expected to be in school before 7:40 am. They will be marked late at 7:46 am, affecting their conduct marks.
- School gates will close at 7:45 am sharp.
- Students who arrive between 7:45 and 8:00 am will miss the first lesson in the third occurrence.
- Recurring lateness after 7:45 am will result in sending the student back home.
- Students who arrive after 8:00 am will be sent back home. Parents will be notified.

### Tardiness between lessons:

- Students must be in class before the lesson starts.
- Students arriving after the lesson time are marked tardy.
- Continuous tardiness will affect students' conduct marks and may result in further consequences.

Tardiness is considered a form of disruptive behavior and will carry the same consequences. After 5 instances of tardiness, a concern email will be sent to parents, followed by a second email at 10 days, and a warning letter with a meeting with the principal will take place upon reaching 15 days.

## Student Leave and Absence

To ensure a safe, organized, and supportive learning environment, **GEMS Al Khaleej International School (AKIS)** has clear procedures for managing student early leave and absence requests. Following these procedures helps maintain accurate attendance, reduce disruption, and support student progress and well-being.

All early leaves and absences are officially recorded. Regular attendance and punctuality are vital to student success. **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 lead to further review under the school's attendance monitoring procedures.

## Early Leave

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

1. Submit a Gate Pass request via the **GEMS Connect app** before **11:30 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 **20 minutes** for retrieval).
4. Avoid pickups during **break times** to prevent delays.
5. Submit **medical appointment requests at least two days in advance** and schedule them outside school hours whenever possible.
6. For safety, students **cannot leave unaccompanied** and must be collected by a **parent or legal guardian**.

### School Transportation Expectations

- Students should arrive for the bus at the relevant stop at least 5 minutes prior to the scheduled departure time.
- Buses will depart promptly at the scheduled times as outlined in the STS agreement. It is the responsibility of Middle School and High School students to arrive on the bus on time for departure. To ensure timely transportation for all, buses will not wait for late students.
- Students must behave in an orderly manner when waiting for the bus's arrival. They must line up in order to board the bus, and board in a timely and well-behaved manner.
- When on board the bus, students must immediately move their bags out of the aisle so as not to obstruct other students and must sit down and remain seated throughout the journey.
- All passengers must AT ALL TIMES wear their safety belts when seated. They must also sit with their backs against the seat backs, with legs facing forward. The regular driver shall assign all students a seat and current- seating charts will be kept on the bus. Sit in your seat.
- Under no circumstances can any passenger move from their seat when the bus is in motion.
- The aisle MUST REMAIN CLEAR FROM OBSTRUCTIONS at all times.
- When a passenger is addressed by the driver or assistant, they must adhere to their instructions at once WITH NO EXCEPTION.
- Students should refrain from the following:
  - a. Arguing
  - b. Fighting
  - c. Pushing
  - d. Threatening behavior/bullying
  - e. Shouting
- 2. Students are prohibited from carrying the following:
  - a. Any medication (medication should be handed to the driver along with a letter of consent from a parent when boarding the bus). The exceptions to this are inhalers.
  - b. Any animal or insects
  - c. Glass objects
  - d. Any object which could be perceived as being a potential threat to other students and/or drivers
- 3. If large objects need to be transported, they should not occupy a seat if it is required for another passenger. The object should be placed in a safe place, away from obstructing the aisle.
- 4. Food and beverages should not be consumed on the bus.
- 5. Students should not at any time try and open either the windows or doors on the bus.
- 6. Students should not disembark from the bus until it has come to a complete standstill and are advised that it is safe to do so.
- 7. If the student's behavior is deemed to be unacceptable, then it is our discretion to cancel this contract – see misbehavior consequences below.
- 8. Children are permitted to have 1 friend travel on the bus with them if they have taken written permission from the bus coordinator and if there is space on the bus.

### Mobile Phone/Smart Watch Expectations

- The use of mobile phones, smartwatches, or any device capable of calling, messaging, recording, or connecting online is strictly prohibited during school hours and on school premises.
- Primary students are not permitted to bring mobile phones to school under any circumstances.
- Middle and High School students may bring a phone for travel safety purposes; however, the device must be switched off and stored with the SAO immediately upon entering school grounds and throughout the school day and to be collected during dismissal.
- Devices must not be visible, used, or heard during lessons, breaks, assemblies, or extracurricular activities unless explicitly authorized by a teacher for educational use.
- All other electronic devices and wearables (e.g., smart glasses, smartwatches, or wireless earbuds) are not permitted unless medically approved or pre-approved by the Senior Leadership Team.
- In emergencies, students may request permission to use the school phone at the main reception.
- Parents who need to contact their child during the school day must call the school reception; staff will ensure that the message is relayed promptly.
- Mobile phones and smart devices are not permitted during school trips, clubs, or events unless prior authorization is granted by the Phase Principal or Trip Leader.
- If parents require their child to carry a phone for travel safety, the device must remain switched off and stored in school and to be collected at the end of the trip.
- Communication during school trips will be managed exclusively by AKIS staff.

Incident	Consequence	Conduct Marks Deduction
1st Incident	Device confiscated until the end of the day	-2 marks
2nd Incident	Device confiscated for 1 week	-4 marks
3rd Incident	Device confiscated for 1 month	-4 marks
Repeated or Serious Misuse	Parent meeting, warning letter, and/or internal suspension	Determined by SLT

- Confiscated devices will be **securely stored** in the Student Affairs Officer Office.
- Parents must **sign a Device Collection Log** upon retrieving the confiscated phone.
- Sanctions are **cumulative** within the academic year.

Phones brought to school are not the responsibility of school personnel, and parents who are concerned about the safety of these devices are advised to keep them at home.

## Anti-Bullying

At AKIS we do not tolerate bullying of any kind. Any incident of bullying is recorded by the Students Affairs Officer, Team Leader as well as our Pastoral Team members, and the Anti-bullying policy is followed.

### Definitions and Types of Bullying:

- Bullying is verbal or physical intimidation, which causes physical, mental, and/or emotional distress to a victim who cannot defend himself/herself.
- Bullying can be physical, verbal, emotional, and peer-to-peer, as well as involves:
- Gender-Based Violence – This involves harmful acts directed at an individual **based on gender**.
- Teenage relationship abuse – This kind of teen dating abuse involves a pattern of abusive behavior to control another person.
- Harmful sexual behavior or sexting – Sexting is an act of sending sexual text messages.
- Bullying exists in all schools to a greater or lesser degree and is one of the children's main concerns.
- Boys are more likely to use physical bullying, while girls use verbal bullying. Studies show that most bullies and victims have low self-confidence and self-esteem.
- Bullying is to be taken seriously by the school.

### Signs of Bullying

Staff at AKIS watch for signs that a child is being bullied, including:

- Fear of walking to or from school.
- Deterioration in schoolwork.
- A child becoming withdrawn or starting to stammer. Unexplained bruises, scratches, cuts, etc.
- Unexplained loss of possessions or money.
- Unexplained damage to a child's books or clothes.
- A child refusing to say what is wrong or giving improbable excuses to explain any of the above.

### Bullying – Possible signs (for the parents)

Parents and families are often the first to detect that a problem exists. Don't dismiss it. Contact the school immediately if you are worried. Your child may indicate signs or behaviors that he or she is being bullied. If you are concerned and become aware of any of the following, you may wish to contact the school.

### Your child may:

- Be frightened of going to school
- Be unwilling to go to school
- Beg you to drive them to school
- Change their route to school
- Begin doing poorly in their schoolwork
- Come home early or regularly with clothes or books destroyed
- Become stressed, stop eating.
- Have unexplained bruises, scratches, and cuts
- Have their possessions go 'missing.'
- Continually lose their pocket money
- Refuse to say what is wrong.

### Talk with teachers about bullying:

- Try and stay calm – bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened – give dates, places, and names of the other children involved.
- Make a note of what action the school intends to take.
- Ask if there is anything you can do to help your child or the school.
- Stay in touch with the school; let them know if things improve or if problems continue.

### Preventive Measures

The following preventative measures are followed at AKIS:

- Staff emphasize each child's individual value in the eyes of the school.
- Staff create an atmosphere of concern and trust so that children feel they can share problems and worries with staff.
- Staff address the issue early in the school year in an assembly:
  - Make it clear that bullying is unacceptable and will not be tolerated in school.
  - Encourage the children to report bullying incidents as soon as possible after they happen. Emphasize that this is responsible behavior and not "telling tales".
  - Teach the children to feel responsible for each other's safety. Help them to grasp the principle that there are no bystanders in bullying.
  - Conduct awareness programs to promote diversity, equity, and inclusion
- Staff ensure adequate supervision of the children at all times. If some areas of the school cannot be supervised at all times, spot-checks are utilized.
- Teachers discuss bullying in class. Teach children how to react and handle being bullied or witnessing someone being bullied.
- All staff are aware of the effects of "teachers-bullying".
- All students are treated equally and with respect. No one should humiliate a child by making jokes at his/her expense.

### Dealing with Bullying Incidents:

- If the bully is caught in the act, we remove the victim from the scene as quickly as possible and tell the bully that he/she will be dealt with later.
- We comfort the victim immediately and reassure him/her that they are safe and that the necessary procedures and precautions will be taken to ensure this does not reoccur. If a victim "tells," AKIS staff take it seriously and assure him/her that the matter will be dealt with swiftly.
- We ask for a written report (child's age permitting).
- In cases where the bully is immediately caught or identified later, the following procedure is implemented: AP/Guidance Counselor/SAO will deal with it as soon as possible. The victim and the bully will be interviewed separately and then together.
- Early intervention is important: failure to deal with the bully promotes further aggression. The parents of both the victim and the bully are involved; they are informed of all discussions and decisions in relation to consequences and may be consulted in the formation of support plans moving forward.
- A record of all incidents and subsequent actions taken are recorded.

#### How AKIS deals with the bully:

- We help the bully understand that his/her behavior is unacceptable and will have consequences taken by the school as well as possible natural consequences (He may bully someone who can bully him back – How would that make him feel?)
- Make the bully aware of the distress caused to the victim.
- Explore reasons for bullying and ways to help the bully control his/her aggression and deal with feelings.
- Help to find something he/she can do well, which can foster his/her self-esteem. If the problem is deep-seated, outside help from a child psychologist may be required.
- Punish the bully, record the punishment, and show the bully it has been recorded. Bullying is a red line behavior, and consequences will follow from that policy.

#### Support for bullies and victims:

- It should be made clear to everyone in the school that they have the right to attend school without fear of being bullied.
- Frequent open class discussions regarding bullying.
- Regular meetings where bullies and victims may meet separately or together to work through their problems with staff.
- Clear and explicit rules and corresponding courses of action must be agreed upon by all staff, students, and parent representatives. Teachers are to meet and discuss agreed procedures.
- Students will be encouraged to write their concerns on paper and hand them to the class teacher.
- Students will be made aware that they are able to visit the Guidance Counselor's office to discuss any fears they may have and that it will remain confidential.
- Assembly on bullying once per semester, constructive supervision – having a chat with students while on duty, etc. can help the victims and the bully.
- Anti-bullying campaign is held during the first term of every school year, where activities should include but are not limited to Role-playing, and a school pledge not to bully and report any incidents witnessed.

#### How to help the victim:

- If a child reports an incident, we never brush it aside. AKIS takes all reports seriously.
- We help the victim to see that what has happened is not his/her fault and that he/she is not to blame. (Victims often feel that they are somehow responsible or that something is wrong with them).
- We give the victim closure of knowing the bully is probably sad/angry/has low self-esteem, and that is why he/she does this behavior (re-stating that this is an unacceptable way to deal with feelings)
- We reassure the victim that he/she is safe, and the behavior of the bully is not at all acceptable.
- We comfort the victim by ensuring he/she feels loved and cared for. Constantly remind him/her that he/she is not alone, and you are always available for him/her to talk to and confide in.
- We discuss with the victim how he/she feels and what he/she would like to do regarding this situation before giving your own suggestions (students may not always be ready to face their bullying or deal with the situation).
- We discuss with the victim how he/she should handle this situation and any further incidents.
- We ensure that all meeting minutes are recorded and actions are taken.
- We implement peer support programs, such as buddy systems for new or vulnerable students.

### Cyberbullying

- All students are made aware of the impact of cyberbullying and the ways it differs from other bullying - including the risks of misinterpretation of comments posted. This is communicated to students through assemblies, constant reminders by teachers, and internet safety campaigns.
- Al Khaleej International School takes reasonable steps to block access to unsuitable internet sites, including social networking sites, chat rooms, individual website owners/forums, and message board hosts. AKIS controls the filter and is able to respond immediately in case of any red alerts.
- AKIS is able to conduct a search of internet use records and act accordingly to stop the misuse of school equipment and systems.
- Students and staff are advised to keep a record of the bullying as evidence, and the police can be involved to enable the service provider to look into the data of another user.
- AKIS will provide help and support for parents with regard to net safety 'netiquette', e-safety, and digital literacy are actively promoted and discussed as part of the curriculum.
- Students are made aware that some cyberbullying activities could be criminal offenses. Internet safety day is celebrated, and campaigns are held to create awareness.
- AKIS reinforces statutory guidelines about using social network sites, e.g. Facebook, Twitter, and Snapchat.

### Counseling Support and Intervention

Students are referred to the counselor for behavioral concerns, and we address these behaviors by creating a customized intervention plan tailored to each student's needs. We start by identifying the root causes of the behavior through careful observation and pattern recognition. Then, we collaborate with the student and the team to set goals and develop a comprehensive plan. Using strategies such as Cognitive Behavioral Therapy (CBT), reflective worksheets, journaling, and other techniques, we guide students in building coping skills. Additionally, we provide consistent feedback to monitor progress and offer external referrals when necessary.

#### Personal and Social Development:

- Providing individual and group counseling to help students cope with personal challenges, such as stress, anxiety, depression, and family issues.
- Promoting social skills and conflict resolution to improve relationships with peers and adults.
- Addressing issues like bullying and harassment and creating a safe and inclusive school environment.

#### Education and Prevention Programs: Social and Emotional Learning (SEL)

Developing and implementing programs related to substance abuse prevention, mental health awareness, bullying prevention, and other relevant topics.

#### Parent and Teacher Collaboration:

Collaborating with parents or guardians to address their concerns and provide information about resources and support services. Working closely with teachers and administrators to support students' academic and social-emotional needs.

Our approach is to identify the underlying causes of behavioral challenges and modify behavior using positive reinforcement. Here are the key steps that are typically followed:

1. **Observation:** Observe the student in various settings, such as the classroom, playground, and during group activities, to identify patterns, triggers, and the context in which challenging behavior occurs.

2. **One-on-One Discussion:** Meet with the student individually to talk about their feelings and behavior. This conversation helps build trust and allows the student to express any concerns or difficulties they may be facing, providing insights into potential underlying causes.
3. **Engaging Parents/Guardians:** Involve the student's parents or guardians in the process to gain a complete picture of the student's life at home and any external factors that might influence their behavior. This partnership ensures that everyone is working towards the same goals.
4. **Consulting with the School Counselor:** If needed, collaborate with the school counselor to assess whether the behavior might be related to emotional, psychological, or developmental issues. The counselor can offer specialized insights and support in developing an effective behavior modification plan.
5. **Developing a Behavior Modification Plan:** Based on the information gathered and in collaboration with teachers, parents, SAOs, and counselors, an individualized behavior modification plan is created. The plan focuses on promoting positive behavior through specific, measurable goals and strategies tailored to the students' needs.
6. **Implementing Positive Reinforcement:** The plan includes positive reinforcement techniques, such as verbal praise, reward systems (e.g., stickers, extra playtime, and houses points, positive conduct marks, reward vouchers, etc.), or special privileges when the student exhibits desired behaviors. This approach encourages the student to repeat positive actions.
7. **Providing Ongoing Support:** Throughout the process, provide ongoing support and guidance to the student, reinforcing positive behaviors and helping them develop the skills needed to manage their behavior independently.
8. **Review and Reflection:** Finally, we review the progress made and reflect on the effectiveness of the strategies used. This step helps in understanding what worked well and what can be improved on for the future.

## Online Safety

AKIS will deal with any e-safety incidents and associated behavior as per the behavior and anti-bullying policies and will, where known, inform parents/caregivers of incidents of inappropriate e-safety behavior that take place in or out of school.

### Roles and Responsibilities

This policy applies to all members of the school including staff, students, parents/caregivers and visitors who have access to and are users of school internet connections and devices. The roles and responsibilities are defined for each group as follows:

### IT Systems and Network Administrator

- The school's internet access must include effective and efficient filtering appropriate for all age groups.
- The ICT system's capacity and security will be reviewed regularly.
- Virus protection is installed and updated regularly.
- Only approved websites will be accessible.
- All forms of online activities in the school are regularly monitored, and any detected misuse is to be communicated to the SLT.

### All staff members must be fully aware of the contents of this policy and refer to it regularly

- Staff who manage filtering systems or monitor ICT will report all cases of misuse or suspected misuse to the relevant SLT member.
- All staff may only use approved school e-mail accounts for school E-communication.

### School Staff

- Students will be taught the essentials of internet safety via advisory time, assemblies, campaigns, and ICT lessons.
- Students will be educated in the effective use of the Internet in research, including the skills of information location, retrieval, and evaluation.
- Teachers should ensure that the use of internet-derived materials by teachers and students complies with plagiarism and copyright laws.
- Students should be taught to be critically aware of the materials they read and shown how to validate information before accepting its accuracy.
- Any suspected misuse must be reported to the phase Principal/Assistant Principal.
- Teachers and TAs will monitor the use of devices and cameras in lessons and other school activities (where allowed) and implement current policies with regard to these devices.
- Teachers are aware that all searches and online activity will be closely monitored by the school.
- When planning lessons, teachers should check that all websites/links/videos are suitable and are culturally and age appropriate for student use.

#### Students:

- May only use approved school e-mail accounts for school E-communication and learning.
- Must immediately tell a teacher or a staff member if they receive offensive e-mail.
- Students are mindful that network and internet use is monitored.
- Must not reveal personal details of themselves or others in e-mail communication or arrange to meet anyone without specific permission.
- Are responsible for using their devices in accordance with the “Bring your own device” B.Y.O.D./iPad distribution and behavior policy. This includes their use of digital cameras.
- Have a good understanding of research skills and the need to avoid plagiarism and respect copyright laws.
- Must report any abuse, misuse, or access to inappropriate materials to their teacher or to a member of the health and safety team and/or the safeguarding team.
- Should understand that the school’s E-Safety Policy also covers cyberbullying and their actions out of school, if related to any member of the school community.
- Must not leave their devices unattended as the school is not responsible for missing/ damaged devices.

#### Parents/Caregivers:

Parents/Caregivers play a crucial role in ensuring that their children understand the importance of E-safety practices both in and out of school. The school will take every opportunity to help parents understand these issues through parents’ coffee mornings, newsletters, and sharing of school policies. Parents/caregivers roles and responsibilities include:

- Reading and discussing this e-policy with their children.
- Monitor their children’s activity on their devices at home.
- Report any cases of misuse and/or cyberbullying targeting any member of the school. community to a member of the Senior Leadership Team or Health and Safety Team.

#### Assessing risks

- The school will take all reasonable precautions to prevent access to inappropriate material. However, due to the international scale and linked internet content, it is not possible to guarantee that unsuitable material will never appear on a school computer. The school cannot accept liability for the material accessed, or any consequences of internet access.
- The school will audit ICT use to establish if the e-safety policy is adequate and that the implementation of the e-safety policy is appropriate.

## Appendix 1 – B.Y.O.D Policy

### Al Khaleej International School “Bring Your Own Device” (B.Y.O.D.) Policy and responsible use guidelines.

#### Purpose:

Al Khaleej International School uses instructional technology as one way of enhancing our mission to teach the skills, knowledge, and behaviors students will need as responsible citizens in the global community. Students learn collaboration, communication, creativity, and critical thinking in a variety of ways throughout the school day. In an effort to increase access to those 21st-century skills (information, Media, and Technology skills), AKIS allows personal devices on our network and school grounds for grades 8-12 students who follow the responsibilities stated in this policy and guidelines regarding B.Y.O.D. The use of personal devices by students is mandatory, and all grade 8-12 students must read, sign, and adhere to this BYOD agreement.

An important component of B.Y.O.D. will be education about appropriate online behaviors. We will review cyber-safety rules with students frequently throughout the course of the school year and will offer reminders and reinforcement about safe online behaviors. In addition to the rules outlined in these guidelines, students will be expected to comply with all class and school rules while using personal devices. The use of technology is not a necessity but a privilege. When abused, privileges will be taken away.

#### Device Types:

For the purpose of this program, the word “devices” will include laptops, netbooks, iPods, iPads, tablets, e-readers, and e-translators. Nintendo and other gaming devices with internet access, and smartphones (including iPhone and Samsung Galaxy) are not permissible.

#### Guidelines:

- Students and parents/guardians participating in B.Y.O.D. must adhere to the Parent/Student agreement which is in the school agenda, this policy, or any other related policies. Each teacher has the discretion to allow and regulate the use of personal devices in the classroom and on specific projects.
- Approved devices must be in silent mode while on school campus unless otherwise allowed by a teacher.
- Headphones may be used with the teacher's permission.
- Devices may not be used to cheat on assignments, quizzes, or tests or for non-instructional purposes.
- Students may not use devices to record, transmit, or post photographic images or video of a person or persons on campus during school hours or during school activities, unless otherwise allowed by a teacher.
- Any photo/video involving any member of the school community can only be posted with the written permission of the teacher and Principal concerned.
- Devices may only be used to access computer files on internet sites which are relevant to the classroom curriculum.
- Printing from personal devices will not be possible at school.
- Personal devices must be charged prior to school and run on battery power while at school. Charging devices will not be permitted at AKIS.
- Students are not permitted to:
  1. Bring a device on premises that infects the network with a virus, Trojan, or program designed to damage, alter, destroy, or provide access to unauthorized data or information.
  2. Process or access information on school property related to “hacking.” Altering or bypassing network security policies.

**Students and Parents/Guardians acknowledge that:**

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.

**Important points to note:**

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. Parental permission will be requested before this is done.

**Lost, Stolen, or Damaged Devices:**

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.

**Usage Charges:**

AKIS is not responsible for any possible device charges to your account that might be incurred during approved school-related use.

**Network Considerations:**

Users should strive to maintain appropriate bandwidth for school-related work and communications. All users will use the "GEMS-BYOD" wireless network to access the internet. AKIS does not guarantee connectivity or the quality of the connection with personal devices. AKIS IT department is not responsible for maintaining or troubleshooting student tech devices.

