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Assessment Policy

Assessment, Evaluation, and Reporting Policy Purpose

The purpose of this policy is to establish a clear, consistent, and equitable framework for **assessment, evaluation, and reporting** at Abu Dhabi Grammar School (Canada).

In alignment with:

- the **ADEK Assessment Policy and School Policy Framework (2025)**, and
- the **Nova Scotia Public School Program (PSP) Assessment, Evaluation, and Reporting Policy**,

Assessment practices at AGS are designed to:

- Support **student learning, progress, and well-being**
- Provide **accurate, reliable evidence** of achievement
- Inform teaching and school improvement
- Ensure **fairness, inclusion, and transparency**
- Meet accountability requirements of both jurisdictions

Assessment is an **integral part of teaching and learning**, not an event.

Guiding Principles

Assessment at Abu Dhabi Grammar School reflects the shared principles of ADEK and Nova Scotia PSP:

2.1 Student-Centered and Learning-Focused

- Assessment exists to **support and improve learning**, not merely to measure it.
- Feedback is timely, constructive, and actionable.

2.2 Alignment with Curriculum Outcomes

- All assessments align with:
 - Nova Scotia PSP learning outcomes, and
 - ADEK-approved curriculum and assessment expectations.
- Teachers apply **professional judgment** when evaluating student

learning. **2.3 Fairness, Equity, and Inclusion**

- Assessment practices are **equitable and accessible** to all students.
- Adaptations are provided in line with inclusion policies.
- Students are assessed on **what they know and can do**, not on barriers unrelated to learning outcomes.

2.4 Transparency and Consistency

- Students and parents are informed in advance of:
 - Assessment criteria
 - Success indicators
 - Reporting formats

2.5 Balanced and Comprehensive Assessment

- Assessment includes:
 - **Assessment for Learning** (formative)
 - **Assessment of Learning** (summative)

2.6 Evidence-Based Decision Making

- Evaluation is based on **multiple sources of evidence**, including:
 - Observations
 - Conversations
 - Products
- No single assessment can determine overall achievement.

2.7 Developmentally Appropriate Practice

- Assessment methods reflect students' age, developmental stage, and learning profile.

3. Types of Assessment

3.1 Diagnostic Assessment

- Conducted at the start of the year, term, or unit.
- Identifies students' prior knowledge, strengths, and learning needs.
- Informs planning, differentiation, and early intervention.

3.2 Formative Assessment

AGS Assessment Policy Draft January 2026 Update *(Assessment for and as Learning)*

- Ongoing and embedded in daily instruction.
- Examples include:
 - Exit tickets
 - Observations
 - Class discussions
 - Draft work
 - Quizzes and check-ins
- Students are encouraged to:
 - Reflect on learning
 - Set goals
 - Use feedback to improve

3.3 Summative Assessment

(Assessment of Learning)

- Conducted at the end of a learning cycle.
- Includes:
 - Tests and examinations
 - Projects
 - Presentations
 - Performance-based tasks
- Provides evidence of achievement relative to curriculum

outcomes. **3.4 Standardized and External Assessments**

In accordance with ADEK and Nova Scotia requirements, students may participate in:

- **ADEK-mandated and International assessments**, such as:
 - MAP Growth
 - PIRLS
 - TIMMS
 - PISA
 - ADEK benchmark or external examinations
- **Nova Scotia provincial assessments**, including:
 - Literacy assessments
 - Mathematics assessments

Standardized assessment data is used for:

- System monitoring
 - School improvement planning
 - Identifying trends and support needs
- *It is **not used as the sole determinant** of student achievement.

4. Assessment Tools and Strategies

Teachers use a wide range of tools to gather evidence of learning, including:

- Rubrics and performance standards
- Checklists
- Anecdotal records and observations
- Student portfolios
- Conferences
- Self- and peer-assessment
- Digital assessment platforms, where appropriate

All tools are selected to ensure **validity, reliability, and alignment** with learning outcomes.

5. Evaluation and Grading

5.1 Evaluation of Achievement

- Evaluation reflects a student's **most consistent and recent evidence of learning**.
- Grades represent achievement of curriculum outcomes.

5.2 Grading Systems

- **AGS employs :**
 - **Nova Scotia Reporting Codes Grades 1-12**
 - **ADEK numerical/percentage grading scales Grades 7-12**
- Reporting is consistent and transparent using Nova Scotia and ADEK

codes. 5.3 Separation of Achievement and Learning Behaviors

- Academic achievement is reported separately from:
 - Effort
 - Behavior
 - Work habits
- Learning behaviors are reported through the Nova Scotia templates with the **Learner Profile**.

5.4 Academic Integrity

- Students are expected to act with honesty and integrity.
- Plagiarism, cheating, or academic misconduct are addressed in accordance with the AGS Code of Conduct, Nova Scotia Assessment Policy and ADEK expectations.

6. Reporting

Reporting practices align with **Nova Scotia PSP reporting standards** and **ADEK reporting requirements**.

6.1 Formal Reporting: Nova Scotia System Powerschool

ADEK eSIS

- Report cards are issued according to the school calendar.
- Reports include:
 - Achievement in relation to curriculum outcomes
 - Learning skills and work habits
 - Teacher comments highlighting strengths and next steps

6.2 Parent-Teacher Communication

- Formal Parent-teacher conferences are held **at least twice per year**.
- Ongoing communication occurs through:
 - Digital platforms
 - Email
 - Phone calls
 - Meetings as needed

7. Assessment Adaptations and Inclusion

In alignment with ADEK Inclusion Policy and Nova Scotia Inclusive Education principles:

- Students with identified learning needs receive appropriate:
 - Adaptations (e.g., extended time, assistive technology, alternative formats)
 - Modifications, where required
- Adaptations are documented through the AGS Forms and individual trackers are developed.

- Adaptations do not compromise curriculum integrity or assessment validity.

8. Roles and Responsibilities

Teachers

- Design fair, aligned assessments.
- Use professional judgment.
- Provide timely feedback.
- Maintain accurate assessment records.
- Communicate progress clearly.

Students

- Engage actively in assessment processes.
- Reflect on learning and use feedback.
- Demonstrate academic integrity.

Parents/Guardians

- Support learning at home.
- Monitor progress.
- Communicate with teachers and school staff.

School Leadership

- Ensure policy implementation and compliance.
- Provide professional development.
- Monitor assessment consistency and quality.
- Use assessment data for improvement planning.

9. Policy Review

- This policy is reviewed **annually**.
- Updates reflect:
 - Changes to ADEK Assessment Policy
 - Updates to Nova Scotia PSP guidelines
 - Inspection feedback
 - Emerging best practices in assessment and evaluation

Attendance Policy

Policy Statement

AGS is committed to the implementation of the requirements for attendance according to the ADEK School Policies. AGS believes that school attendance is a shared responsibility among students, parents, and the school. There is a direct relationship between attendance and student success; thus, AGS recognizes that students enhance their learning and achieve higher degrees of success when they attend school regularly. AGS supports the principle that regular and punctual attendance contributes to the general welfare of the entire student body.

Duties and responsibilities according to ADEK

By the authority of ADEK :

- Students are expected to attend school on a regular basis
- Students shall arrive at school punctually every day and attend classes on time
- Schools will maintain accurate daily attendance data for each student, including timely or late arrival at school
- Parents/Guardians will make every effort to ensure that their children attend school every day and arrive on time
- If a student is absent from school, the parents/guardians must inform the school that morning or send a note the following day
- A doctor's note must be provided if an assessment is missed for the student to have the opportunity to participate in it upon their return
- Students are responsible for completing all assignments missed during their absence
- Parents/Guardians should ensure that family vacations take place during scheduled holidays

Guidelines for Managing Attendance

1. Students are to be present and on time for the morning assembly for the reciting of the Quran and playing of the National Anthem. For the 2025-26 school year, gates will close at 7:50 am. Arrivals after that are considered late and will not be permitted to participate in the morning assembly.

Students will receive their late slip and must remain near the Male Prayer Room until the assembly is over. Everyone in the school is to be still, as a sign of respect, during the reading of the Qur'an and the UAE National Anthem.

2. Parents/guardians must contact the school prior to, or on the day of the student's absence. If unforeseen circumstances prevent this from happening, the reason for the absence should be communicated to the administration promptly.

3. Teachers are to submit attendance records to the office daily through PowerSchool. All absences are also recorded in eSIS for ADEK.
4. According to ADEK policy, absence rates above 5% (9 days) should be regarded as “cause for concern”. For students with absence rates (including authorized and unauthorized absences) above 10% of the total calendar days, schools shall engage with parents to advise them that persistent absences may have a negative impact on student learning and progression. Unexcused attendance can lead to the loss of a credit. In Nova Scotia, credits are based on a minimum of 110 hours of study. Loss of credit can be considered if unexcused absences total 10% (18 days). Schools shall advise the student's parents that persistent absences may have a negative impact on the student's learning, wellbeing, and progression.
5. School administrators are responsible for determining the validity of explanations presented to account for a student’s absence.
 - a) Administrators shall determine whether to identify the student as being at educational risk, in line with the [ADEK School Educational Risk Policy](#).
 - b) If the absences lead to reasonable suspicions of student maltreatment (neglect), the school shall report this in line with the [ADEK School Student Protection Policy](#).
6. For the KG cycle, administrators will identify a student's absence rates (including excused and unexcused absences) above 10% of the total calendar days outlined by ADEK as a “cause for concern” and are authorized to further investigate causes for concern.

Excused Absences

Schools are authorized to accommodate leaves requested for medical or therapeutic reasons. Absences, which may be excused for necessary and important reasons and may include, but not be limited to:

1. Illness.
2. Death of a first- or second-degree relative.
3. Medical appointment scheduled before the absence.
4. Official community task.
5. Mandatory appearance before an official body.
6. Essential urgent family travel for matters such as medical care, escort leave, or a death in the family.

7. Attendance at conferences, competitions, and events, with the permission of the Principal (e.g., Model United Nations, sports events, Olympiads).
8. Work in the entertainment industry.
9. Observation of religious holidays that are not defined as public holidays in the UAE.
10. Examination leave (for board and pre-collegiate examinations only, when approved by ADEK).
11. Study leave (up to 4 weeks annually for board and pre-collegiate examinations only, when approved by ADEK).
 - a. Schools shall remain open for learning during study leave and shall ensure that adequate support is provided to students who are not taking leave.
12. Leave for medical or therapeutic reasons for students with additional learning needs.
13. Government-approved school closures due to extreme weather conditions.

AGS Attendance Procedure

- All students must report to school for the morning assembly at 7:50am.
- Attendance will be taken by teachers in class at 8:15 am, not in the assembly line, as this may not reflect students who arrived on time but did not make it to assembly.
- Attendance will be submitted to the office through the [AGS Attendance Sheet](#) during the first period, and ongoing class attendance throughout the day on PowerSchool.
- Parents are asked to email (agsattendance@agsgrmmr.sch.ae) or call the school to excuse the absence. The email or call and the excuse will be recorded. If contact cannot be made with the home, the attempt will be recorded and reported to the administration.
- Any student absent for an assessment must have a doctor's note to be permitted to make up the assessment. If there is no approved medical excuse or excused absence, a zero will be recorded in the assessment. The instructional teacher will reschedule the assessment if the absence is excused.
- Students who arrive after the first period and are late for school must have a note from home.
- Administration will record and notify parents of the arrival and departure of unaccompanied high school students, and upon request for students in any grade below Cycle 3, in line with the [ADEK School Safeguarding Policy](#)
- Schools shall identify students with absence rates above 5% of the total calendar days outlined by ADEK as a "cause for concern."
 - Schools shall determine whether to identify the student as being at educational risk, in line with the ADEK School Educational Risk Policy.

- If the absences lead to reasonable suspicions of student maltreatment (neglect), the school shall report this in line with the [ADEK School Student Protection Policy](#).

Late Arrivals Grade 4-12

Students who arrive at school after 7:50 am are considered late. In order to attend school for the day, they must be approved by the administration and receive a late slip before attending any classes. If a student is late regularly, the office will contact the parent/guardian to have them explain the tardiness, and the school shall take appropriate course of action in line with the ADEK School Student Behaviour Policy. If a student records 5 late arrivals in a marking term, the administration will assign an appropriate consequence. A meeting may take place with the student, parent/guardian and administration. Schools may excuse students who are late in the morning in the case of adverse weather conditions, or any other exceptional reason deemed appropriate by the school administration.

Tardiness During the Day

Tardiness is being late without a valid excuse for scheduled classes or routines. If a student is late for a class, they are not to be permitted into the class until a late slip is issued and recorded by the administration or their designate. In cases of persistent tardiness, the school may notify the family of the student's unsatisfactory attendance and ask for cooperation in seeing that the student attends class on time. The school will keep track of all cases of tardiness, and after 5 occasions, the administration will assign an appropriate consequence.

Early Departures

If students leave school during the day, the Vice Principal/Principal for the appropriate grade level will communicate with the assigned secretary, who will record and notify parents of the arrival and departure of unaccompanied Cycle 3 students, and upon request for students in any grade below Cycle 3 in line with the [ADEK Student Administrative Affairs Policy](#).

The student must have a written request from home. This could be an email from parents or a note, or a phone call should be made by the parent to the administrative assistant designated to their grade level. The reason may have to be approved by the administration. Parents of younger students must report to reception and pick up their child. Older students may leave on their own if suitable arrangements are communicated and approved in advance. No students are permitted to leave school without explicit permission from their Vice Principal/Principal, and students in all grades must have an exit slip signed by their assigned secretary to leave the school.

Ensuring Attendance Compliance

Our school is committed to ensuring and encouraging attendance and discouraging absenteeism. Attendance will be recorded and submitted to ADEK daily by 10:15 am, and absences will be managed and followed up on with appropriate communication with parents/guardians. Regular conversations with parents regarding ongoing absences, both unexcused and excused, will occur at ongoing and strategic times of general parent engagement, such as reminder letters home to families, Curriculum Night and Parent-Teacher Meetings. Specific instances will be addressed in a continuing manner in accordance with ADEK Policy.

Travel-related absences will be discouraged with ongoing teaching and learning up to and including days before holidays or expected time off from school. Student expectations are to be present and active in their learning. Punctuality of students with excellent to perfect attendance will be encouraged and recognized during our ongoing assemblies of recognition of student excellence, with an award ceremony recognizing punctuality and attendance.

Intervention Mechanism for Students at Educational Risk

Schools are authorized to identify any students with low attendance as “students at educational risk”. Schools, including counsellors and staff, shall work with the concerned students, their teachers, and their parents to implement an intervention plan in line with the [ADEK School Educational Risk Policy](#). Schools will support and encourage the ability of any identified student to continue attending school, mitigating the risk of student dropout or continued absenteeism. Schools shall adopt strategies for safeguarding, and any suspicious incidents (such as excessive absences or the sudden, unexplained withdrawal of a student from school) shall be reported as a maltreatment concern to relevant authorities, as per the [ADEK School Safeguarding Policy](#).

AGS Operational Procedures for Attendance

TIMEFRAME	ATTENDANCE PROCEDURE
7:53 am - 8:00 am	All staff and students in the school are to be still during the reading of the Qur'an and the UAE National Anthem.
8:00 am - 8:15 am	<ul style="list-style-type: none"> · Late students will report to Ms. Betty and Ms. Gene Rose outside of the Secretary's Office. Lates will be recorded in the AGS Attendance Sheet · The attendance register closes at 8:15 am
8:15 am - 10:00 am	<ul style="list-style-type: none"> · KG-12 teachers will record Present in the AGS Attendance Sheet, leaving blank any students who are not present in their class. · The assigned secretaries will update this sheet as students arrive. · Students reporting to the Front Gate will be directed by Mr. Michael at the Security Office to Ms. Salameh at the Front Desk. · Ms. Salameh will record the late in the Daily Late Log, and also update the AGS Attendance Sheet. · Ms. Salameh will send an email to each VP and their corresponding email group <ul style="list-style-type: none"> ○ Ms. Kim/Ms. Lena Gr. KG - 4 ○ Ms. Kim/Ms. Betty Gr. 5 - 6 ○ Mr. Jeff/Ms. Betty Gr. 7 - 8 ○ Mr. Jeff/Ms. Gene Gr. 9 -12 · All teachers will update their PowerSchool Attendance accordingly.
10:00 am - 10:15 am	<ul style="list-style-type: none"> · Ms. Lena, Ms. Betty, and Ms. Gene will notify all parents of absent students. · The email/call home and the excuse will be recorded. If contact cannot be made with the home, the attempt will be recorded and reported to the administration.
10:15 am - 3:15 pm	Staff will record ongoing late arrivals and absences throughout the day in the AGS Attendance Sheet and on PowerSchool.

Lates and Absences- Communication

agsattendance@agsgrmmr.sch.ae

Parents will be directed to notify a new email group for all AGS Attendance. This email grouping will include the following:

Ms. Joud	nabelsi@agsgrmmr.sch.ae
Ms. Salama	sshaibani@agsgrmmr.sch.ae
Ms. Magdalena	mcapitli@agsgrmmr.sch.ae
Ms. Betty	bfernezian@agsgrmmr.sch.ae
Ms. Gene	gboja@agsgrmmr.sch.ae
Ms. Kim	kjackson@agsgrmmr.sch.ae
Mr. Jeff	jgreen@agsgrmmr.sch.ae
Mr. Pat	psavage@agsgrmmr.sch.ae

Bag Policy

As custodians of your child's wellbeing, we would like to address the potential long-term effects of students carrying heavy school bags. It is recommended that a child's school bag does not exceed 20% of their body weight to avoid adverse effects on their spine and body.

As a result, for this academic year, all schools are required to take measures to ensure that students' school bags do not exceed the maximum weights listed in the table:

Grade/Year	Max Backpack Weight (KG)
KG2	2.4
Grade 1	2.6
Grade 2	3.0
Grade 3	3.4
Grade 4	3.8
Grade 5	4.1
Grade 6	5.5
Grade 7	5.0
Grade 8	5.8

Grade 9	6.5
Grades 10-12	7.3

Source: Maximum school bags weight was calculated based on WHO Child Growth Chart

In order, to support the new bag policy, the school will:

- Ensure teachers give handouts for homework assignments.
- Encourage the use of ergonomic school bags with individual compartments to efficiently hold books etc.
- Encourage students to wear both shoulder straps.
- Encourage the use of wide, padded, adjustable straps.
- Provide students with adequate storage in line with health and
- Safety standards.
- Raise student's awareness about school bags by using a hanging scale in the classrooms, allowing them to weigh their school bags to determine whether it is too heavy.

As always, the health of our students is of paramount importance, we therefore appreciate your effort and support to ensure you adhere to the new policy when purchasing a new school bag

Cellphone Policy

The use of technology in schools has become part of our daily routine and has had a very positive effect on student learning. All students in grades 7-12 have their own Chromebook with access to the internet in all areas of the school. Grade 4-6 students have access to the chrome books as teachers sign them out for instructional groups. Chromebooks and the internet are used on a regular basis in our classrooms. The school has a very extensive technology policy (please refer to our webpage). The school has placed restrictions on the accessibility to the internet to help keep our students safe. This keeps all students during the school day from participating in disrespectful and sometimes illegal activities online.

In today's schools more and more students have personal mobile devices, which they carry with them. The school has no control over these devices and their accessibility to the internet. This has created many discipline issues around cyber bullying. Some of these issues were serious enough for families that police have been involved. Due to these issues, the school has developed a cell phone policy that will be implemented this year.

This school policy is supported by The Nova Scotia Education Act, 2018, c. 1, Sch. A, s. 1. This policy is also in line with the ADEK Digital Policy of September 2024. According to the Nova Scotia Education Act, Principals and Vice Principals are to ensure that reasonable steps are taken to create and maintain a safe, orderly, positive and effective environment. It is also the duty of every student enrolled in a public school to contribute to an orderly and safe learning environment; respect the rights of others; and comply with the discipline policies of the school.

The policy statements:

- Parent communication to students must go through the Administrative Assistants during regular school hours. The use of cell phones is not permitted. Any student using a cell phone will have it taken from them immediately. Parents are asked to refrain from contacting their child during School hours unless it is via the Administrative Assistants. They will get a message to your child and have them return a call to you via their phone.
- Students upon their arrival to school(entering the gate) will present their devices and show that they have been placed in the school bag. Students may have a cell phone in their school bag for after school use only. They are not permitted to use it from the

time they board the bus or enter the school. This continues until they get off the bus or leave the school. Any sighting of their cell phone warrants its confiscation by any and all staff members. This includes pockets etc. The phone is to be kept in their school bag!

- If a student needs to communicate to a family member during the day, they must do so through one of the administrative assistants, nurses or administrators.
- In after school activities only, may a student use a cell to contact their parents? Examples of this would be attending a football game, a safari trip or any event after

school hours.

- The Abu Dhabi Department of Education and Knowledge (ADEK) has implemented the Digital Policy that restricts or bans the use of mobile phones and smartwatches during school hours in Abu Dhabi. This policy aims to improve student focus, academic performance, and overall well-being

Policy Consequences

- If a student is found using their cell phone, they will lose it, for the day. It will be placed in an envelope with their name, grade, and date on the envelope. It will be given to an administrator to hold. If the student refuses to hand over the phone, they will be disciplined for “Defying school authority and staff members” under the Code of Conduct. This will be documented and parents will be called. They may pick up their phone at the end of the following day. (bus students during the last break and all other students after the day has ended-not before. This is a Level 2 offense- “Taking out and/or using mobile phones at school without permission or in the case of emergency.” -Student behavior Policy
- They will be marked and stored in the office. It will remain with the administrator for one school day. Note: If a phone is taken on Friday, it can only be picked up on Monday. A Level 2 form on the Code of Conduct will be issued.
- If there is a second offense. The same practice will continue except the administrator will keep the phone for three school days including over the weekend. The phone will only be returned to the parent on day three. The offense will be documented as a level two behavior.(as per above) The student will be required to use a LOCK BOX which will be provided by the school. This will be repeated daily.

- If the behavior continues, and there is a third incident, a second Level 2 code of conduct form will be issued. The phone will remain with the administrator for one week. The parent may pick it up after the one-week period. The student is refusing to respect the cell phone policy and the code of conduct therefore the student will be immediately suspended from school. The Principal will determine the length of the suspension based on the behavior of the student. Two days will be the minimum suspension for repeated violation of the Student Behavior Policy.

Conclusion

As educators, we encourage parents to be aware of the internet activity of their children.

It is important for parents to note that the school is not responsible for the student's internet activity, which occurs outside of regular school hours. If there is a case of illegal use of the internet involving students, parents will be directed to the police.

It is the responsibility of administration to provide a safe and comfortable learning atmosphere for all students and we will continue to work with students and parents on a daily basis to provide this.

We ask parents for your understanding and support as we implement this new policy. Our goal is to continue to support a positive learning environment for your children.

Code of Conduct

Code of Conduct

Revised August 20, 2025

Abu Dhabi Grammar School (Canada)

Introduction

Abu Dhabi Grammar School believes in providing a safe learning environment for students and staff.

To achieve the aims and goals of Abu Dhabi Grammar School we believe that positive student behavior plays an integral component in achieving an effective learning environment. It is essential that positive behavior is an integral component in order to provide an effective learning environment.

In delivering quality educational outcomes, Abu Dhabi Grammar School must encourage positive behavior. This positive behavior at Abu Dhabi Grammar School is based on sound educational principles.

When such positive behaviors are explained to students and consistently applied, they will be recognized by students as being necessary to ensure a safe learning environment facilitating student achievement. ***This Code of Conduct will apply to all areas of the school and all school-related activities.***

When applying disciplinary proceedings, the school is forbidden to use all forms of physical punishment (policy 52); lowering or threatening to lower school grades; detention during or after school hours; group punishment for individual misconduct; imposing more school or homework; mocking or insulting the student in private or in public; and preventing the student from using washroom facilities or consuming food.

Any disciplinary action used to address student misconduct will be firm, fair, consistent, clear and in compliance with all ADEK, MOE and UAE laws, policies and guidelines. The disciplinary action shall also be in accordance with the nature of the negative behavior and the level of offense that is associated with the behavior. School staff will ensure that students are given appropriate opportunities to act positively before it is escalated in disciplinary action.

The goal of the school is to provide a supportive environment in which students learn to exercise self-discipline.

Code of Conduct

Abu Dhabi Grammar School is a school community where learning takes place in a co-operative environment which fosters the physical, mental and emotional growth of each individual student.

It is, therefore, most important that every parent, student and teacher associated with Abu Dhabi Grammar School appreciates the importance of co-operating in a community with a

common concern for the well-being of all, and for the promotion of education standards and behaviour.

To achieve this goal, the Code of Conduct forms an integral part of the Educational Philosophy and program of Abu Dhabi Grammar School.

MEASURES TO ENCOURAGE POSITIVE BEHAVIOURS

Our school provides programs and activities, which will promote a positive and friendly atmosphere throughout the school year. It is also our hope that this positive atmosphere will prevail not only in school but also outside of the school within the community and at home.

Samples of these programs and activities are as follows:

1. Student Leadership Program
2. Buddy System
3. Recognition of achievements and positive student behaviour.
4. Opportunity to participate in sports' activities: soccer, dodgeball, skipping, basketball, rugby and co-curricular activities such as swimming, rock climbing, yoga, etc.
5. School Spirit Days centered around a theme.
6. Special occasion celebrations (National Days, Eid Al Adha, Eid Al Fitr, Al-Hijra New Year, Flag Day, Commemoration Day, Isra Wal Miraj, Ramadan, etc.)
7. Involvement of students in concerts, talent shows, musicals and after-school activities.
8. Student work displayed within the class, halls and foyer.
9. Special Events (Culture Night, Public Speaking Event, Musicals, Science Fair, etc.)
10. The singing and assembly of students for the National Anthem each morning.
11. Parent involvement: School Advisory Council, Field Trip chaperones, etc.
12. Explicit teaching of Prosocial Behaviour.

1. CO-OPERATION AND RESPONSIBILITY

The school expects each student to co-operate fully by taking responsibility for their own progress through diligent preparation for, and participation in, all the classes they attend.

This requires showing concern for the needs of others so they may pursue their studies without interference, behaving appropriately at school, both in and outside the classroom, and respecting the authority of all staff.

2. SCHOOL UNIFORMS

The School requires school uniforms to be worn to all school functions and sporting events unless the students are otherwise directed. The uniform must be clean and in good repair at all times. Students are expected to wear the appropriate uniform to and from school. Students who

arrive at school with an inappropriate uniform may receive a code of conduct verbal and written warnings.

The new boys school uniforms consist of a white collared polo shirt (KG-12), tartan Bermuda shorts (KG-2), black trousers (Gr.3-12). Boys physical education uniforms consist of round neck navy blue T-shirt (KG-12), navy blue shorts (KG-4), navy blue track pants (Gr. 3-12).

Girls school uniforms consist of a white polo shirt (KG-12), tartan skort (KG-2), black trousers (Gr. 3-12). Girls physical education uniforms consist of a round neck T-shirt (KG-12), navy blue shorts (KG-4), navy blue track pants (Gr 3-12).

New House T-shirts consist of Black Bison, Green Moose, Red Grizzly, Blue Wolverine. On Thursdays or designated house assembly days, students may wear their AGS house T-shirts.

3. PERSONAL CONDUCT

It is essential that students develop a respect for themselves as individuals and as students of the school. The School, therefore, requires students to conduct themselves at all times in a manner which will enhance their reputation and that of others at Abu Dhabi Grammar School. Offensive behaviour including bullying, the use of bad language, theft or causing injury to another, will not be tolerated.

4. RESPECT FOR PROPERTY

Out of respect for others, students are expected to gain permission to use another person's property. This applies regardless of whether the property belongs to an individual, the School or the community.

Students should not bring valuable items to school, other than those required for academic and co-curricular activities.

5. TECHNOLOGY

Abu Dhabi Grammar School Canada (AGS) provides online systems and resources for use by students and staff. This includes individual Google accounts with access to Google Apps for Education including unlimited cloud storage within the AGS network, as well as laptops, Chromebooks and iPads.

All policies, procedures, codes of behaviour, and rules of AGS apply to those using online systems and resources provided by or on behalf of AGS. The "Technology Code of Conduct" pertains to the use of online systems and resources and has been prepared to protect the rights and safety of all.

AGS takes appropriate measures to ensure the security of the facilities and information that may be contained in them. AGS reserves the right to monitor the use of online resources by all that access the systems.

Refer to the "Technology Code of Conduct Policy" information found on the school's website.

6. EXTRA-CURRICULAR ACTIVITIES

Abu Dhabi Grammar School will be offering a range of extracurricular and after-school activities as the year progresses. Students are encouraged to be involved in school activities and they should encourage the involvement of their peers.

7. AGS SPORTS TEAM COMMITMENT

When a student joins a school team, they must accept all the expectations involved in that membership. If a student does not respect the commitment they may be removed from the team or activity.

8. ATTENDANCE

The School expects students to recognize that there are certain responsibilities involved in their attendance at the school. In particular, a student may not leave the grounds for any purpose during the school day without obtaining special leave from the office.

Except in the case of illness, a student must be in attendance on all days on which the School is open unless a leave of absence has **been requested in writing and permission granted in advance**. When a student is absent, the School will be notified by 8:15 am on the morning of the absence. After an absence from the School, a *student must produce a note signed by a*

parent or guardian, for his or her homeroom teacher which will be appropriately filed. In the case of excused or unexcused absences it is a student's responsibility to keep up with day to day school work. This can be done using Google Classroom or by obtaining notes from a classmate.

Students who are late for school in the morning, *must report to the reception to obtain a "late slip" which is to be presented to their teacher.*

9. SCHOOL BUS BEHAVIOUR

The driver and bus supervisors are in charge of the school bus.

1. Respect the bus supervisor and bus driver instructions.
2. Be on time.
3. Talk to the bus driver only if absolutely necessary.
4. Keep the seat assigned to you by the bus supervisor.
5. Use appropriate language while on the bus without yelling or making loud noises.
6. Stay seated with the seat belt fastened properly when the bus is in motion.
7. Keep windows closed unless the bus driver permits otherwise.
8. Keep your entire body within the bus(arms, head, etc.).
9. Nothing is to be thrown inside the bus or out of the windows.
10. When the bus is in motion, keep the aisle of the bus clear at all times.
11. If there is no sidewalk, walk well over on the left side of the road when walking to and from the bus stop. Never stand or play on the road while waiting for the bus.
12. The aisle of the school bus should be neither wholly nor partially obstructed by any person sitting in such a manner that the person's body, or any part thereof, extends beyond a seat into the aisle.
13. Eating and drinking refreshments on the bus are prohibited.
14. Girls are to be seated in the front portion of the bus and the boys in the back unless students are informed to sit in a designated seat by the bus supervisor.

NOTE: As per school code of conduct policy, students may lose busing privileges for a short-term or long-term basis, depending on inappropriate behaviour.

LEVELS FOR DISCIPLINARY ACTIONS

Abu Dhabi Grammar School categorizes student misconduct into four levels:

1. This misconduct policy shall be applicable to students starting in Grade 5/Year 6. Disciplinary measures for students below Grade 5/Year 6 shall be subject to Ministerial Resolution No. (206) of 2020 on the Policy of Managing Positive Behavior for Children in Early Childhood in Educational Institutions (MoE, 2020).
2. Levels of Misconduct: Schools shall ensure that their Misconduct Policy and Procedures distinguish between the different levels of misconduct outlined in Article 7 of Ministerial Resolution No. (851) of 2018 Concerning the Code of Behavior Management for Students in General Education Institutions (MoE, 2018):
 - a. Level One Offenses:
 - 1) Failing to attend classes on time repeatedly without an acceptable

excuse.

- 2) Non-compliance with the school uniform (regular or PE) without an acceptable excuse.
 - 3) Not bringing books and other resources for school without an acceptable excuse.
 - 4) Not following the school's rules as stated in the Student Code of Conduct, both inside and outside the classroom (e.g., eating during class or assembly without permission, not staying calm/disciplined during class time, making inappropriate sounds inside or outside the classroom, not dressing modestly, sporting inappropriate haircuts, if applicable).
 - 5) Sleeping or eating during class time or during the morning assembly without justification or permission (after verifying the student's health status).
 - 6) Not complying with the completion of homework (if applicable) and assignments in a timely manner, if applicable.
 - 7) Misuse of digital devices in school (e.g., playing games, viewing social media, messaging, using head/earphones in the classroom without justification or permission).
 - 8) Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.
- b. Level Two Offenses:
- 1) Leaving or entering the classroom during class time without permission.
 - 2) Not attending mandatory school activities and events without an acceptable excuse.
 - 3) Physical fighting, inciting quarrels, threatening, or intimidating peers in the school.
 - 4) Acting or appearing in a manner that contradicts the *ADEK School Cultural Consideration Policy*.
 - 5) Causing minor damage to school property (e.g., writing or sticking gum under tables or on bus seats, minor tampering with the alarm bell or elevators).
 - 6) Taking out and/or using mobile phones at school without permission or in the case of an emergency.
 - 7) Verbally abusing or insulting any member of the school community (including visitors).
 - 8) Using, promoting, possessing, and/or distributing tobacco and other tobacco-derived products and paraphernalia such as shisha, e cigarettes/vaping, etc., lighters, and pipes on the school premises, on the bus, or during school activities offsite.
 - 9) Refusing to follow any reasonable safety instructions in line with the *ADEK School Health and Safety Policy*.
 - 10) Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.
- c. Level Three Offenses:

- 1) Bullying, intimidation, harassment, and/or abuse of members of the school community, including defaming them on social media.
- 2) Fabrication, falsification of documents, and Impersonation.
- 3) Academic dishonesty/plagiarism (including cheating in exams or falsely taking credit for individual work).
- 4) Leaving the school premises without permission.
- 5) Seizure, destruction, and/or vandalism of school property.
- 6) Setting off or activating the school's fire alarm or fire extinguishers.
 - 7) Seizure, destruction, and/or vandalism of the school bus (including all furnishings), including causing harm to the driver, supervisor, and/or other road users.
- 8) Assaulting others in the school, on the bus, or during school activities offsite, without causing injury to the victim.
- 9) Driving a vehicle recklessly inside or around the school premises, and not following the security and safety instructions.
- 10) Capturing, possessing, viewing, or distributing media (audio, images, videos, etc.) of staff and students taken without consent.
- 11) Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.

d. Level Four Offenses:

- 1) Using forms of communication (e.g. social media, digital devices) for unlawful or immoral purposes, or in a manner discrediting the school and members of the school community.
- 2) Possessing, using, or distributing weapons or objects used as weapons (e.g. arms, blades), or their equivalent, on the school premises, on the bus, or during school activities offsite.
 - 3) Committing sexual assault (including engaging in sexual harassment) inside the school, on the bus, or during school activities offsite.
 - 4) Assaulting others in the school, on the bus, or during school activities offsite, and causing injury to the victim.
 - 5) Theft and/or engaging in its cover-up.
- 6) Capturing, possessing, viewing, or distributing information/media (audio, images, videos, etc.) with unlawful content (e.g. pornography, terrorist/extremist videos).
- 7) Leaking exam questions or engaging in related activities.
- 8) Setting fire to the school premises.
- 9) Insulting political, religious, or social figures in the UAE.
- 10) Using, promoting, possessing, and/or distributing alcohol, narcotics, medical drugs, or psychotropic substances, on the school premises, on the bus, or during school activities offsite.

- 11) Disseminating or promoting culturally inappropriate ideas/beliefs that go against the laws of the UAE with malicious intent, as per the *ADEK School Cultural Consideration Policy*.
- 12) Intrusive and/or illegal digital activity on school IT systems (e.g., hacking into school accounts, installing unauthorized software).
- 13) Trespassing on school premises after school hours.
- 14) Persistent bullying, intimidation, harassment, and/or abuse of members of the school community, including defaming them on social media.
- 15) Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.

4.3 Behavioral Management Committee: Schools shall form a Behavioral Management Committee.

1. The committee shall consist of a minimum of 4 members, including at least the following:
 - a. The Principal (and/or their delegate).
 - b. A member of the teaching team.
 - c. A member of the social care team (e.g. social worker, counselor, wellbeing committee or lead) or any other member at the school's discretion.
 - d. The Child Protection Coordinator. If this role is filled by a member of the social care team, the committee can consist of just 3 members, if the school chooses.
2. The committee shall review and discuss student behavioral concerns, provided that disciplinary actions by the committee must be fair and equitable to all students without exception. All disciplinary actions shall be appropriate to the student's age and ability and the severity of the misconduct as per the levels identified.
3. The committee members shall be available to convene at any given time to issue decisions and resolutions, in accordance with the urgency of the situation.

4.4 Preventive Mechanisms: Schools shall ensure that their student behavior policy outlines the mechanisms by which students are offered appropriate opportunities and guidance to identify the motivation behind their actions and rectify any negative behaviours before disciplinary action is taken (see [Section 6. Support and Interventions](#)).

4.5 Disciplinary Actions: Schools shall ensure that their student behavior policy

outlines acceptable disciplinary actions, with descriptions of how each action is to be carried out, the stakeholders involved, and the internal escalation process.

1. Schools are permitted to use any of the following disciplinary actions, provided they are proportionate, age-appropriate, and in line with [Figure 1. Staging of Disciplinary Procedures](#):
 - a. Discussion with the student and/or parents
 - b. Formal and recorded meetings with the student and/or parents
 - c. Verbal warning
 - d. Written warning to parents
 - e. Temporary or permanent removal from a class/group, under appropriate supervision (onsite suspension)
 - f. Loss of school privileges
 - g. Temporary or permanent confiscation of personal items belonging to the student if inappropriate (e.g., a mobile phone or music player) with
a resolution by the Behavioral Management Committee
 - h. Supervised detention during break, lunch, and/or after school (with parental consent)
 - i. Supervised restorative community work
 - j. Temporary exclusion of the student from school premises (offsite suspension)
 - k. Permanent exclusion of the student from school via the withdrawal/cancellation of their enrolment (expulsion)
2. Schools are forbidden to use any of the following methods as disciplinary actions:
 - a. Corporal punishment (e.g., the use of physical force as a means of discipline or punishment with the intention of causing bodily pain or discomfort, however slight; in line with the [ADEK School Student Protection Policy](#))
 - b. Disclosing personal information about a student without their consent (e.g., medical status, financial status, family affairs)
 - c. Psychological punishment (e.g., verbal abuse, issuing threats)
 - d. Locking a student inside the school premises
 - e. Seizing the student's personal belongings without having a resolution by the Behavioral Management Committee
 - f. Lowering or threatening to lower the student's academic grade/score
 - g. Punishing a group for an individual's misconduct
 - h. Imposing additional schoolwork
 - i. Mocking, insulting, or demeaning the student in private or in public
 - j. Preventing the student from using washroom facilities or consuming water and food
 - k. Detention outside of official school hours without parental consent

4.6 Disciplinary Procedures: Schools shall ensure that their policies outline clear and staged disciplinary procedures to address student misconduct, in line with

[Figure 1. Staging of Disciplinary Procedures](#). Schools are permitted to practice leniency in issuing disciplinary measures but have a right to implement procedures as per [Figure 1. Staging of Disciplinary Procedures](#). Schools shall use the appropriate guidance and disciplinary actions to encourage students to understand why their behavior is unacceptable and how to behave better in the future. In their response to incidents of student misconduct, schools shall take into consideration the student's individual circumstances and personalities, including the social, emotional, and psychological factors that may underlie a student's behavior. Managing students' misconduct must be consistent with the following:

1. In all cases of misconduct, the first approach shall always be focused on understanding possible factors contributing to the student's behavior providing related support where possible and reinforcing positive behavior to encourage students to take ownership of their actions (see [Section 2. Positive Behavior Model](#)).

Figure 1. Staging of Disciplinary Procedures

Level of Misconduct	Occurrence			
	First Time	Second Time	Third Time	More than Three Times
Level 1	<p>Verbal Warning</p> <p>Discuss the expected change in behavior with the student.</p>	<p>Written Warning</p> <p>Notify the parent in writing about the student's misconduct.</p>	<p>Written Warning</p> <p>Notify the parent in writing and hold meeting(s) with them to agree on a reasonable joint home-and-school strategy.</p> <p>The parent is required to sign an undertaking to support the agreed strategy.</p>	<p>Written Warning</p> <p>Notify the parent in writing and summon the parent together with the Behavioral Management Committee to agree on how to implement a set of strategies aiming at reducing the negative behavior.</p>

<p>Level 2</p>	<p>Written Warning</p> <p>Instruct the student to sign an undertaking not to repeat the offense.</p> <p>Summon the parent, who is required to sign an agreement to support their child in reforming their behavior.</p>	<p>Onsite Suspension</p> <p>Temporarily suspend the student up to 2 days and assign the student supervised study assignments inside the school with a notification to the parent.</p> <p>Notify both the student and the parent of a second written warning.</p> <p>Notify the Behavioral Management Committee to agree to a set of strategies for reforming the student's behavior.</p> <p>The parent is required to sign an undertaking to support the agreed strategy.</p>	<p>Onsite Suspension</p> <p>Temporarily suspend the student up to 3 days and assign the student supervised study assignments inside the school.</p> <p>Issue a final warning in writing to the student and the parent.</p> <p>Notify the Behavioral Management Committee to agree to a final set of actions for reforming the student's behavior.</p> <p>The parent is required to sign an undertaking to support the agreed strategy.</p>	<p>Expulsion</p> <p>Immediately suspend the student offsite until the end of the investigation for a maximum of 5 days, with a notification to the parent.</p> <p>The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion.</p> <p>After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient support and counselling as per their behavior strategy.</p>
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<p>Level 3</p>	<p style="text-align: center;">Onsite Suspension</p> <p>Immediately suspend the student inside the school.</p> <p>The Behavioral Management Committee shall evaluate the evidence and determine disciplinary actions.</p> <p>The school shall summon the parent immediately to inform of the disciplinary action and the requirement to sign an undertaking to support the agreed strategy.</p>	<p style="text-align: center;">Offsite Suspension</p> <p>Immediately suspend the student offsite until the end of the investigation for a maximum of 5 days with a notification to the parent.</p> <p>The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions.</p> <p>Provide the student and the parent with a final written warning.</p> <p>Summon the student and the parent to the school to present the Committee's decision.</p>	<p style="text-align: center;">Expulsion</p> <p>Immediately suspend the student offsite until the end of the investigation for a maximum of 5 days with a notification to the parent.</p> <p>The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion.</p> <p>After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient counselling as per their behavior strategy.</p> <p>The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion.</p> <p>After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient support and counselling as per their behavior strategy.</p>
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<p>Level 4</p>	<p style="text-align: center;">Offsite Suspension</p> <p>Immediately suspend the student offsite until the end of the investigation with a notification to the parent. The Behavioral Management Committee shall evaluate the evidence and agree on a set of disciplinary actions and a corrective plan.</p>	<p style="text-align: center;">Expulsion</p> <p>Immediately suspend the student offsite until the end of the investigation for a maximum of 5 days with a notification to the parent.</p> <p>The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion.</p> <p>After following the prior steps, if the student continues to repeat the offense, the school is permitted to apply to ADEK to expel the student. In making an application to ADEK, the school shall include evidence that all the prior stages have been followed, including proof of having provided sufficient counseling as per their behavior strategy.</p>
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Students with Special Educational Needs

Students with special education needs are required to follow the same school rules as their peers. Students with special educational needs may need greater assistance in learning and following the school rules. Students with special education needs must not have greater consequences imposed for misbehavior. If disciplinary action is necessary, it will be carried out in accordance with the Abu Dhabi Grammar School *Disciplinary Actions*.

The Program Support Team (PST) will determine whether the behaviour is a manifestation of the student's special needs. The PST, with the support of the Regional Special Education Supervisor (ADEK), will:

- Possibly conduct a Functional Behavior Assessment (FBA) to determine whether to develop and implement an intervention plan
- **If developed, review** the intervention plan, if one has been developed, and modify it as deemed necessary to address the behaviour in question.
- Support the student's return to school, unless the parent and the Head of Special Education in the region agree that a transfer to a different school or alternative educational setting is necessary

Reference - ADEK Transition Procedures Handbook

Procedures for Suspension, and Expulsion

Suspension:

Before a suspension is considered, the behaviour must be considered a level three or the

school must have a documented history of incidents of misconduct and details of behavioural interventions that have been implemented. This documented record shall be transferred with the student to any new school, and the school shall keep a copy of the record.

Before a suspension can be considered the school must have conducted a fair and documented investigation into the behaviour incident.

Steps for Suspension:

1. A student may only be suspended from school by the Principal or designate.
2. The school shall have documented evidence of the student's behaviour to support a suspension.
3. The Principal or designate shall notify the parents or guardian directly (by phone or in person) of the student's conduct prior to a suspension.
4. The Principal or designate shall complete the *Notice to Suspend* letter and forward directly to the parent or have the parent collect it from the school.
5. A copy of the *Notice to Suspend* is forwarded to the school guidance counsellor.
6. A copy of the *Notice to Suspend* is kept in the student's file.
7. The suspension commences on the following school day on which the decision to suspend was made. The student may remain at school on the day the decision to suspend was made.
8. According to ADEK regulations, the period for suspension must not exceed 5 days.
9. It is the responsibility of the student to continue their day to day classroom work and the student must communicate through email and/or google classroom with their teachers to enable a continuation of the work program during the suspension period.
10. A Return to School meeting may be conducted at the earliest convenience to the school (No later than 3 days after the suspension).
11. If required by the administration, the student, parent and/or guardian must attend the Return to School meeting before the suspension can be concluded.
12. In the event that the Return to School meeting is unsuccessful the Principal or Designate may extend the suspension by no more than 5 days.
13. In the event that the second Return to School meeting is also unsuccessful, the Principal may choose to apply other disciplinary actions consistent with the re-entry procedures
14. When a student has been suspended on more than one occasion for serious misconduct, then the school may consider other options including expulsion on a case by case basis.
15. In making an application for transfer or removal, the school shall ensure that all the stages have been followed.

Appeal Process

All students have the right to an appeal process for disciplinary action applied to alleged misconduct.

Students are required to fulfill the disciplinary action imposed while the appeal process is underway.

A student can appeal the disciplinary action to the Principal of the school.

A written letter of appeal from parents is required *within 2 school days* of the disciplinary action being handed down to initiate the appeal process. The appeal letter should state clearly

the disciplinary action applied to the student, reasons and explanations for why the discipline is unjustified, or why the student cannot fulfill the discipline. The letter should also include a summary of outcomes from the previous appeals, reasons why the decisions were unsatisfactory and the reasons for the current appeal.

First Level

The First Level of Appeal is at the school and the Principal is responsible for overseeing the process. The Principal is required to hold a meeting with parents and students within two days of receiving the appeal letter to discuss the appeal. If necessary, additional meetings will be arranged as soon as possible. Principals may invite other parties such as teachers, guidance counsellor, school advisors, and/or members of the school Program Support Team to be present at the meeting. Parents and students may also invite other advocates to be present in the meeting to provide support.

Second Level

If the appeal is not resolved at the First Level within a period of one week from the date of appeal, then the appeal may be extended for an additional one week by the school principal. If the school fails to receive a written decision concerning the appeal within two weeks from the parent, the appeal is considered implicitly rejected and the decision issued in this regard shall be final. Students and parents have the option to escalate the appeal to the Regional Office.

The Director of the Regional Office or his/her delegate will oversee the appeal process. The Director or his delegate will convene appropriate committees to investigate and advise on process only.

Third Level

If the appeal at the Second Level is not resolved or is not satisfactory, students and parents have a third option to escalate the appeal to ADEK Central. A Central Disciplinary Committee will be convened by the Director-General(or nominee) to hear the appeal and investigate claims and charges. Any decision regarding the disciplinary action issued by ADEK will be final.

Application of the Code of Conduct

Scope of Application

The School Code of Conduct applies to all students:

- 1. On School Premises**

At all times while on school property, including before and after school hours.

- 2. During School-Sponsored Activities**

While participating in any school-organized or school-supervised activity, including but not limited to field trips, sports fixtures, competitions, performances, transportation provided by the school, and extracurricular programmes.

- 3. While Wearing School Uniform or Representing the School**

When a student is wearing the school uniform, travelling to or from school, or

otherwise publicly representing the school, students are expected to uphold the standards of behaviour outlined in this Code. Conduct during these times must reflect positively on the school community.

4. Off-Campus or Online Conduct Impacting the School Community

The Code of Conduct may apply to behaviour occurring off campus or online where such behaviour:

- Impacts the safety, wellbeing, or dignity of members of the school community;
- Brings the school into disrepute;
- Disrupts the learning environment; or
- Contravenes safeguarding expectations or applicable regulations.

The School reserves the right to investigate and respond to behaviour in accordance with its safeguarding responsibilities and regulatory requirements.

Healthy Eating Policy

Policy Statement:

Our school is committed to promoting the importance of healthy eating for our students, parents and staff on a long-term basis by establishing a healthy eating environment and encouraging them to develop healthy eating habits and practice the habit in everyday life.

Our school will adopt the following measures in order to implement the above policy statement.

Measures:

School administration

- To appoint at least one designated staff member to set up a committee or group with parents as members to assist with the formulation and implementation of healthy eating policy. Obtain the services of a qualified nutritionist to provide advice.
- To inform staff, parents and students of the school healthy eating policy and all relevant measures in each school year.
- To review and revise school healthy eating policy and implementation of various measures in each school year.
- To establish a Healthy Eating Committee to provide advice for Healthy Cafeteria menus and Healthy Student Lunches and Snacks

Lunch Provision

- To give priority to maximum and moderate nutrition quality food items in the school cafeteria.
- To ensure that no minimum nutrition food items are provided in the cafeteria. Review lunch menus monthly before they are introduced to the students, staff and parents.
- To provide students and parents with the approved school lunch menu, together with their nutritional information, on a monthly basis so that informed choice could be exercised. (This item needs to be studied closely before introduction).
- To monitor whether all lunch items are in compliance with the requirements of Accepted Guidelines on Lunch for Students. Develop a tracking system to ensure compliance.
- To encourage parents who prepare homemade lunches to observe Accepted Guidelines on Lunch for Students, with emphasis on providing maximum and moderate nutrition items with no minimum nutrition food items.
- To handle cases of students who fail to bring lunch items to school in compliance with the school healthy eating policy in a manner agreed by both school and parents.
- To provide a comfortable environment and sufficient time for consumption of food by staff and students.

- To nurture the habit of eating more fruit and healthy food items.

Snack Arrangement (including food and beverage)

- To place high priority on the nutritional quality of snacks sold at school. Minimum nutrition food items are not to be sold at school.
- To check all food items sold at the cafeteria and vending machines to ensure that no snacks belong to the group of minimum nutrition food items (including drinks). Develop a tracking system to ensure compliance.
- To encourage parents to observe Accepted Guidelines on Snacks for Students and advise them not to provide food and drinks belonging to the group of minimum nutrition food items, e.g. potato chips, chocolate, butter cookies, etc. that are high in fat, salt or sugar. Advise parents to prepare healthy snacks, e.g. fresh fruits. Emphasize that snacks should not spoil the appetite for the next main meal and should be consumed only when hungry.
- To forbid the promotion of snacks belonging to the group of minimum nutrition food items at school and ban the sponsorship of school activities by manufacturers of such snacks.
- To require cafeteria personnel to promote snacks that belong to the group of maximum and moderate food items. These healthy snacks should be placed in a conspicuous location.
- To encourage students to have water as their main drink.
- To handle cases of students who fail to bring snacks in compliance with the school healthy eating policy in a manner agreed by both school and parents.
- To avoid rewarding students with minimum nutrition food items and avoid delivering messages that are contradicting healthy eating habits.

Education and publicity

- To organize at least one promotional activity on healthy eating in each school year, especially activities promoting the cooperation among families, schools and the community.
- To actively educate parents and school staff by making reference to credible education materials on nutrition (e.g. materials provided by the Department of Health or relevant academic or professional organizations) so as to foster their understanding and concern for healthy eating in each school year.
- To highlight nutrition education in school curriculum.
- To encourage parents and school staff to practice healthy eating in their daily life to set themselves an example to their children / students.

Maximum Nutrition – These foods and beverages generally have lower amounts of total fat, sugars, and sodium. They often have higher amounts of important nutrients such as naturally occurring fibre. They are usually in their whole state.

Moderate Nutrition – These foods and beverages have slightly higher amounts of total fat, sugars, and sodium than foods and beverages in the Maximum Nutrition category.

Minimum Nutrition – These foods and beverages contain a lot of added fat, sugar or sodium, sugar substitutes, and caffeine. They probably have had some or a lot of processing. They tend to replace nutritious foods when available as meals or snacks.

Inclusive Education Policy

This policy reflects our commitment to educating every student, honoring diversity, and preparing learners to thrive academically, socially, and emotionally.

Introduction

Abu Dhabi Grammar School (Canada) is committed to delivering an inclusive, equitable, and high-quality education grounded in the shared values and expectations of:

- The Abu Dhabi Department of Education and Knowledge (ADEK) Inclusion Policy, and
- The Nova Scotia Inclusive Education Policy, which emphasizes equity, universal access, student voice, and shared responsibility.

Vision and Commitment

In alignment with Nova Scotia's belief that inclusion benefits all learners and ADEK's commitment to access and equity, Abu Dhabi Grammar School (Canada) commits to:

- **Belonging:** Every student is a valued and contributing member of the school community.
- **Equity over Equality:** Support is differentiated to meet individual needs.
- **High Expectations:** All students are capable of learning and growth.
- **Student-Centered Decision-Making:** Planning is guided by student strengths, needs, and voice.
- **Shared Responsibility:** Inclusion is the responsibility of the entire school community.

Guiding Principles

(Aligned with Nova Scotia's Six Core Principles of Inclusive Education and ADEK Framework)

3.1 Inclusive Education as the Foundation

- Inclusion is the default approach, not a specialized alternative.
- Students learn best when educated alongside peers in age-appropriate classrooms.
- Removal from the mainstream occurs only when necessary for the student.

3.2 Strengths-Based and Individualized Support

- Consistent with Nova Scotia policy, planning focuses on student strengths, not deficits.
- Students requiring additional support may have:
 - Adaptations
 - Service Learning Plan
 - Tier 2 or 3 support
 - Individual Program Plans when a student cannot meet the outcomes of a course/subject
- Plans include clear goals, strategies, and review timelines.

3.3 Early Identification and Tiered Intervention

- The school applies a tiered system of support, consistent with Nova Scotia's multi-tiered model:
 - Universal (high-quality classroom instruction) - Tier 1
 - Targeted (small-group or short-term intervention) - Tier 2
 - Intensive (individualized planning and specialist support) - Tier 3
- Data-informed decision-making guides movement within and between tiers.

3.4 Universal Design for Learning (UDL)

- Curriculum design anticipates learner variability.
- Multiple means of:
 - Engagement
 - Representation
 - Expression
- This aligns directly with Nova Scotia's curriculum framework and ADEK expectations.

3.5 Collaboration and Student Voice

- Students, where appropriate, participate in goal-setting and reflection.
- Families are respected as essential partners.
- Teachers collaborate across disciplines and roles to support inclusion.

4. Governance, Roles, and Shared Responsibility

Consistent with Nova Scotia's whole-school approach and ADEK governance requirements:

4.1 School Leadership

- Establishes inclusive culture and accountability.
- Ensures staffing, resources, and professional learning.
- Monitors outcomes for equity and access.

4.2 Inclusion Team

- Operates as a collaborative problem-solving team with teachers.
- Uses evidence-based decision-making.
- Reviews progress and adjusts support regularly.

4.3 Teachers

- Are teachers of all students, not just subject specialists.
- Plan collaboratively and differentiate instruction.
- Implement adaptations.
- Implement inclusive instruction and assessment practices.

5. Teaching, Learning, and Support Practices

5.1 Inclusive Instruction

- Differentiation is embedded in daily teaching practice.
- Flexible grouping, varied pacing, and multiple instructional strategies are used.

5.2 Support Services

- Supports are delivered as close to the classroom as possible, reflecting Nova Scotia inclusion principles.
- Pull-out support is purposeful, time-limited, and regularly reviewed.

5.3 Professional Learning

- Ongoing professional learning focuses on:
 - Inclusive pedagogy
 - Trauma-informed practice
 - Behavior as communication
 - Equity and culturally responsive teaching
- Professional collaboration is recognized as essential to inclusion.

6. Family and Community Partnerships

- Families are partners in planning, decision-making, and review.
- Communication is transparent, respectful, and ongoing.
- External professionals support - but do not replace - school-based responsibility.

This aligns with Nova Scotia's emphasis on community-based, wraparound support and ADEK's parent partnership expectations.

7. Assessment, Monitoring, and Reporting

- Assessment is inclusive, flexible, and meaningful.
- Students may demonstrate learning in multiple ways.
- Progress is monitored continuously and formally reviewed at least three times per year.
- Decisions are based on evidence, not labels.

8. Safe, Inclusive, and Respectful School Culture

- The school actively promotes:
 - Belonging
 - Student well-being
 - Positive behavior supports
- Bullying, discrimination, and exclusion are addressed through:
 - Preventative education
 - Restorative practices
 - Clear consequences aligned with ADEK and Nova Scotia expectations

9. Resources and Learning Environments

- Inclusive environments include:
 - Flexible classrooms
 - Quiet and sensory-friendly spaces
 - Accessible learning materials
- Supports are adaptive and responsive to student needs over time.

10. Evaluation and Continuous Improvement

- Ongoing review of policy and practices, formally twice annually.
- Use of student, family, and staff feedback.
- Reflection aligns with Nova Scotia's continuous improvement cycle and ADEK inspection standards.
- Action plans target equity, access, and student outcomes.

This policy reflects our commitment to educating every student, honoring diversity, and preparing learners to thrive academically, socially, and emotionally.

Parent Engagement and Communication Policy

1. Purpose

AGS School values strong, respectful partnerships between parents and the school as essential to student learning, well-being, and positive school culture. This policy sets out a structured framework for parent engagement and communication, outlining shared responsibilities, expectations, and procedures that support effective collaboration.

2. Scope

This policy applies to all parents and legal guardians of students enrolled at AGS School and to all staff involved in communication and engagement with families. Adherence to this policy is mandatory and forms part of the school's governance framework.

3. Parent Engagement and Communication Framework

AGS School maintains a structured parent engagement framework that promotes clear communication, transparency, and shared responsibility.

3.1 Communication Practices

The school provides regular and consistent communication using a range of platforms, including newsletters, email, digital applications, SMS notifications, and scheduled meetings. Communication is timely, accurate, and appropriate to purpose. Urgent matters are communicated through rapid notification systems.

3.2 Engagement Opportunities

The school facilitates meaningful parental involvement through:

- Induction meetings for new parents
- Curriculum and information sessions
- Open events and workshops
- Resources to support learning at home
- Opportunities to participate in extra-curricular and well-being initiatives

4. Parent–School Agreement

From the 2025/26 academic year, all parents are required to sign an annual Parent–School Agreement at enrolment and re-enrolment. The agreement:

- Defines the shared responsibilities of parents and the school
- Confirms parental acceptance of published school policies
- Supports consistent expectations for student learning, behaviour, and engagement

5. Parent Code of Conduct

Parents are expected to support the school's mission and uphold a positive learning environment.

Parents are required to:

- Communicate respectfully with all members of the school community
- Support school rules, behaviour expectations, and disciplinary procedures
- Use appropriate channels to raise concerns
- Act responsibly on social media and avoid defamatory or culturally inappropriate content
- Ensure regular attendance and punctuality
- Support homework and learning expectations at home
- Provide accurate documentation when required
- Attend parent-teacher meetings and participate in recommended interventions

Failure to comply with the Parent Code of Conduct may result in restricted access to school premises or limitations on communication.

6. School Responsibilities

AGS School is committed to professional, inclusive, and transparent engagement with parents.

The school will:

- Communicate clearly and consistently through multiple platforms
- Schedule a minimum of one parent-teacher meeting per term
- Share curriculum information, assessment practices, and student progress
- Encourage parental involvement in enrichment and well-being activities
- Promote student mental health and digital well-being
- Provide access to counselling or support services where required
- Address attendance, academic progress, and referrals in a consistent and professional manner

7. Data Protection and Financial Transparency

The school safeguards student information and maintains financial clarity by:

- Obtaining parental consent before sharing student data with third parties, unless legally required
- Handling personal information in line with data protection requirements
- Communicating clearly regarding fees, payment schedules, and VAT-free education regulations

8. Emergency Communication

AGS School maintains an emergency communication system to ensure parents are informed promptly in the event of emergencies, unexpected incidents, or significant operational disruptions.

9. Monitoring and Review

This policy is reviewed annually. Implementation is monitored through signed Parent–School Agreements, parent feedback, and ongoing review of communication and engagement practices. Non-compliance is addressed promptly in accordance with school procedures.

Parent - School Agreement

Purpose of Agreement

This Parent-School Agreement outlines the shared responsibilities and expectations between Abu Dhabi Grammar School Canada and parents/guardians. It serves to strengthen communication, ensure mutual respect, and support student success in alignment with ADEK policies.

School Responsibilities

The school agrees to:

- Provide a safe, inclusive, and respectful learning environment
- Deliver a high-quality curriculum aligned with ADEK standards
- Offer regular updates on student progress, attendance, and well-being
- Facilitate at least one parent-teacher conference per term
- Promote student well-being and provide access to support services (e.g., counselors, inclusion support)
- Respond promptly to parent inquiries or concerns

Parent/Guardian Responsibilities

Parents/guardians agree to:

- Ensure their child's regular and punctual attendance
- Support their child's learning at home (e.g., homework, reading, routines)
- Attend scheduled parent-teacher conferences and school events
- Communicate respectfully with school staff and support a culture of kindness
- Uphold school rules and values, including the Student Code of Conduct
- Avoid the use of inappropriate or defamatory social media regarding the school or staff
- Provide accurate, up-to-date contact and medical information

Communication

The school will communicate with parents via:

- Emails, newsletters, official apps, and SMS notifications
- Scheduled meetings and open sessions
- Emergency alerts via designated communication systems

Parents should contact the school using designated channels and allow up to 2 working days for non-urgent matters.

Policies & Consent

By signing this agreement, parents/guardians:

- Confirm they have read and understood the school's published policies which are available at: <https://abudhabigrammarschool.ca/policies-and-procedures/>
- Agree to comply with school procedures regarding health, safety, digital behavior, and academic integrity

- Give consent for participation in educational activities and for the school to handle personal student data as per ADEK data privacy regulations
- Acknowledge that I have reviewed the following ADEK Policies to better understand the school's role in implementing these:
 - ADEK School Policy on Student Behavior
 - ADEK School Policy on Values and Ethics
 - ADEK School Policy - Digital
 - ADEK School Policy on Cultural Consideration
 - ADEK School Policy on Assessment
 - AGS Sport's Policy
 - AGS policies can be found on the School Website - <https://abudhabigrammarschool.ca/>

Signatures

We acknowledge that we have read, understood, and agree to the responsibilities and expectations outlined in this Parent-School Agreement.

Parent/Guardian Name: _____ Date: _____

Parent Signature: _____ Student Signature:

Contact Information:

Parent Emails: _____ & _____

Parent Mobile Numbers: _____ & _____

This agreement will be reviewed and re-signed annually as part of the school's re-enrolment process.

Physical Education and Sports Policy

1. Introduction

Abu Dhabi Grammar School (AGS) recognizes that Physical Education (PE) and school sports are essential components of a well-rounded education. In alignment with the Abu Dhabi Department of Education and Knowledge (ADEK) 2023 Physical Education and School Sports Policy, this policy establishes a structured, inclusive, and comprehensive approach to physical education. AGS is committed to fostering physical literacy, promoting lifelong healthy habits, and supporting the holistic development—physical, mental, social, and emotional—of all students.

Indicators:

- Policy is aligned with the 2023 ADEK framework and evident in strategic planning documents.
 - Stakeholder communication reflects the commitment to holistic development.
 - School-wide ethos emphasizes inclusion, activity, and well-being.
-

2. Policy Objectives

- To provide a structured, age-appropriate PE curriculum for all students, aligned with a physical literacy framework.
- To ensure that all students participate in a minimum of 30 minutes of moderate to vigorous physical activity each school day.
- To develop students' physical competence, confidence, knowledge, and motivation for lifelong participation in physical activity.
- To offer inclusive opportunities for competitive and non-competitive sports participation.
- To ensure the safety, well-being, and dignity of all students during physical activity.
- To instill values of teamwork, sportsmanship, and personal growth through sport.

Indicators:

- Lesson plans reflect daily activity time and learning objectives.
 - Participation logs track student engagement and program adherence.
 - Observations and surveys show development in student confidence and motivation.
-

3. Physical Literacy Framework

AGS adopts the physical literacy framework as mandated by ADEK, which emphasizes:

- **Competence:** Developing motor skills and movement patterns.
- **Confidence:** Building students' self-assurance through progressive skill development.
- **Knowledge and Understanding:** Teaching students the benefits of physical activity for health and well-being.
- **Motivation:** Encouraging lifelong engagement in physical activity through enjoyable experiences.
- Physical literacy will be embedded across all PE and extracurricular sports programs and assessed using developmentally appropriate tools.
- Physical Literacy in Nova Scotia PE

Primary to Grade 3 (P-3)

- **Focus:** Establishing **fundamental movement skills**—such as locomotor, balance, and ball skills—through a skills-and-movement-concepts approach curriculum.novascotia.ca+1.
- **Curriculum Delivery:** Activities across four movement categories—*dance*, *educational gymnastics*, *games*, and *active pursuits*—offer varied, engaging experiences curriculum.novascotia.ca.
- **Cognitive & Social Development:** Beginning with very concrete strategy skills and encouraging respect, fair play, and awareness of safety and the self/others curriculum.novascotia.ca.

Grades 4–6

- **Advancement:** Continues building on fundamental movement skills with greater emphasis on applying strategic decision-making during physical activities curriculum.novascotia.ca.
- **Well-Being Integration:** Reinforces motivation and mental health literacy by linking physical activity with emotional, social, and spiritual health curriculum.novascotia.ca.
- **Diverse Learning Experiences:** Maintains balance across dance, gymnastics, games, and active pursuits—ensuring well-rounded physical literacy curriculum.novascotia.ca.

Grades 7–8 (Middle School)

- **Holistic Development:** The curriculum intentionally integrates **psychomotor, cognitive, and affective domains** to nurture comprehensive physical literacy curriculum.novascotia.ca.
- **Key Learning Areas:**
 - *Movement:* Tailored activities ranging from fundamental skills to cooperative games and rhythm.
 - *Cognition:* Covers decision-making, self-regulation, healthy living knowledge, and motivation.
 - *Affect:* Emphasizes social and emotional well-being and environmental awareness.
 - *Awareness:* Fosters understanding of personal health and the value of lifelong activity curriculum.novascotia.ca.
- **Participatory Focus:** Encourages creativity, confidence, strategic thinking, and skill competence—not just traditional fitness or sport outcomes curriculum.novascotia.ca.

Grades 9–12 (High School)

- **Course Variety with Lifelong Perspective:** Students choose from options like *Physically Active Living II*, *Dance II*, *Yoga II*, and more [Google Sites](#).
- **Emphasis:**
 - **Engagement in diverse physical activities** with lifelong relevance.
 - Connection between activity and **health knowledge:** nutrition, injury prevention, mental health, and well-being [Google Sites](#).

- Evaluation focuses on **personal improvement and participation**, making it accessible for all learners [Google Sites](#).
-

Alignment with Physical Literacy Elements

Nova Scotia's curriculum structures align well with broader physical literacy principles—which include physical competence, motivation and confidence, knowledge and understanding, and engagement in diverse environments—recommended in research and national frameworks.

Inclusive Practices for Diverse Learners

While Nova Scotia's curriculum doesn't explicitly delineate adaptations by grade for students with learning challenges, its design inherently supports inclusivity through:

- **Structured skill progressions**, visual and cognitive supports especially in earlier grades (P-6).
- **Focus on effort, awareness, and emotional well-being**, which aids students with diverse learning needs.
- **Course flexibility in high school**, including theory components and creative movement options like yoga or dance—this accommodates differing physical capacities or sensory profiles.

For learners with specific or specialized needs, educators can embed strategies like those you described—visual cues, modified equipment, peer support, alternative assessments—within the existing structure to foster physical literacy across all stages.

Summary Table

Grade Range	Physical Literacy Focus	Inclusive Strengths & Applications
P–3	Fundamental movement skills, play-based learning, basic strategies, social-emotional growth	Concrete activities ideal for diverse developmental levels
4–6	Skill refinement, decision-making, mental health literacy, varied movement domains	Supports inclusive participation and emotional engagement
7–8	Holistic development of movement, cognition, motivation, emotional self-awareness	Encourages confidence and strategy—not just physical mastery
9–12	Lifelong active living, theoretical understanding, personal improvement focus	Multiple pathway options suit a variety of needs and interests

Indicators:

- Student reflections and journals show increased awareness of health and activity benefits.
 - Assessments use rubrics aligned with physical literacy domains.
 - Teachers provide consistent feedback on competence and motivation.
-

4. Curriculum and Delivery

- PE is timetabled as a core subject across all grade levels and delivered by qualified, ADEK-licensed PE instructors.
- The curriculum incorporates a range of activities including games, individual sports, swimming, dance, fitness, and outdoor activities.
- Daily physical activity opportunities are integrated throughout the school day, including active breaks and classroom-based movement.
- Learning outcomes align with ADEK standards and are assessed periodically.

Indicators:

- Curriculum maps show vertical and horizontal alignment with ADEK and Nova Scotia outcomes.
 - Observations demonstrate a variety of instructional strategies.
 - Students experience at least four activity types annually.
-

5. Inclusiveness and Cultural Sensitivity

- AGS provides gender-sensitive and culturally appropriate PE settings and uniform options.
- Students unable to participate in a specific activity will be offered alternative options without penalty.
- Adapted programs are provided for students with medical or physical needs.

Indicators:

- Modified plans and adapted equipment are used when needed.
 - Participation data disaggregated by gender and ability.
 - Staff training includes inclusive practice strategies.
-

6. Extracurricular Sports Program

AGS offers a robust extracurricular sports program that:

- Encourages broad participation and retention through positive experiences.

- Includes both competitive and recreational opportunities.
- Ensures safe transport, supervision, and parental consent for all off-site events.
- Involves collaboration with the Sports Council and parent representatives.

Indicators:

- Sign-up and attendance logs reflect diverse student involvement.
 - Parent and student feedback is used to enhance offerings.
 - The sports calendar is published and reviewed each term.
-

7. Cross-Curricular Integration and Staff Development

At AGS, the development of physical literacy is recognized as a whole-school responsibility. While the PE department leads its implementation, all staff play a vital role in promoting active, healthy lifestyles and integrating physical literacy principles across the curriculum.

Professional Development for Non-PE Staff AGS will provide ongoing professional development opportunities for non-PE teachers to:

- Understand the principles of physical literacy and its impact on student well-being and academic success.
- Learn how to integrate movement-rich strategies into their teaching practices (e.g., active learning, movement breaks, classroom posture awareness).
- Promote a shared language around confidence, competence, and motivation as part of the school's broader educational goals.
- Support inclusive participation and culturally sensitive approaches in all school activities involving physical engagement.
- Training will be delivered through:
 - Annual workshops
 - Interdisciplinary planning sessions
 - Collaboration with the PE department on school-wide events and projects

Teachers will be encouraged to contribute to the school's physical literacy culture by incorporating wellness goals into lesson planning and modeling positive attitudes toward movement and health.

This professional development aligns with ADEK's vision of creating a supportive, active school environment that enables all students to thrive physically, mentally, and academically.

Indicators:

- PD records show staff participation in physical literacy-related sessions.
 - Non-PE lesson observations include active learning strategies.
 - Collaboration logs between PE and other departments are maintained.
-

8. Safety and Safeguarding

- All PE activities comply with ADEK and school health and safety policies.
- Students must wear appropriate attire and use safety equipment as required.
- Injuries or incidents are recorded in the Accident Report Book and reported to school leadership.
- Child protection guidelines are followed at all times.

Indicators:

- Safety drills are documented and practiced termly.
 - Equipment checks are logged and reviewed regularly.
 - Staff complete mandatory safeguarding and first aid certifications.
-

9. Student Conduct and Code of Ethics

All students and spectators are expected to:

- Respect rules, officials, and opponents.
 - Demonstrate sportsmanship, cooperation, and fair play.
 - Wear correct uniforms and avoid prohibited items (e.g., jewelry, chewing gum).
 - Represent AGS positively on and off the field.
 - Indicators:
 - Incident reports and behavior logs are monitored termly.
 - Student contracts for conduct in sports are signed and filed.
 - Recognition programs highlight positive sportsmanship.
-

10. Uniform Guidelines

Boys: AGS PE shirt, PE pants, running shoes

Girls: AGS PE shirt, knee-length PE shorts (not tight), running shoes

Swimming:

Boys: Swimming shorts, goggles, cap

Girls: One-piece or two-piece swim top and shorts, black, with shirt if required, plus goggles and cap

Assemblies and PE Events: AGS Team shirts

Competitive Teams: AGS ROYALS Uniform

Indicators:

- Uniform compliance is monitored by PE teachers.
- Feedback is gathered on comfort and appropriateness.
- Procurement records ensure availability in all sizes.

11. Monitoring and Evaluation

The school will review and assess PE and sports programs annually, incorporating student and teacher feedback.

ADEK compliance visits and internal audits will be supported with evidence of:

- Curriculum implementation
- Physical activity tracking
- Student progress in physical literacy

Indicators:

- Annual reports include evaluation of student progress and program delivery.
- Data from observations and assessments are analyzed for trends.
- Action steps from evaluations are tracked and followed up.

12. Implementation and Review

This policy takes effect in academic year 2024–2025, with full alignment to ADEK’s requirements expected by 2025–2026. The policy will be reviewed annually and updated in consultation with the school leadership team, PE department, and ADEK.

Indicators:

- Review timelines and responsible persons are documented.
- Stakeholder input is recorded in revision logs.
- Policy updates reflect ADEK changes and internal improvements.

Safeguarding Policy

1. Purpose

AGS School is committed to safeguarding and promoting the welfare of all students. This policy sets out the school's responsibilities, procedures, and expectations to ensure students are protected from harm and feel safe, supported, and listened to at all times. The policy recognises the school's duty of care and is aligned with applicable child protection legislation and regulatory requirements.

2. Scope

This policy applies to all students, staff, volunteers, contractors, visitors, and any adults engaged in school-related activities. It covers safeguarding responsibilities during all school operations, including on-site activities, off-site visits, digital environments, and school-organised events.

3. Safeguarding Principles

AGS School operates on the following safeguarding principles:

- The welfare of the child is paramount
- All students have the right to feel safe, respected, and protected from harm
- Safeguarding is the responsibility of all adults within the school community
- The school acts *in loco parentis* during all school-related activities

Safeguarding includes protection from all forms of maltreatment, including abuse, neglect, bullying, cyberbullying, exploitation, and emotional harm.

4. Safe Environment and Security

The school maintains a secure and supportive environment where students feel confident to raise concerns.

This includes:

- Controlled access to school premises and visitor management procedures
- Physical and digital security measures, including monitored systems and breach management
- Clear expectations for online conduct and digital safety
- A transparent, caring school culture that encourages student voice

5. Governance and Safeguarding Roles

AGS School maintains clear safeguarding leadership and accountability structures.

5.1 Safeguarding Leadership

A designated Safeguarding Lead, supported by a safeguarding committee where applicable, is responsible for:

- Overseeing safeguarding policy implementation
- Ensuring procedures are followed consistently
- Reviewing safeguarding effectiveness annually
- Coordinating staff training and awareness
- Ensuring volunteers and visitors understand safeguarding responsibilities

5.2 Staff Responsibilities

All staff are responsible for:

- Remaining vigilant to safeguarding concerns
- Acting promptly on any disclosure or concern
- Following reporting procedures without delay
- Maintaining professional boundaries at all times

6. Safeguarding Awareness and Education

The school promotes safeguarding awareness through:

- Mandatory staff training on recognising and responding to concerns
- Monitoring and supporting vulnerable students, including those with additional needs
- Age-appropriate safeguarding education within the curriculum, including online safety, personal boundaries, and help-seeking skills

7. Reporting and Response Procedures

AGS School maintains clear procedures for reporting and managing safeguarding concerns.

7.1 Reporting Concerns

- Any safeguarding concern must be reported immediately to the Safeguarding Lead
- Concerns are documented using approved reporting forms or systems
- Serious concerns are escalated to relevant authorities in line with regulatory guidance
- In emergencies or where a child is in immediate danger, emergency services are contacted without delay

7.2 Supporting Students

The school ensures:

- Students are listened to and reassured
- Confidentiality is respected and information shared only on a need-to-know basis
- Appropriate support is provided to students affected by safeguarding incidents

8. Confidentiality and Record Keeping

Safeguarding records are:

- Maintained securely and separately from general student files
- Accessed only by authorised personnel
- Managed in accordance with data protection requirements

Use of photographs, video, and digital media is controlled and monitored to protect student privacy and safety.

9. Training, Vetting, and Professional Conduct

AGS School ensures robust safeguarding practice through:

- Safeguarding induction for all staff, volunteers, and regular visitors
- Mandatory annual safeguarding updates
- Background checks and credential verification for staff and volunteers
- Clear codes of conduct prohibiting inappropriate behaviour, including corporal punishment

Any breach of safeguarding expectations is addressed through formal disciplinary procedures, which may include suspension pending investigation.

10. Monitoring and Review

This policy is reviewed annually to ensure effectiveness and compliance with current requirements. Monitoring includes:

- Review of safeguarding incidents and responses
- Staff training completion records
- Safeguarding audits and leadership oversight

Safeguarding practices are continuously improved in response to emerging risks and school community needs.

Approved by AGS School Leadership

Effective from: January 2025

Review Date: January 2026

School Uniform Policy



Dear Students, Parents, and Care-givers,

We would like to remind everyone of the AGS expectation that all students must be dressed in school uniform each day. Administration has reviewed this expectation with all students, and we anticipate that most students will readily follow this expectation- in fact, the vast majority of students already do so!

Please note the following about the school uniform:

1. ALL STUDENTS must wear their uniform and their uniform must be visible. That is, only school-approved uniform items must be worn and they cannot be covered by a non-uniform sweater or hoodie.
2. Any student who finds the school cold must find a way to be warm by wearing the school approved uniform items available, by asking their teacher to move to an alternate seat, by wearing a layer or layers of light clothing under their school uniform top layer, or by wearing an AGS jacket or hoodie as described below.

3. Several other important items, including exceptions:

- Either the standard school uniform or the school PE uniform (Navy Pants and Navy T-shirt .Shorts are not allowed for students in Gr3-12 effected Oct1,2025)(on days students have PE) are considered acceptable dress.
- Mixing and matching the normal and PE uniforms is not allowed. When students who have PE must wear the complete PE uniform - (Navy Pants and Navy T-shirt .Shorts are not allowed for students in Gr3-12 effected Oct1,2025), and on non-PE days, students must wear the full standard uniform.
- Students are encouraged to wear the school-approved red jacket / hoodie over the uniform polo or PE T-shirt. However, in lieu of that jacket, only students in Grades 7 to 12 may wear another red or black zip-up jacket. Non AGS Hoodies and over-the-head sweaters are not acceptable.
- Students participating in school-organized Special Event days (e.g. Orange Shirt Day, Pink Shirt Day, Character Day, etc.) are exempt from wearing the uniform on those days.
- Seniors (or siblings of former seniors) may wear their senior jacket (or their sibling's senior jacket) in lieu of the red school-approved jacket / hoodie, though their school uniform top must be worn underneath.
- Students who are allergic to some item(s) of school clothing may be exceptions, but medical documentation is required for such an exemption to be granted.
- Students participating in after-school activities may wear their own (non-uniform) clothing.

School Clothing may be obtained at:

Zaks Uniform Store in Mushrif Mall

[Address:](#) Near Pappa Roti - Mushrif Mall Level 1 - Abu Dhabi

[Phone:](#) 02 222 1141

www.zaksstore.com

- This dress code policy will be enforced by all staff, but in particular by administration and by Mr. Tariq Ibrahim, as one of his primary responsibilities.
- We hope not to have to discipline anyone for violation of this policy, but please note that in our Code of Conduct it is a level one behavior and, if repeated, may quickly develop into a level two behavior whose consequences become more serious (see below).

Behaviors in Level One may include but are not limited to:

- Inappropriate school uniforms, including physical education uniforms

Behaviors in Level Two may include but are not limited to:

- Habitual Level One offences
- Defying school authority and staff members

4. We will enforce this rule as follow:

Offenders will be removed from class, their parents will be called and asked to provide the uniform.

5. We will begin strict enforcement of this policy on Monday, August 25th, 2025.

We welcome any questions or concerns regarding this policy, and we thank students and their families for their anticipated support of its implementation.

Staff Wellbeing Policy

1. Purpose

This Staff Wellbeing Policy sets out the school's commitment to creating and sustaining a positive, supportive, and respectful working environment for all staff. It is aligned with the expectations of the Abu Dhabi Department of Education and Knowledge (ADEK) and recognises that staff wellbeing is central to effective teaching, learning, and school improvement.

The policy adopts a holistic understanding of wellbeing, encompassing **social, physical, mental, emotional, and intellectual wellbeing**, and acknowledges that different staff roles may require different forms of support.

2. Aims and Objectives

This policy aims to:

- Promote a culture of care, respect, and professionalism across the school community
 - Support staff wellbeing in a proactive, inclusive, and sustainable manner
 - Ensure leadership accountability for staff wellbeing
 - Provide clear governance structures and lines of responsibility
 - Create safe, confidential channels for staff to raise concerns or seek support
 - Clarify the rights and responsibilities of staff and leaders in relation to wellbeing
-

3. Scope

This policy applies to **all staff**, including teaching, administrative, leadership, and support staff. It is intended to complement existing HR, safeguarding, grievance, and professional conduct policies, and should be read alongside UAE Labour Law and ADEK regulations.

4. Governance and Leadership Responsibilities

4.1 Leadership Commitment

School leadership is responsible for embedding staff wellbeing as a **core organisational priority**. This includes:

- Demonstrating visible commitment to wellbeing through decision-making and communication
- Ensuring wellbeing considerations inform operational planning and workload expectations
- Modelling respectful, ethical, and supportive leadership practices

4.2 Wellbeing Leadership Structure

The school will:

- Appoint a Wellbeing Lead or establish a **Wellbeing Committee**
 - Assign responsibility for overseeing the development, implementation, and evaluation of wellbeing initiatives
 - Ensure wellbeing objectives are reflected in school improvement and operational plans
-

5. Wellbeing Framework

The school's approach to staff wellbeing is structured around the following interconnected domains:

5.1 Social Wellbeing

- Promoting inclusive and respectful professional relationships
- Encouraging collaboration, collegiality, and open communication
- Fostering a sense of belonging and community among staff

5.2 Physical Wellbeing

- Supporting safe working environments and compliance with health and safety requirements
- Promoting work–life balance and reasonable workload expectations
- Recognising the physical demands of different roles and responding appropriately

5.3 Mental and Emotional Wellbeing

- Providing access to confidential support and counselling pathways where available
- Ensuring clear processes for reporting and addressing concerns such as stress, harassment, or bullying
- Encouraging early support-seeking and reducing stigma around mental health

5.4 Intellectual Wellbeing

- Supporting meaningful professional development opportunities
- Ensuring PD expectations are reasonable, equitable, and legally compliant
- Recognising the link between professional growth, autonomy, and wellbeing

Role-specific considerations will be taken into account to ensure that wellbeing support is responsive to the diverse needs of staff groups.

6. Staff Rights and Responsibilities

6.1 Staff Rights

All staff have the right to:

- Be treated with dignity, fairness, and respect
- Work in a safe and supportive environment
- Privacy and confidentiality when raising wellbeing concerns
- Access appropriate wellbeing support and resources
- Raise grievances or whistleblowing concerns without fear of retaliation

6.2 Staff Responsibilities

Staff are expected to:

- Treat colleagues respectfully and professionally
 - Engage constructively with wellbeing initiatives
 - Raise concerns appropriately and in good faith
 - Contribute to a positive and supportive workplace culture
-

7. School and Leadership Responsibilities

The school and its leadership commit to:

- Providing a safe, inclusive, and supportive working environment
- Implementing and reviewing wellbeing initiatives effectively
- Establishing confidential and accessible communication channels
- Providing training and guidance related to wellbeing
- Allocating appropriate resources to support wellbeing strategies

8. Implementation and Compliance

This policy will be implemented through a **phased approach**, including:

- Awareness-raising and consultation with staff
- Development of a whole-school wellbeing strategy
- Establishment of confidential reporting and support mechanisms
- Staff training and communication initiatives
- Ongoing monitoring and evaluation

Full compliance with ADEK requirements will be achieved by the **2025/26 academic year**, with wellbeing embedded into routine school operations.

9. Monitoring, Evaluation, and Review

The school will:

- Collect regular staff feedback on wellbeing initiatives
 - Monitor usage and effectiveness of support services
 - Review grievance and incident data to inform improvement
 - Conduct annual reviews of the wellbeing strategy
 - Update this policy as required to ensure continuous improvement and compliance
-

10. Conclusion

This Staff Wellbeing Policy reflects the school's commitment to creating a healthy, respectful, and supportive professional environment. Its success depends on **shared responsibility**, transparent communication, and ongoing collaboration between staff and leadership. By prioritising wellbeing, the school aims to support staff to thrive professionally and personally, in line with ADEK expectations and UAE values.

I've created a **clear, professional two-page Staff Wellbeing Policy** in the canvas, aligned directly to the ADEK Staff Wellbeing Policy summary you provided.

Student Learning Communication Policy

At AGS we believe that student achievement depends upon the collaborative effort of students, parents/guardians, teachers, staff, community members and administration working together and learning from one another.

To support our belief of improving student achievement all partners need to have a clear understanding of expectations and how we can work together to support learning.

Our School Plan for Communicating Student Learning identifies:

Expectations for learning, how we assess and evaluate student learning, and how we can communicate and work together as partners to support your children.

Expectations for Learning

At AGS we have high expectations for student learning. Instructional planning is developed based on a common understanding of how children learn, referred to as the Principles of Learning.

#	Principles of Learning
1	Students construct meaning and make it meaningful in terms of their prior knowledge and experiences.
2	Learning is a process of actively constructing knowledge.
3	Learning is enhanced when it takes place in a social and collaborative environment.
4	Students need to continue to view learning as an integrated whole.
5	Learners must see themselves as capable and successful.
6	Learners have different ways of knowing and representing knowledge.
7	Reflection is an integral part of learning.

How to assess and evaluate student learning

Assessment has the greatest impact on learning then it is integrated into all classroom activities, aligned with the written curriculum and instruction, used to identify students' strengths and areas of concern in order to outline next steps for learning, and when students are involved. Feedback, provided to students throughout the learning process, has the potential for significantly impacting student achievement.

At AGS teachers focus on Assessment for Learning principles to support student progress and achievement. The ongoing research and the associated practices have evolved over time and now embed Assessment for Learning, Assessment as Learning and Assessment of Learning, rather than referring to them separately. The practices are:

- Clarifying and Understanding learning intentions and criteria for success.
- Engineering effective classroom discussion, questions and tasks that elicit evidence of learning.
- Providing feedback that moves learning forward.
- Activating students as teaching and learning resources for each other.
- Activating students as owners of their own learning.

External Large-Scale Assessments: External large-scale assessments are designed by a group outside the school in order to collect data for use at the national, provincial, regional and classroom levels.

Internal Large-Scale Assessments: Internal large-scale assessments are assessments that are designed by a school for internal use.

The teachers at AGS base assessment, evaluation and communication of student learning on the Department of Education's programs and on statements of expected learning outcomes.

Teachers will provide timely, descriptive feedback of what each student knows and is able to do in relation to the expected learning outcomes and what each student must do next to improve his/her learning to achieve the expected learning outcomes.

Assessment and Evaluation Policy

Teachers understand and practice policy and procedures outlined in HRSB's Assessments and Evaluation Policy.

Tools for Assessment: The following table describes types of assessment strategies that are used to gather information about student learning. While no one teacher would necessarily use all of these strategies with each student, every teacher at AGS is committed to a balanced and fair approach to assessing student learning.

Format	Description
Conferencing	Discussion between student and teacher about student accomplishments and next steps for learning.
Observation Survey/Running Records	Structured assessments giving evidence of a student's reading abilities.
Self Assessment	Students reflect on what they know and what they need to learn.
Portfolios	A collection of student and/or teacher-selected work.
Work Samples	Published stories, journals, book reports, reflections, writing folders, projects, recordings, creations, models. Used as examples or models of work.
Oral and/or Written Reports, Projects and Presentations	Formal assignments extending over a period of time that allow students to demonstrate their understanding of a concept or topic.
Journals	Informal writing shared between student and teacher.
Performances	Skits, puppet shows, public speaking, debates, plays, role playing, singing and dance.
Quizzes, Tests	A time-limited written or oral response to questions on a specific subject.
Checklists, Anecdotal Records, Observations	Specific methods that support the continuous gathering of information on student learning.

Special Services: We are able to refer students with special needs for consultation, assessment or additional support to our resource teachers through the School Planning Team. Interventions range for those challenged by learning to those requiring challenges. Before any referrals for services are made, contact will be made with the home to obtain permission.

The School has a Planning Team that meets on a regular basis to discuss student support issues. Any questions regarding student support can be directed to this team.

Assessment is the process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the learning outcomes in a subject or course. The action that is taken in response to an assessment determines its formative or summative nature.

Assessment Formats are the ways in which information about the student achievement is collected. Assessment information may be gathered in three categories : through observations of student performance, conversations had with students and products that students create.

Assessment Tools are the instruments that teachers use to gather information about student achievement. Examples of assessment tools include but are not limited to work samples, presentations, tests/quizzes, debates, portfolios, labs, demonstrations, and anecdotal notes.

Descriptive Feedback is specific information (e.g., oral, written,) that helps students understand what they are doing well, understand what they need to do next in order to improve and to think and talk about their own learning (metacognition).

Learning Outcomes are the statements prescribed by the Department of Education, or a student's Individual Program Plan, that indicate what students are expected to know, to show (demonstrate), and be able to do. Each outcome has identified concepts and skills that work together to assist students in achieving the outcomes for the course. In P-8 and currently in some High School courses indicators have been developed to show how to develop the concepts and skills. Curriculum development is in process for Grades 9-12.

Alignment is achieved when the curriculum learning outcomes align with instruction, assessment, evaluation and reporting practices.

Gradebook Category refers to the organization of assessments within the PowerTeacher Pro. Teachers organize Gradebook categories by curriculum content (e.g., outcomes, modules, strands, units) not by assessment tools/type (e.g., tests/quizzes, projects).

Process Skills are the habits of mind/attitudes that define a subject area or discipline (e.g., thinking like a mathematician, an author, or a scientist).

Cumulative Assessment is an assessment designed to assess students' understanding and ability to make connections among the "big ideas", concept and procedure learned to date.

Evaluation is the process of analyzing, reflecting upon, and summarizing assessment information and making judgments and/or decisions based upon the information gathered (e.g., to determine student achievement of the learning outcomes of the purposes of grading and reporting).

Professional Judgment Teacher professional judgment is informed by professional knowledge of curriculum expectations, context, evidence of learning, research-informed methods of instruction and assessment and criteria for success. Teachers use professional judgment in their ongoing decision making, i.e., when planning instruction and assessment, when considering what success looks like for students, when reviewing evidence of learning (including conversations, observations, and products), and when making evaluative decisions.

Grading is the process of summarizing evidence of student achievement in relation to the learning outcomes to determine the report card descriptor and grade.

Reporting is the process of communicating student progress and/or achievement learning outcomes. up to a point in time.

External Large-Scale Assessments are summative assessments designed by a group outside the school in order to provide data for use at the national, provincial, school and classroom levels. AGS participates in external assessments created by the Department of Education in Nova Scotia

School Community consists of students, parents/guardians, teaching and non-teaching staff serving the school, school governing bodies, school groups, community members, partners, School Admin, and others with a connection to the school.

Promotion indicates that the student has satisfied the program requirements and met the curriculum outcomes for that grade or course. The student will advance to the next higher grade or course.

*with reference to the former Halifax Regional School Board Assessment Policy

Student Protection Policy

1. Purpose

The AGS Student Protection Policy sets out the school's commitment to safeguarding students from harm and to responding effectively, promptly, and appropriately to any concerns relating to a student's safety, wellbeing, or protection. This policy aligns with the requirements and expectations of the Abu Dhabi Department of Education and Knowledge (ADEK) and relevant UAE laws.

The policy focuses specifically on **student protection procedures** — what the school will do **when a concern, allegation, or disclosure arises** — and should be read alongside the AGS Safeguarding Policy and Staff Code of Conduct.

2. Scope

This policy applies to:

- All students enrolled at AGS
- All staff, including teaching, leadership, administrative, support, supply, and volunteer staff
- All school-related activities, whether on-site, off-site, online, or during school-sponsored events

All staff share a responsibility to act in the best interests of students and to follow this policy at all times.

3. Guiding Principles

AGS is guided by the following principles in all student protection matters:

- The **safety and wellbeing of the student is paramount**
- All students have the right to feel safe, respected, and protected from harm
- Concerns are taken seriously and responded to promptly
- Actions are guided by professional judgement, confidentiality, and procedural fairness
- Student protection is everyone's responsibility

4. Definitions of Harm

For the purposes of this policy, student protection concerns may include, but are not limited to:

- Physical abuse
- Emotional or psychological abuse
- Sexual abuse or exploitation
- Neglect
- Bullying or cyberbullying
- Harassment or intimidation
- Exposure to domestic violence
- Self-harm or suicidal ideation
- Radicalisation or exploitation

Concerns may arise from observation, disclosure, behaviour changes, third-party reports, or online activity.

5. Roles and Responsibilities

5.1 Designated Safeguarding Lead (DSL)

AGS will appoint a **Designated Safeguarding Lead (DSL)** and at least one Deputy DSL. Their responsibilities include:

- Receiving and managing all student protection concerns
- Assessing risk and determining appropriate next steps
- Ensuring accurate, secure record keeping
- Liaising with leadership, parents (where appropriate), and external agencies
- Ensuring compliance with ADEK reporting requirements

5.2 All Staff

All staff are required to:

- Remain vigilant to signs of harm or abuse
- Listen carefully and respond appropriately to disclosures
- Report concerns immediately to the DSL or Deputy DSL
- Maintain confidentiality and professional boundaries
- Not investigate concerns independently

Failure to report concerns may be considered a breach of professional responsibility.

6. Reporting Procedures

6.1 Immediate Action

If a student is in **immediate danger**, staff must:

- Ensure the student is safe
- Contact school leadership and the DSL immediately
- Follow emergency procedures as required

6.2 Reporting a Concern

All concerns must be:

- Reported verbally to the DSL as soon as possible
- Recorded in writing using the school's designated reporting system
- Logged factually, without opinion or judgement

Staff must not promise confidentiality to students.

7. Responding to Disclosures

When a student discloses a concern, staff should:

- Listen calmly and attentively
- Reassure the student they have done the right thing
- Avoid asking leading or investigative questions
- Explain that the information must be shared to keep them safe
- Report the disclosure immediately to the DSL

8. Confidentiality and Information Sharing

Information relating to student protection is handled sensitively and shared strictly on a **need-to-know basis**.

Records will be:

- Stored securely
- Accessed only by authorised personnel
- Managed in line with ADEK expectations and UAE data protection requirements

9. External Reporting and Escalation

Where required, the DSL will:

- Escalate concerns to ADEK and relevant UAE authorities
- Follow ADEK-mandated reporting timelines and procedures
- Work collaboratively with external agencies to support the student

Parents will be informed unless doing so places the student at further risk.

10. Allegations Against Staff

Any allegation or concern involving a staff member will be:

- Taken seriously and acted upon immediately
- Reported to the Principal and DSL
- Managed in line with ADEK requirements and UAE Labour Law

Staff subject to allegations will be treated fairly, with confidentiality maintained.

11. Training and Awareness

AGS will ensure that:

- All staff receive regular student protection training
- New staff are trained as part of induction
- Students are taught how to seek help and raise concerns
- Parents are informed of the school's student protection commitments

12. Monitoring and Review

This policy will be:

- Reviewed annually or in response to regulatory changes
- Evaluated using staff feedback, incident reviews, and training outcomes
- Updated to ensure ongoing compliance with ADEK expectations

13. Conclusion

AGS is committed to maintaining a safe and protective environment where students feel secure, heard, and supported. Through clear procedures, shared responsibility, and consistent practice, the school aims to uphold the highest standards of student protection in line with ADEK requirements and UAE values.

Technology Code of Conduct

Abu Dhabi Grammar School Canada (AGS) provides online systems and resources for use by students and staff. This includes individual Google accounts with access to Google Apps for Education including unlimited cloud storage within the AGS domain, as well as laptops, Chromebooks and iPads.

All policies, procedures, codes of behavior, and rules of AGS apply to those using online systems and resources provided by or on behalf of AGS or personal devices used within the school. The “Technology Code of Conduct” pertains to the use of online systems and resources and has been prepared to protect the rights and safety of all.

AGS takes appropriate measures to ensure the security of the facilities and information that may be contained in them. AGS reserves the right to monitor the use of online resources by all that access the systems.

Personal Safety Rules

- Never reveal information about your personal identity (such as your name, address, phone number, age, physical description or school) to strangers whom you may encounter online. Likewise, do not reveal such information in a public online forum where you may not know everyone who might see the information.
- Never download an unknown attachment or file (via email, the web, torrent, FTP etc.)
- Never reveal personal information online about someone else unless you have their prior permission and you know the information will not be used for harmful purposes.
- Never reveal your access password or that of anyone else.
- Never send a picture of yourself, another person or a group over an electronic network without prior informed permission of all the individuals involved and, in the case of minors, their parents or guardians.
- Report immediately to a teacher or administrator any message or request that you receive that bothers you or that suggests personal contact with you.
- Report immediately to a teacher (in the case of a student) or to your vice principal (in the case of a parent or teacher) any situation that you may believe to be an instance of cyberbullying
- Never publish the specific dates, times and locations of field trips to people who are not directly entitled to such information or to public forums where unknown persons might access the information.

Unacceptable Sites and Materials

- On a global network such as the Internet it is impossible to completely control the content of the information. On occasion, users of online systems may encounter material that is controversial and which other users, parents or staff might consider inappropriate or offensive. It is the responsibility of the individual user not to intentionally access such

material. If such material is accessed by accident, the incident must be reported immediately to a teacher or appropriate authority.

- AGS is committed to meeting obligations under the Canadian Charter of Rights and Freedoms and any further obligations under UAE law or ADEC policy by providing safe schools and workplaces that respect the rights of every individual. Discrimination and harassment will not be tolerated. It is not acceptable to use online systems to knowingly access sites, which contain material of a discriminatory or harassing nature. Users of the AGS On-Line systems will not knowingly access, upload, download, store, display, distribute or publish any information that:
 - is illegal or that advocates illegal acts or facilitates unlawful activity;
 - threatens or intimidates any person or suggests violence, hatred or discrimination toward other people;
 - uses inappropriate and/or abusive language or conduct;
 - contains inappropriate religious or political messages;
 - violates or infringes the rights of any other person according to the AGS policies, ADEC policies, or the Canadian Charter of Rights and Freedoms;
 - is racially, culturally or religiously offensive;
 - encourages the use of controlled substances, participation in an illegal act or uses the system to incite criminal actions;
 - is of a defamatory, abusive, obscene, profane, pornographic or sexually explicit nature;
 - contains personal information , images, or signatures of individuals without their prior informed consent;
 - constitutes messages of sexual harassment or which contains inappropriate romantic overtones;
 - solicits any users on behalf of any business or commercial organization without appropriate authorization;
 - supports bulk mail, junk mail or “spamming”;
 - propagates chain letters, or other e-mail debris;
 - attempts to hide, disguise or misrepresent the identity of the sender.

Use Guidelines

- All users of AGS on-line systems will do the following:
 - Keep use of online services within reasonable limits in terms of time and volume of information transferred through the system. Excessive use of the system may disrupt services for all users (e.g. sending mass mailings of large documents or transferring large files at times of peak system usage).
 - Report to an appropriate authority any harm to the system or to information on the system whether that harm has been caused accidentally or intentionally.
 - Ensure that usage is relevant to school-based activities

Prohibited Uses and Activities

- All users of AGS on-line systems will not do the following:
 - Copy, download, install or run viruses or other inappropriate or unauthorized materials such as games, files, scripts, fonts, or dynamic link libraries (DLL's) from any source.
 - Cause damage to any computer(s) and/or equipment including, but not limited to computer hardware, furniture, projectors, connectors, keyboards, storage devices (e.g. disk drives), and pointing devices (e.g. mice).
 - Damage or erase files or information belonging to any person without authorization.
 - Use any other person's account on the system.
 - Cause any user to lose access to the system – for example, by disabling accounts or changing passwords without authorization.
 - Open a computer case, move a computer, tamper with computer cables or connections without proper authorization.
 - Attach unauthorized devices to a computer or network. Such devices include but are not limited to portable computers, disk drives, protocol analyzers, and other electronic or mechanical devices. Move, copy, or modify any of the system files or settings on any computer, server or other device without proper authorization.
 - Compromise themselves or others by unauthorized copying of information, work or software belonging to others, encouraging others to abuse the computers or network, displaying, transferring or sharing inappropriate materials. Software pirating and unauthorized copying of material belonging to others is regarded as theft.
 - Copy, transfer or use files, programs or any other information belonging to AGS for any reason whatever unless the licensing specifically permits such actions.
 - Attempt to subvert the AGS networks by breaching security measures, hacking, accessing records without authorization or any other type of disruption.
 - Take the ideas, writings or images of others and present them as if they were yours. Under copyright laws, all information remains the property of the creator(s)/author(s) and therefore permission is required for its use. The use of copyrighted materials without permission can result in legal action.

Consequences

- Inappropriate use of on-line access by students and staff could result in disciplinary action that may include legal action and/or involvement of police.

Online Publishing

- Information published on the Internet or Intranet can reach millions of people who are mostly unknown to the original publishers. For this reason, it is important to regulate information that is published through the facilities of AGS.
- The electronic publication of information using the facilities of AGS is subject to all AGS policies and guidelines.

- Links from an AGS site to outside sites must be carefully selected and are subject to the same standards of content quality as AGS sites.
- A means of contacting the publisher of any collection of information (such as a Web site) must be clearly identified on the opening screen of the collection.
- The information published online must be kept current and accurate with no conscious attempt to mislead the reader.
- Personal information such as personal addresses, phone numbers, individual or group pictures, or signatures cannot be published without express informed permission.
- The appropriate school or department administrator is responsible for ensuring that all work published is original or has been cleared for copyright with the originator and ownership of the copyright is clearly indicated.
- Advertising on any AGS related electronic publication is subject to the approval of the appropriate supervisory officer.
- All Web pages posted to the Internet must be linked to the official central site of AGS. All Web pages hosted on the AGS site or paid for by AGS are considered property of AGS.

Liability

- AGS makes no warranties of any nature or kind, expressed or implied, regarding its online services or resources, the continued operation of these services, the equipment and facilities used and their capacities, or the suitability, operability and safety of any program or file posted on AGS systems for any intended purpose. Personal devices (ie. student phones, tablets) are acceptable to bring to school. However, the student is responsible for the safety of the device throughout the day. This does not mean that the student is excused from purchasing or using their required Chromebook (grades 7-12). Personal devices are not meant to be used in the classroom and the school takes no responsibility for the safety of personal devices.

Damage, theft or loss to student personal devices

- If a student's personal device is lost, stolen or damaged while it is in an educator's care, the educator will not be held responsible unless the educator purposefully, not negligently, caused the loss or damage. The educator will not be personally financially responsible unless there is proof of purposeful wrongdoing by the school employee. If the employee did steal or harm the device purposefully, the student may be able to pursue a personal claim for restitution by the employee. In most situations, however, the claim will be that the educator negligently failed to protect the device from harm by another person. If a theft or loss occurs while an educator is exercising the discretion to withhold or confiscate a student's device, the educator will have immunity from claims that the educator failed to adequately protect the student's property.

Damage, theft or loss to school-owned devices

- If a student acts in a negligent manner they will be held liable for any damages or loss of school property. If the student is acting in good faith and the device is damaged in the

course of the normal lesson by no fault of their own they will not be held liable (e.g. earthquake shakes laptop off of desk)

- In the case of the 1-1 Chromebook program, deposits for the value of the device will be kept by the school for the duration of time the device is borrowed. Deductions will be made if necessary from the deposit based on any cost of repairs. Students/Parents will not be charged if the device is faulty or the issue is covered under warranty.
- A school employee will not be held responsible for the theft, loss, or damage of a school-issued technology device if the employee was acting in good faith when the device was harmed. The school may not require an employee who acts in good faith to pay for instructional materials or technological equipment that is damaged, stolen, misplaced, or not returned.
- The school may enter into a written agreement with an employee whereby the employee assumes financial responsibility for electronic instructional material or technological equipment usage off school property or outside of a school-sponsored event in consideration for the ability of the employee to use the instructional material or equipment for personal business. The written agreement must be separate from the employee's employment contract. In addition, the agreement must clearly inform the employee of the amount of financial responsibility and advise the employee to consider obtaining appropriate insurance. An employee may not be required to enter into such an agreement as a condition of employment.