



AL AIN JUNIORS SCHOOL
INDIAN SYSTEM



YEARS OF
IMPACTING
YOUNG MINDS
SCHOOLS • NURSERIES • TRAINING



PARENT HANDBOOK

ACHIEVERS OF EXTRAORDINARY DETERMINATION



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PARENT PARTNERSHIP AGREEMENT

Welcome to Al Ain Juniors School. We are committed to providing an exceptional education that prepares our students for senior school and beyond. As one of the most affordable schools in Al Ain, we offer a high-quality academic program featuring a broad range of subjects alongside engaging extra-curricular activities. The Al Ain Juniors School Parent Partnership Agreement outlines how we can work together to offer your child our British Curriculum to make this possible.

Al Ain Juniors School will:

- Provide an environment for each child to feel happy and confident
- Provide a creative curriculum to meet each child's age and stage
- Encourage all children to do their best at all times
- Inform parents of your child's progress at regular intervals
- Discuss with parents any concerns or problems affecting a child's behavior or development
- Send regular photos, videos, observations and activity descriptions for your child with their Key Person through the Al Ain Juniors School Education App (With the signed permission from both parents).
- Send home children's art work in individual folders each term, to document your child's progress.
- Offer parent teacher meetings each term.

Parents and Carers will:

- Provide detailed contact information (telephone and mobile numbers, email, etc.) and inform us immediately of any changes to this information. Agree to provide current and up to date information as required.
- Support and adhere to the school's Policies and Guidelines: e.g. Health and Safety, Medical, behavior, discipline directives, Uniform, Transport and Fee Terms and Conditions as approved by Ministry of Education (MOE) and Abu Dhabi Education and Knowledge (ADEK)
- Adhere to school/ADEK attendance policy and inform the school of any sickness or any other reasons for absences.
- Let the School know about any concerns of problems which may affect child's behavior.
- Not bring any valuable items and unsafe objects to the school.
- Become involved with the Al Ain Juniors School by reading the parent information boards and weekly curriculum planning.
- Participate in all special events.
- Ensure that child is collected at the times agreed.
- Agree to pay all fees on or before the due dates.
- Has informed the school to the best of my ability of all physical, medical, academic and behavioral problems concerning my child.
- Understand that he/she must inform the school of any specific problem concerning my child's ability to participate in any school's activity.
- Agree to inform the school of another individual who will drop off/pick up the child from the school.



PARENT PARTNERSHIP AGREEMENT

- Understand that parent has the right to complain written or verbal in a polite and professional manner.
- At Al Ain Juniors School, we have a working partnership with all parents on a mutual respect for each other. Staff are trained to be courteous and respectful to parents and in return we expect staff members to be treated with the same respect and to be spoken to in a quiet, courteous manner especially when in the vicinity of the other staff, parents and children. The school has the right take the appropriate legal actions as per the ADEK/MOE.
- Fill the undertaking to inform the school and submit.

INDEMNITY POLICY

I, parent of the below named child, being the lawful parent or guardian do hereby agree that Al Ain Juniors School, it's Principal, Floor Supervisors, teachers, staffs, assistants, officials, volunteer helpers or owners, hold no responsibility of whatsoever nature, in respect of my child:

- Prior to actual delivery of the child into the custody of the school's staff inside the grounds, likewise after the child has been collected from the school grounds by a person authorized by me to do so on a normal school day.
- At any other time unless the child is in the direct custody or control of said teachers whilst on an approved outing or function arranged by the School.
- Unless an injury is caused by or has resulted from a neglected act of an employee, School Principal, Supervisors, teachers, staffs, assistants, volunteer helpers authorized to act for or on behalf of the school.

I also hereby agree:

- To keep the school, or any of its Principal, supervisors, teachers, staffs, assistants, officials, voluntary helpers or owners absolutely harmless, fully and effectively indemnified against all actions, claims, liabilities, damages, expenses, costs, charges fees (including medical, judicial or attorney's), whatsoever, which are suffered by the school as a consequence of any accidental injury or contraction of any virus/disease by the child.

I, undersigned, lawful parent or guardian of the below child also hereby accept and agree that in the case of accident, or injury occurring, to, or virus/disease contracted by the child, the School Principal, the School Staff or any person in charge of the school.

I understand that the school has full authority to take the necessary decision to ensure appropriate emergency medical treatment of my child by the School Staff or if necessary at government hospital/- clinic if I cannot be reached at the emergency numbers as per HAAD.

This form is valid for the entire duration of the child's stay at Al Ain Juniors School.



PARENT AGREEMENT TO SCHOOL POLICIES

My signature indicates that I have read, understood and agree to all Policies, Terms and Conditions of the School.

Name of the Parent:

Signature:

Name of the Student:

Grade:

Date:

FOR OFFICE USE ONLY

RECEIVED AND CHECKED:

RECEIVED AND APPROVED:

DATE:

DATE:

A warm welcome from the Principal

Dear Parents,

Welcome to Al Ain Juniors School for Academic Year 2026-2027.

At Al Ain Juniors School, **we are committed to nurturing confident, compassionate, and successful learners** who are prepared to thrive in an ever-changing world. We believe that excellence in education is achieved through a strong partnership between students, parents, and educators.



Mohammad Gaffar

School Principal

This year, our focus remains on raising academic achievement, strengthening student wellbeing, promoting innovation through responsible technology use, and fostering a culture of inclusion, respect, and excellence. Guided by our **NURTURE Framework** and aligned with ADEK expectations, we strive to ensure every child feels safe, valued, challenged, and inspired.

As a learning community, we are committed to preparing our students not only for examinations but for life, empowering them with the knowledge, skills, values, and character needed to become responsible global citizens and future leaders.

We look forward to working closely with you throughout the year as partners in your child's educational journey.

Together, we will continue to achieve excellence.



SCHOOL STRATEGIC PRIORITIES 2026-2027



Excellence in Teaching and Learning

- Improve student attainment and progress across all phases.
- Enhance literacy, numeracy, and higher-order thinking skills.
- Strengthen quality-first teaching and learning practices.
- Improve outcomes in international and benchmark assessments.



Wellbeing, Safeguarding and Inclusion

- Promote positive mental health and emotional wellbeing.
- Strengthen safeguarding and child protection systems.
- Improve attendance and punctuality.
- Ensure equitable support for all learners.



Innovation and Digital Learning

- Integrate AI and emerging technologies responsibly.
- Enhance digital literacy and future-readiness skills.
- Promote cyber safety and ethical technology use.



Parent and Community Partnership

- Strengthen school-home collaboration.
- Increase parent participation and engagement.
- Enhance communication and stakeholder voice.



UAE National Identity and Global Citizenship

- Promote Emirati values, culture, and heritage.
- Develop sustainability and environmental responsibility.
- Foster respect, tolerance, and global awareness.



Leadership and Continuous Improvement

- Develop leadership capacity across all levels.
- Enhance data-informed decision making.
- Sustain robust self-evaluation and school improvement systems.



THE NURTURE FRAMEWORK

At Al Ain Juniors School, learning and wellbeing are guided through the NURTURE Framework:

Element	Meaning
N	Notice Needs
U	Understand Differences
R	Raise Aspirations
T	Trust Relationships
U	Unite Communities
R	Reflect Continuously
E	Empower Learners

Parents are encouraged to reinforce these values at home and support their integration into daily life.

The NURTURE Framework promotes:

- Student wellbeing and belonging.
- Positive relationships.
- Respect and inclusion.
- Student leadership.
- Growth mindset.
- Personal responsibility.
- Lifelong learning.





PARENT ENGAGEMENT FRAMEWORK

The school recognizes parents as essential partners in student success.

Parents can engage through:



Learning Partnership

- Parent-Teacher Meetings
- Curriculum Information Sessions
- Academic Workshops
- Examination Briefings



Student Success

- Attendance monitoring
- Home learning support
- Reading programmes
- Career guidance initiatives



School Improvement

- Parent surveys
- Focus groups
- Parent representatives
- School events and celebrations



Wellbeing Partnership

- Wellbeing workshops
- Safeguarding awareness programmes
- Digital citizenship sessions
- Mental health awareness initiatives



AI, DIGITAL CITIZENSHIP & RESPONSIBLE TECHNOLOGY USE

The school embraces emerging technologies while promoting safe, ethical, and responsible usage.



Students are expected to:

- Use technology responsibly.
- Protect personal information.
- Demonstrate academic honesty.
- Respect intellectual property rights.
- Use AI tools ethically.
- Verify information obtained from digital sources.
- Report cyberbullying or harmful online behaviour.



Parents are expected to:

- Monitor children's online activities.
- Promote balanced screen time.
- Support safe internet practices.
- Reinforce responsible technology use at home.



The school will:

- Educate students about digital safety.
- Provide cyber-safety awareness programmes.
- Promote responsible AI usage.
- Monitor misuse of digital platforms.



UAE NATIONAL IDENTITY & SUSTAINABILITY COMMITMENT

Al Ain Juniors School is committed to nurturing responsible citizens who respect UAE traditions and contribute positively to society.

Our commitments include:



UAE National Identity

- Respect UAE culture and heritage.
- Celebrate national occasions.
- Develop Arabic language appreciation.
- Promote UAE values of respect, tolerance, and coexistence.



Sustainability

- Reduce waste and encourage recycling.
- Support environmental awareness initiatives.
- Encourage responsible consumption.
- Promote sustainable lifestyles.
- Engage students in environmental stewardship projects.

REGULAR SCHOOL TIMINGS

Year Level	Timings
Grade 1 to Grade 12	Monday to Thursday: 7:30am - 2:15pm Friday: 7:30am - 10:40am



OPERATIONAL PROCEDURES



ARRIVAL PROCEDURES

- Students should arrive before 7:25 am.
- Students must report directly to their designated areas.
- Late arrivals will be recorded and monitored.



DEPARTURE PROCEDURES

- Students must leave campus promptly after dismissal.
- Authorized collection procedures must be followed.
- Updated emergency contact information must be maintained.



VISITOR PROCEDURES

- All visitors must sign in at reception.
- Visitor identification badges must be worn at all times.



PARENT-SCHOOL PARTNERSHIP AGREEMENT



THE SCHOOL COMMITS TO:

- Deliver high-quality education.
- Maintain a safe and inclusive environment.
- Protect student wellbeing.
- Promote academic success.
- Communicate regularly with parents.
- Support every child's social and emotional development.
- Implement all ADEK regulatory expectations.
- Promote the NURTURE Framework.



PARENTS COMMIT TO:

- Ensure regular attendance and punctuality.
- Maintain respectful communication.
- Support learning at home.
- Reinforce school expectations.
- Attend meetings and school events.
- Monitor student wellbeing.
- Support responsible use of technology.
- Inform the school of any matters affecting their child.

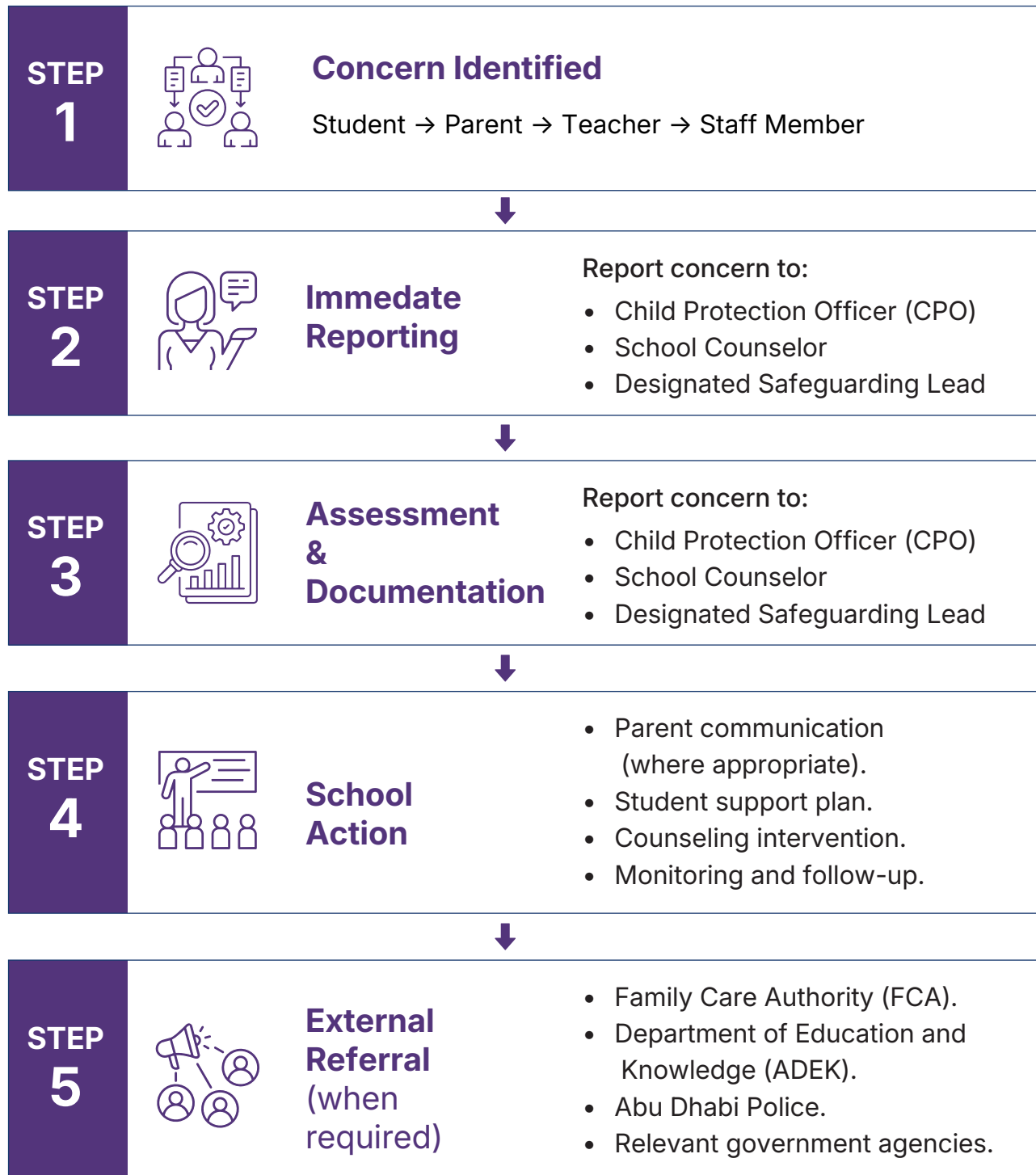


STUDENTS COMMIT TO:

- Attend school regularly.
- Demonstrate respect and responsibility.
- Follow school policies.
- Take ownership of learning.
- Use technology responsibly.
- Uphold the values of the school community.



SAFEGUARDING & REPORTING FLOWCHART





SAFEGUARDING & REPORTING FLOWCHART

The school operates a zero-tolerance approach to abuse, bullying, neglect, discrimination, and safeguarding violations. This aligns with the Student Protection Policy outlined in the current handbook.

Our goal is to ensure that every student experiences outstanding learning, wellbeing, and personal development opportunities in a safe, inclusive, and future-focused environment.

Together, Through Partnership, Nurturing Care and High Expectations, We Empower Every Learner to Achieve Excellence.



OUR MISSION

At Al Ain Juniors we aim to nurture our young people to be achievers of extraordinary determination, who set the right goals in areas of education, morality, attitude, ethics, and values.

We seek to provide a comprehensive educational program of study for students of all abilities and backgrounds. At each stage of their development and in each pathway of study, students are being shaped into critical thinkers, effective communicators, good citizens, and lifelong learners. As such they are each encouraged to articulate and pursue a personal and professional vision for their own future. AJ's educational community is committed to helping its students realize this vision.



OUR VISION

- To focus on establishing high educational standards
- To enable our students to reach their dreams, identifying their skill and challenges
- To foster a lifelong love for learning and create a learning atmosphere
- To build and sustain self-confidence, humility, and love for self and others
- To be the premiere education establishment by building a strong faculty and in-school community
- To create and develop an innovative, creative and highly stimulates school atmosphere
- To reward our team for the commitment and quality performance

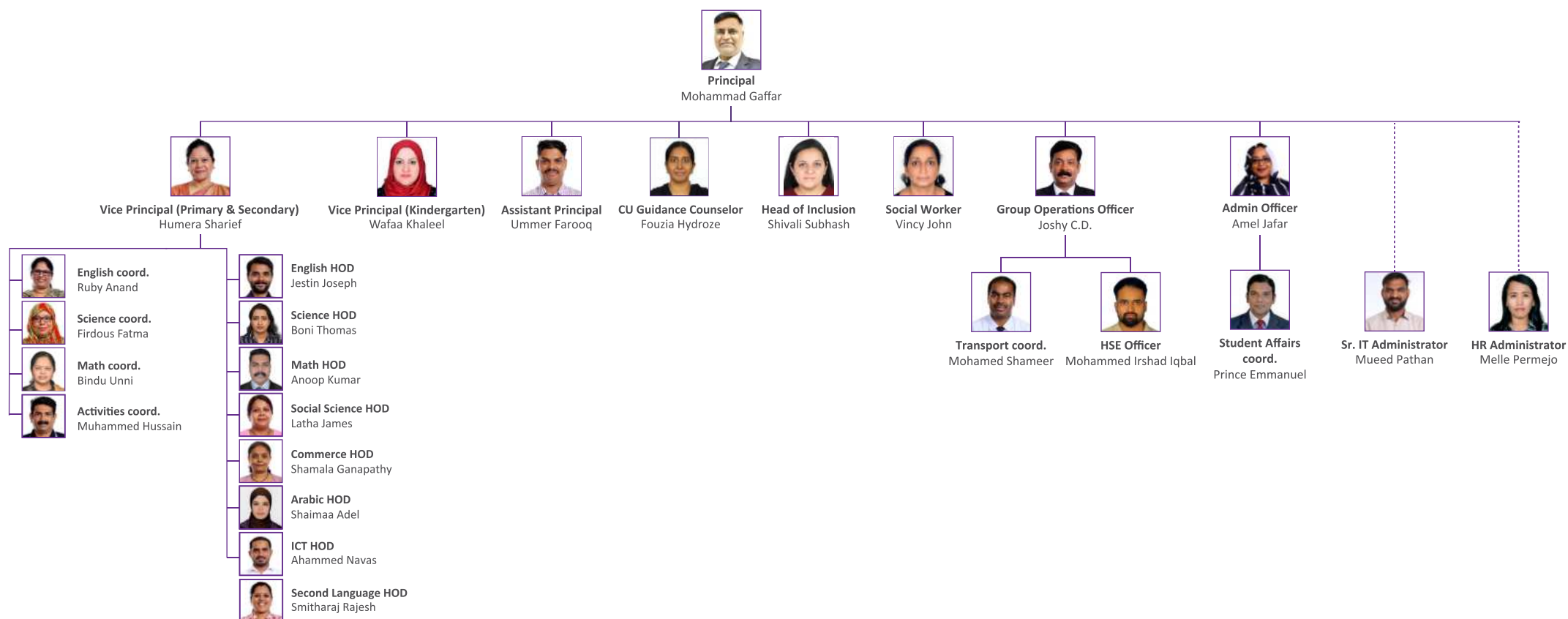


OUR VALUES

- Honesty, integrity, ethics and individual respect in all aspects of the school
- Excellence in offering education teamwork
- Individual accountability, opportunity, and reward based on performance
- Continual improvement in all that the school does – in ideas, in quality of education, in personal satisfaction
- Stewardship – demonstrated through responsible management of all areas of work entrusted to its care.



LEADERSHIP TEAM 2026 - 2027





ADEK SCHOOL CALENDAR - INDIAN - AL AIN JUNIORS SCHOOL (9134) - 2026 - 2027 - (TEACHING DAYS: 191)

Term-1								Term-2							
Apr-26								Sep-26							
M	T	W	T	F	S	S	Week	M	T	W	T	F	S	S	Week
30	31	1	2	3	4	5	W1	31	1	2	3	4	5	6	W15
6	7	8	9	10	11	12	W2	7	8	9	10	11	12	13	W16
13	14	15	16	17	18	19	W3	14	15	16	17	18	19	20	W17
20	21	22	23	24	25	26	W4	21	22	23	24	25	26	27	W18
27	28	29	30	1	2	3	W5	28	29	30	1	2	3	4	W19
4	5	6	7	8	9	10	W6	5	6	7	8	9	10	11	W20
11	12	13	14	15	16	17	W7	12	13	14	15	16	17	18	W21
18	19	20	21	22	23	24	W8	19	20	21	22	23	24	25	W22
25	26	27	28	29	30	31	W9	26	27	28	29	30	31	1	W23
1	2	3	4	5	6	7	W10	2	3	4	5	6	7	8	W24
8	9	10	11	12	13	14	W11	9	10	11	12	13	14	15	W25
15	16	17	18	19	20	21	W12	16	17	18	19	20	21	22	W26
22	23	24	25	26	27	28	W13	23	24	25	26	27	28	29	W27
29	30	1	2	3	4	5	W14	30	1	2	3	4	5	6	W28
6	7	8	9	10	11	12		7	8	9	10	11	12	13	W29
13	14	15	16	17	18	19		14	15	16	17	18	19	20	
20	21	22	23	24	25	26		21	22	23	24	25	26	27	
27	28	29	30	31	1	2		28	29	30	31	1	2	3	
3	4	5	6	7	8	9		4	5	6	7	8	9	10	W30
10	11	12	13	14	15	16		11	12	13	14	15	16	17	W31
17	18	19	20	21	22	23		18	19	20	21	22	23	24	W32
24	25	26	27	28	29	30		25	26	27	28	29	30	31	W33
								1	2	3	4	5	6	7	W34
								8	9	10	11	12	13	14	W35
								15	16	17	18	19	20	21	W36
								22	23	24	25	26	27	28	W37
								1	2	3	4	5	6	7	W38
								8	9	10	11	12	13	14	W39
								15	16	17	18	19	20	21	W40
								22	23	24	25	26	27	28	W41
								29	30	31	1	2	3	4	W42
								5	6	7	8	9	10	11	

Term-1

Apr-26

May-26

Jun-26

Jul-26

Aug-26

Term-2

Sep-26

Oct-26

Nov-26

Dec-26

Jan-27

Feb-27

Mar-27

Apr-27

Term-3

May-27

Jun-27

Jul-27

Aug-27

Sep-27

Oct-27

Nov-27

Dec-27

Jan-28

Feb-28

Mar-28

Apr-28

Academic Year for Students Starts, Good Friday

Eid al-Adha, Day of Arafat

Islamic New Year

Term I for Students Ends

Prophet Muhammad's Birthday

Summer Break for Students - 06-Jul To 28-Aug

Mid Term break October

Indian Diwali Festival

Eid Al Etihad

Term 2 for Students Ends

New Year

Winter Break for Students - 14-Dec To 01-Jan

Term 3 for Students Starts

Eid al-Fitr

Academic Year for Students Ends

Spring Break for Students - 05-Apr To 09-Apr

Public Holiday

Term 1, Term 2 and Term 3 days

Other School Holiday (Non-Instructional Day)

Notes*

* Public holiday dates are tentative and are subject to official announcements.

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TYPE OF FEE	MODE OF PAYMENT	JKG , SKG	Gr 1 & 2	Gr 3 & 4	Gr 5 & 6
Registration Fee (Non Refundable)	For new students: At the time of admission	370	400	430	460
	For existing students: in January to confirm enrolment for next A.Y.				
Tuition fee	Total Tuition Fee per Year	7,110	7,650	8,260	8,900
	Tuition Fee per Month (for 10 months)	711	765	826	890
Transport Fee	Total Transport Fees per Year	3,860	3,860	3,860	3,860
	Transport Fee per Month (for 10 months)	386	386	386	386

TYPE OF FEE	MODE OF PAYMENT	Gr 7 & 8	Gr 9	Gr 10	Gr 11 & 12
Registration Fee (Non Refundable)	For new students: At the time of admission	490	530	530	620
	For existing students: in January to confirm enrolment for next A.Y.				
Tuition fee	Total Tuition Fee per Year	9,320	10,170	10,090	11,890
	Tuition Fee per Month (for 10 months)	932	1,017	1,009	1,189
Transport Fee	Total Transport Fees per Year	3,860	3,860	3,860	3,860
	Transport Fee per Month (for 10 months)	330	330	330	330

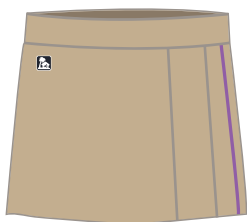
The above fee schedule is in accordance with the Ministry of Education and and ADEK guidelines and approvals.
Please contact the school administration for any enquiries.



KG GIRLS UNIFORM

Purple Polo T-Shirt with light brown strip
on collar and sleeves

Light Brown
Skort



Dark Blue
Winter Jacket



Black Leather
Shoes



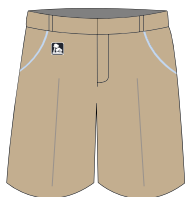
White Socks



KG BOYS UNIFORM

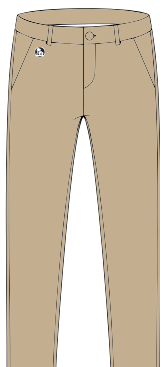
Purple Polo T-Shirt with light brown strip
on collar and sleeves

Light Brown
Shorts



Light Brown
Trousers

or



Dark Blue
Winter Jacket



Black Leather
Shoes



White Socks





GRADES 1 - 12 BOYS UNIFORM

Grades 1-8

White T-Shirt with dark grey round collar and strip on sleeves



White Socks

Dark Grey Trousers

Black Leather Shoes

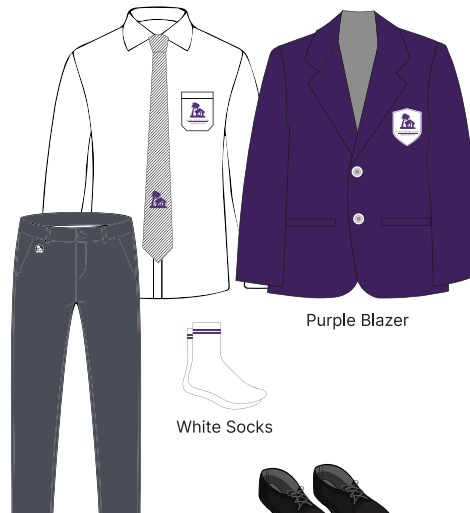
Grades 1-12

Dark Blue Winter Jacket



Grades 9-12

White Shirt with Necktie



Purple Blazer

White Socks

Dark Grey Trousers

Black Leather Shoes

GRADES 1 - 8 GIRLS UNIFORM

Grades 1-4

White T-Shirt with dark grey round collar and strip on sleeves



White Socks

Dark Grey Skort

Black Leather Shoes

Grades 1-8

Dark Blue Winter Jacket



Grades 5-8

White Blouse with Frills



Vest Coat

White Socks

Dark Grey 3/4 Skort

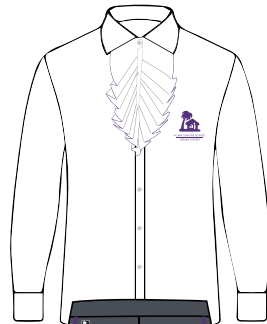
Black Leather Shoes



GRADES 9-12 GIRLS UNIFORM



Vest Coat



White Blouse with Frills



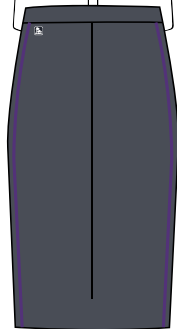
Purple Blazer



Dark Blue Winter Jacket



White Socks



Dark Grey Long Skirt

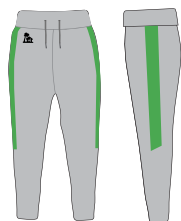
Black Leather Shoes



GRADES 1-12 BOYS & GIRLS PE UNIFORMS



ROCKIES



White Rubber
PE Shoes



RAPIDS



White Rubber
PE Shoes



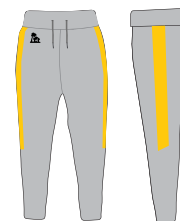
FLAMES



White Rubber
PE Shoes



TORNADOES



White Rubber
PE Shoes



SCHOOL POLICIES





POLICY TITLE:	Attendance Policy
DEPARTMENT:	Academics

Policy Contact: Counsellor	Issue Date: June 2024
School: Al Ain Juniors School	Next Revision Date: June 2027
Reference No: AJ-GCD-04	Version No: 4

Policy Statement

- Al Ain Juniors School seeks to ensure that all its students receive full-time and appropriate education which will enable them to achieve their potential. AJS will provide a welcoming and safe environment, where all members of the school community can be socially included and be active members of the school. All AJS staff will work with students and their families to ensure each student attend school regularly, punctually and succeeds.
- AJS will establish a range of effective strategies to acknowledge the efforts of students to improve their attendance and punctuality and to support and challenge those students who resent ongoing concerns.
- To meet these objectives AJS will establish an effective and efficient system of communication with students, parents, care takers and appropriate agencies to provide support and advice.

Policy Aim

To encourage and support students to attend school regularly and punctually.

Principles

- At the heart of the Attendance Policy is AJS' determination and dedication to provide a high standard of education for all its students, so that student attainment and development is fulfilled and we ensure 'Success for All'.
- An electronic registration system is used to generate live data which enables staff to take speedy and appropriate action.
- The pastoral support system has an important role to play in improving attendance, punctuality, and attainment. All staff work together to provide a stimulating environment where students are given every opportunity to reach their potential.
- The teaching staff, HODs, Subject Coordinators, School Counsellor, Vice Principa and Student Affairs Coordinator all have key roles in promoting good attendance and punctuality at school and to lessons.
- We ensure that parents/care takers are regularly informed about attendance and punctuality if there is cause for concern and to praise.
- To encourage improving attendance and to maintain high standards we set attendance targets for all students. All students are eligible for rewards for both high and improving attendance. Improving attendance is closely linked with the AJS' drive to improve attainment so all students can maximize their potential.



Rights and Responsibility

The AJS will ensure:

- That students are registered accurately and efficiently.
- That parents are contacted when reasons for absence are unknown or unauthorized. That student attendance and punctuality is monitored regularly.
- That school attendance, absence and unauthorized absence statistics are maintained and reported to all students, staff, parents and the ADEK.
- That students are encouraged to attend school regularly.

Parents/Guardians:

- Making every effort to ensure that their child attends school every day and arrives on time.(7:25 a.m.)
- Informing the school on the first day of an absence if their child is unable to attend school.
- Providing the school with a valid reason for all absences.
- Scheduling family vacations to coincide with scheduled school breaks.
- Making all appointments outside of school time e.g. dentist / doctor. In the event of this not being possible, parents are asked to inform the school of the appointment prior to the appointment date. The school may request to see an appointment card.
- Informing a member of staff (usually Class Teacher) of any reason or problem that may hinder their child from attending school.
- Working with the school to resolve issues where possible and ensure good attendance and punctuality.
- Contacting school, and apply for the leave only through Zenda app.
- Informing the school immediately in the event of the student contracting an illness or suffering an injury which would make an absence of 3 days or more likely, and subsequently keep the school informed of the student's progress.

Students:

- Are expected to attend school regularly and attend all lessons, punctually and to inform school staff if there is a problem that may lead to absence.
- Arrive on time at school and to all lessons.
- Be fully involved in all lessons. No classes should be missed
- Be responsible for carrying out any work provided by the school during an authorized absence period.
- Sign in at Front Office and Student Services if they arrive after 7:45 a.m. Students are then marked in/out by the class teacher.
- Attend the daily detentions if they are late for school.



Class Teachers / Teachers are responsible for:

- Setting an example by having good attendance and arriving on time to registration – Teachers should be in the classroom by 7.25 a.m.
- Marking the daily attendance register accurately at the start of the day.
- Marking the room attendance for all lessons taught.
- Alerting the Head of each system (VP) if a student was present in the morning but absent for a lesson later in the day for further action.
- Emphasizing the importance of good attendance and punctuality.
- Ensuring absence notes/emails are received and record reasons of absence accurately.
- Contacting home if a student is absent from school without a reason – this will happen during or after the first day of absence.
- Alerting the School administration if a student has been absent for 2 days or more and parents have failed to contact school or answer email requests.
- Keeping a record of all interventions.
- Celebrating attendance and punctuality appropriately for the year group e.g. display certificates, appreciation mails/letters, etc.
- Setting an example by arriving promptly to all lessons.
- Referring to attendance and lateness when writing report using the following language

Outstanding	> 98%
Very Good	> 96%
Good	> 94%
Acceptable	> 92%
Weak	< 92%
Very Weak	< 90%

ADEK (Department of Knowledge and Education) Guidelines for Attendance are as follows:

- 98% and above outstanding, 96% very good, 94% good, 92% acceptable and less than 92% weak and very weak. The school cannot authorize long absences. Absences of more than 48 hours without the support of a
- Sick note will be worked as unauthorized absence. If a student needs to miss school for any other reason other than illness, then this should be requested in writing (Leave Application Form) and approved in advance by the Vice-Principals. The school reserves the right to strike off any student missing school for more than 21 days according to ADEK guidelines.

Counselors are responsible for:

- Promoting, monitoring and supervising good attendance and punctuality within the school to ensure targets are met.



- Collating an attendance and punctuality data sheet every month and give it to Class Teachers/Form Tutors to discuss with their classes.
- Using a monthly attendance display to raise awareness for 100% attendance.
- Ensuring all teachers are familiar with and follow the Attendance and Punctuality Policy.
- Using monthly data analysis to identify individuals and groups.

Counselors will:

- Identify and challenge any unauthorized absence and persistent lateness
- Immediately investigate any lesson absence during the day and contact parents if necessary
- Identify patterns of frequent short absences, for example every Friday
- Analyze the data monthly into the following categories for Attendance and Punctuality

Attendance	
96% – 100%	GREEN
92% - 95%	ORANGE
Below 92%	RED
RED – Counselor will decide on the best intervention method according to the individual circumstances of each student	

Attendance	
96% – 100%	GREEN
92% - 95%	ORANGE
Below 92%	RED
RED – Counselor will decide on the best intervention method according to the individual circumstances of each student	

ATTENDANCE PROCEDURES

Electronic Registration

- Every member of staff i.e. Class teacher at AJS has login access to the NXQ attendance module. This is used for morning registration.
- Morning registration is from 7:30 am, until 7:45 a.m.
- The register is taken immediately the class is settled and if a student arrives after this, they will be marked late. The code L is used for lateness to lessons and during registration and the number of minutes late is recorded.
- Any entry or changes in NXQ after 8 am must be immediately reported by the class teacher to the counsellors.
- Counsellors must report the same to the Student Affairs team immediately.

Study leave

- Following the conclusion of the mock exam and the pre-board exams, students are granted a 10- day study leave to undertake individual preparations for the upcoming board examinations from their respective homes.
- During this designated period, despite the absence of physical presence within the school premises, students are accorded full attendance status. This implies that, regardless of their importance of their dedicated efforts and focused preparation for the upcoming board examinations.



Absence

- School uses eSis to report 'Truancy'. This is an electronic system that will send text messages to parents on the day of absence
- When students are absent, the parents should notify it through Zenda app.
- If a student returns without a letter explaining the absence, a letter will be sent home on the same day. In addition, when a student has been absent for three successive days without an explanation, the class teacher should ask the student affairs team to contact home.
- Should the student's attendance continue to be a concern (long absentee) then the matter will be pursued by Student Affairs Team and proper action is to be initiated.

Records

- All attendance records are held on NXQ and ADEK portal and updated on a daily basis. Weekly summaries of attendance, absence, and unauthorized absence to be published by class teachers. The punctuality and unexplained absences records are available on NXQ mobile app.

Truancy Checks

- Throughout the day the respective subject teachers/school counselor/floor supervisor checks for post registration truancy. Parents of students truanting during the day are contacted by telephone or in writing so that immediate action may be taken. If there is no satisfactory reason for the truancy then the student will be referred to the school counselor to recommend follow up action and support.

Rewards for Improved and 100% Attendance

The Class teacher and the School Counselor are responsible for monitoring and rewarding improved and 100% attendance. This is done in the following ways:

- 100% attendance certificates
- Improved attendance certificates
- Weekly Certificate for the 'Class of the Week' for best attendance

PUNCTUALITY

- Lateness to school and to lessons must be acted upon immediately and parents made fully aware of the school's expectations regarding punctuality shared responsibility of the HODs, Class teacher, and Student affairs coordinator.
- Students who arrive for school after 8.00am must report to Welfare and Student Services and sign in with the Attendance Officer.
- Punctuality is recorded on the NXQ database system and daily records of late students will be sent to Vice Principal for action.



Rewards

Offence	Frequency	Implications
Tardiness – this refers to being late in coming to school at the start of the school day and to instances of being late to lessons within the school day	The first five(5) incidents of tardiness in a month Up to an additional three (3) instances of tardiness in a month	Students late for first / second time, Home room teachers/Class Teachers give a verbal warning and record it in the school planner (Remarks on NXQ). Students late for third time Home room teachers / Class Teachers send an email and inform the parent and inform the Counselor. Students late for fourth time, Home room teachers /Class Teachers bring to the notice of the respective Counselor and assign Community hours at the school. Students late for more than five times, Counselor/VP will call the parent for a meeting, recorded. • A formal letter will be issued. Detention during school break or after school hours. Students late for more than eight times within a month would be escalated to the VP • Warning Letter for persistent lateness will be issued and parents informed of the recurrence and Temporary suspension for two /three days where the student will receive a “zero” on any test administered during suspension days. Student late for more than 10 times in a month the matter escalated to the respective Heads(VPs)-



		• Parent called for the final meeting. • A written notice-announcing refusal to re-enroll the student in the school for the following academic year.
	Any additional incidents to the above	At the discretion of the school, the decision might include no enrolment for the next academic year.
Absenteeism – this refers to frequent or habitual absence from school or from lessons without a valid medical or family related excuse.	Up to an additional three(3) instances of absenteeism in a month	For five to eight days the teacher to report to Head of House. Parent to be called for a meeting and Warning letters to be issued and temporary suspension for up to two/ three days where the student will receive a “zero” on any test administered during suspension days. More than eight days the matter raised to the Head of Pastoral. Parent meeting to be scheduled. A written notice-announcing refusal to re-enroll the student in the school for the following academic year. More than ten days the matter is raised to the Vice Principal • No reenrollment for the next academic year will be informed to the parents

These decisions are endorsed by ADEK and consequences resulting from continued tardiness and absenteeism will be upheld by the Authority.

SUMMARY

AJS has a legal duty to publish its attendance figures to parents and to promote attendance. Equally, the parents have a duty to ensure that their children attend school. All staff at AJS are committed to working with parents to ensure that each child maintains the highest possible level of attendance, achievement and well-being



AL AIN JUNIORS SCHOOL
INDIAN SYSTEM

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Attendance and Punctuality Policy Agreement:

Student name _____ Class _____ Section _____

As a student at AL AIN JUNIORS SCHOOL, I acknowledge that I have read and agree with the Attendance and Punctuality Policy.

Student Signature _____ Date _____

I acknowledge that my son/daughter and I have read through and agree with the Attendance and Punctuality Policy and will instruct my child regarding the importance of following all the guidelines included in this policy.

Parent Signature _____ Date _____



POLICY TITLE:	Student Behaviour Policy
DEPARTMENT:	Academics

Policy Contact: Counsellor	Issue Date: June 2024
School: Al Ain Juniors School	Next Revision Date: June 2027
Reference No: AJ-GCD-03	Version No: 5

Introduction

This policy lines up with the Ministerial Decree 851 regarding Student Behavior Management Policy 2018 and Ministerial Decree 229 regarding Distance Learning Student Behavior Management Policy 2020 by the Ministry of Education, UAE.

Objectives of the Policy

- Build positive behavior among students within the school community.
- Promote positive and distinctive behaviors and repeat them regularly and consistently by applying the principles of promotion, encouragement and care at all times.
- To reduce behavioral irregularities with the best possible educational means.
- Defining the parameters of responsibility to achieve complementarity in the roles within the school community through activating, applying and restricting the procedures so as to ensure that the rules of conduct of students are implemented in a clear, flexible and fair manner.
- Ensure that the prevention and treatment mechanisms for behavioral problems and violations are effectively planned and implemented.
- Create an appropriate educational environment for the success and enhancement of the Distance Learning Initiative based on the integration and continuity of education in facing crises and natural disasters.
- Apply the principle and culture of reinforcement, encouragement and permanent care to the educational community to reduce behavioural offences outside the walls of the school (Distance Learning) with the best possible educational means.
- Provide a controlled reference that defines the rules, standards, and procedures to be invoked to deal with students' behaviour in a way that ensures compliance with school values and systems through changing and emerging conditions.

Scope of application of the Policy

- This Policy shall apply to all general education institutions, from the grades three to twelve.
- The Kindergarten and grades one and two can have their own guidelines.
- Distance Learning Student Behavior Management Policies are applicable to all public education institutions (first and second cycles and secondary education) which are subject to the Distance Learning Initiative on the national level.



Positive behavior model:

School has a Positive Behavior Model to promote, recognize, reward, and reinforce positive behavior that consists of the following:

1. The school's underlying approach and principles in creating a culture of promoting high standards of behavior in alignment with the values of the school, including: a. UAE National Identity and Culture: Respect for religion, local culture and values, and traditions in line with the ADEK School Values and Ethics Policy and the ADEK School Cultural Consideration Policy. b. Positive School Environment: A school environment that is welcoming, caring, safe, enriching, professional, and respectful to all, regardless of background, nationality, religion, ability/disability, race, gender, etc.
2. School-wide strategies and frameworks that educate all students on positive behavior such as social- emotional development, self-management, emotional regulation, respect for diversity, and bullying prevention and intervention.
3. Training for educators on the school's Student Behavior Policy and the positive management of student behavior.
4. Clear and comprehensive communications on the role and obligations of parents in embodying and promoting positive behavior, in line with the ADEK School Parent Engagement Policy.
5. Mechanisms and procedures to identify students who are at risk of engaging in or appear to be engaging in misconduct or behaviors of concern.
6. Support, interventions, and procedures in cases of misconduct and behaviors of concern, in line with the requirements set out in Section Support and Interventions

Promoting Positive Behaviour Student

- A clear statement of actions defining positive student behavior, which includes: a. Showing due care and respect for the school, its staff, students, and the wider community by:
- Complying with all school rules.
- Behaving safely and responsibly, and with regard to the safety and welfare of oneself and others.
- Caring for the school's property and facilities as well as the property of others.
- Representing the school on public occasions and promoting a positive school image.
- Demonstrating a positive mindset and engagement with learning by:
- Attending school and classes on time and providing an explanation for lateness and absences.
- Fulfilling all responsibilities as a student (e.g., completing classwork) with a good work ethic, personal effort, honesty, and a willingness to learn.
- Behaving responsibly and respectfully so as not to disrupt the learning of others within and outside the classroom.
- Engaging in extracurricular learning opportunities. d. Demonstrating consideration, respect, and civility to others, including staff, students, parents, and the wider community, by taking actions such as:
- Speaking politely and behaving courteously with others (e.g., using "please", and "thank you" in speech, holding doors open for others, etc.).



- Queuing in an orderly way and respecting others' positions in queues.
- Respecting personal space and boundaries, including requesting consent to touch or use the belongings of others.
- Taking personal initiative to act as a "responsible citizen" of the school by not engaging in misconduct and protecting other students from bullying by intervening (when appropriate) and/or reporting incidents of misconduct witnessed.
- Showing sportsmanship in winning and losing.
- Considering the impact of words and actions on all students, staff, and parents.
- Following good hygiene practices (e.g., washing hands, covering nose and mouth when sneezing/coughing, refraining from spitting, being mindful of unpleasant odours from oneself).
- Being vigilant of, caring for, supporting, and/or mentoring younger students, where appropriate.
- Taking personal initiative to encourage and promote environmental awareness, conservation, and sustainable practice, in line with the ADEK School Sustainability Policy.
- Encouraging collaboration and open dialogues by engaging in teamwork and possessing an open and welcoming attitude toward fellow students, particularly those who may feel marginalized (new students, students frequently bullied, etc.).
- Dressing modestly and appropriately and following the school's dress code and grooming rules.
- Respecting UAE national identity and cultural values in line with the ADEK School Cultural Consideration Policy.
- Recognizing the diversity of the school and wider community, and not discriminating against others based on characteristics such as ethnic origin, race, nationality, culture, language, religion, gender, or ability/ disability, in line with the ADEK School Values and Ethics Policy.
- The expectation for students to exhibit positive behavior when under the school's supervision.
- This includes periods when students are traveling to and from the school using school transportation and moving between, waiting for, and taking part in all activities organized by the school inside or outside its premises.
- Schools are authorized to extend the applicability of the Student Code of Conduct to situations where students are representing the school indirectly when not under the school's supervision, such as when wearing a school uniform in public settings.
- A clear statement of actions considered to be misconduct and the associated disciplinary actions, as defined in Section 4. Misconduct Policy and Procedures.
- Misconduct Policy and Procedure

Violations

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).



Policies for applying procedures

- Before applying the procedures, the reasons leading to the violation shall be considered, taking into account the student's social, educational, psychological, health and financial conditions, the circumstances in which the violation occurred and the frequency of the violation.
- Deal with the student on the basis of respect for his personality and feelings.
- Prioritize methods of “Behavior enhancement” over “Behavior Modification” according to the following Policies:
 1. Avoid cruelty, psychological abuse, defamation, insult, ridicule, or personal humiliation.
 2. Do not generalize the application of the procedures to all students in the class or in the school for a mistake committed by one of the students.
 3. Apply procedures consistently depending on the type and degree of behavior.
 4. Achieving justice and equality in dealing with students in school.
 5. Take into account the student's own needs, as well as the nature of the behavior and take into consideration the frequency or degree of behavioral irregularities.
 6. Ensure the precise identification of the type of non-positive behavior committed by the student before applying the amendment.
 7. Beware of applying any penalty to the student without regard to the school's preventive responsibilities and documentation.
 8. Maintain the confidentiality and privacy of the student and do not defame him. Employees in the school community are prohibited from practicing any of the following procedures when dealing with students:
 - Any kind of corporal punishment
 - Deprivation of eating meals
 - Provoking or ridiculing the student and making fun of the student
 - Prevent the student from using the washroom
 - Psychological punishment such as verbal insult or threat
 - Restrict the freedom of the student or detention at school
 - The student's personal property is seized by an individual decision without the decision of the conduct management committee
 - Reduced marks in core subjects or the threat thereof
 - Expulsion from the activity, class or school during the school day by an individual decision, leaving the student without supervision
 - Depriving the student from participating in events and trips by an individual decision without the decision of the conduct management committee
 - All stakeholders shall have the responsibility to



modify the behavior according to the degree of seriousness and frequency.

- Methods shall be applied in the context of directing and modifying behavior, and shall not be motivated by anger or revenge.

People with special needs and people with determination

- Ensure that the student with special needs /determination has been evaluated and has a comprehensive report approved by a “Special Education support Centre”, and was classified within the approved categories of disability.
- In the case, student with special needs /determination committing of any behavior violation, coordination between the Behavior Management Committee and the school support team at the school and the Centre for the support of special education to study the behavior of the student and determine the relationship of the violation with disability and then do the following:
 1. In case the violation is not related to the nature of the disability, the procedures for the behavior violations mentioned in this Policy are applied after the adoption of the special education support centres.
 2. If the violation is related to the nature of the disability, the implementation of an amendment plan for the behavior related to the violation by the concerned shall be done and are monitored and reviewed periodically with provision of necessary support to the student and his/her integration in school.
- In the event of a previous behavior modification plan, it is reviewed and amended to address the behavior leading to the violation.
- In the event that the student with special needs/with determination does not benefit from the motivational programs to modify the behavior followed with him, he/she shall be transferred to another alternative environment suitable for his condition through a special committee in the special education support centres and the adoption of the Department of Special Education.

Grievance

- The student or his / her guardian may lodge a complaint in the course of the school's administration with the committee's decision according to Form 19.
- The guardian shall send the grievance by e-mail, by telephone or delivered by hand.
- The school administration shall abide to revise the decision within a period of not more than three days and to confirm the decision or amend it and inform the guardian thereof.
- A student / Guardian may not lodge a complaint five working days from the date of notification of the decision of the Committee.
- In the event that the school is not returned within three days or the parent does not accept



the response, he may raise an objection to the grievance to the school operations sector for decision within a period of not more than one week. The school administration shall submit a report on the violation to the school operations sector.

- The decision issued by the school operations sector shall be a final decision, after being approved by the Undersecretary of the Ministry for Academic Affairs of General Education.

Behavior Management Committee

It is one of the committees that must be formed in the school, and is intended to discuss the educational and behavioral problems of students, and to consider the actions taken against the violators' student in accordance with the provisions of these rules and constitute the Committee as follows:

- School principal as head
- Deputy Director or Deputy Academic Director
- Academic advisor
- Counsellor
- Floor Supervisor
- A member of the school teachers of any specialty
- Student Council Member

Competencies of Behavior Management Committee

- Studying the behavioral violations of the students and deciding on them and evaluating the measures according to the Policy.
- Adopting procedures for establishing positive rules of conduct among students and limiting violations.
- To achieve integration of educational roles directed to the comprehensive care of students
- Prepare reports and make recommendations to the Director of the Sector, and the Assistant Undersecretary of the School Operations Sector regarding the irregularities that are required, and as provided in the Policy.
- Examine the granting the marks of student behavior and approve the procedures for modifying the behavior of the quarterly and final marks to modify the behavior of each learner who fail in the subject of behavior, taking into account each case separately.
- Completion of the procedures related to the monitoring of grades and delivery of the student's certificate after the behavior modification procedures in an appropriate period of time taking into account the student's maximum interest.
- Dealing with parents complaints and grievances and decide according to what is stated in the Policy.
- Coordinating with the academic advisor / social worker to activate the preventive and curative programs, behavioral modification programs and the use of psychologists by the range of schools.
- Coordination with the school support team to study the nature of the behavior issued by each of the students with determination/ special needs and takes the appropriate decision
- Documentation, record keeping and correspondence for the work of the Committee (Rapporteur of the Committee).



- The Committee must take some of its actions with confidentiality and privacy, in particular with respect to certain offenses, while neutralizing members who are directly involved with students who are offending or those who are not members of the school community.
- The study of behavioral phenomena prevalent in the school, what it is, its causes, effects, and disposal methods.

Behavior Management Committee Meetings

The normal session of the Committee shall be valid in the presence of five members, including the President or the Vice-President. In case of emergency, it shall be convened immediately and in the presence of only four members. The Committee shall abide by the following:

The Committee shall hold its meetings on a regular basis at the rate of a meeting every week and whenever necessary.

- The Committee shall hold emergency meetings at the invitation of the Chairman of the Committee to decide on the violations referred to the Committee by its Chairman or to consider the identification programs for the distinguished students.
- The Committee shall hold an evaluation meeting at the end of each semester of each year, and shall be held by the end of the academic year and shall be responsible for keeping all reports resulting from such meetings.
- Accreditation of the student's behavior in consultation with the committee's specialists, reference to student records during the school year, and not relying on personal judgment.
- The Committee shall be deemed to be formed immediately upon the issuance of such Policy.
- The Committee shall issue its decisions unanimously or by a majority vote of those present. In case of equal votes, the resolution supported by the President or Vice President shall prevail in the absence of the President.



VIOLETION LEVEL	VIOLETION NUMBER	DESCRIPTION OF VIOLETION
1	1.1	A repeat tardiness for the morning assembly and not to participate in it without an acceptable excuse.
	1.2	Repeated tardiness for classes without an acceptable excuse. A delay of (10) minutes or more from the beginning of a distance learning class when broadcasting live without an acceptable excuse.
	1.3	Non-compliance with school uniforms or sportswear without acceptable excuse. Wearing clothes that violate public decency and morals while attending the period when broadcasting the distance learning period live.
	1.4	Hair extension for boys or strange haircuts for boys and girls.
	1.5	Not to bring school books and stationary without an acceptable excuse.
	1.6	Failure to follow the rules of positive behavior inside and outside the classroom, such as maintaining calm and discipline during the class, and making inappropriate sounds inside or outside the classroom. Private conversations or discourse that are not related to study and hinder the course of the lesson during the live broadcasting of the distance learning period. Ridiculing the teacher or a colleague during the distance learning period.
	1.7	Sleeping during the course or formal school activities without justification (after confirming the health status of the student).
	1.8	Eating during the classes or morning assembly without justification or permission (after checking the health status of the student). Eating while attending a distance learning Student Behaviour period.
	1.9	Lack of commitment to hand over home works and assignments entrusted to him/her in time.



1.10	Misuse of electronic devices such as a tablet computer and others during the classroom, including the playing of electronic games and using headphones in the classroom. Adding any unauthorized program, including programs that are
	shared and free programs. Using the microphone feature, camera or chat without prior permission from the teacher. Playing games (except with the permission of the teacher because it is an educational necessity linked to the lesson). Misusing rights and tools available through Microsoft Teams.
1.11	All that is similar to these violations at the discretion of the conduct management committee.
2.1	Absence from school without an acceptable excuse at any time, including before and after the school holidays and public holidays and the end of the week and before the exams. Absence from a single school day (via distance learning) without an acceptable excuse.
2.2	Entering and leaving the classroom without permission.
2.3	Not attending school activities and events without an acceptable excuse.
2.4	Incitement to quarrel or threaten or intimidate any of the colleagues at school. Inciting students not to attend periods, threatening or intimidating them, and not attending periods in distance learning platforms. Creating quarrels between students, whether visual or written, by broadcasting via synchronous and asynchronous distance learning platforms. Not responding to the rules governing the course of lessons.



2.5	Violating the public morals or general school system and the values and customs of the society, such as resembling the other sex in clothing and appearance, such as haircuts and cosmetics.
2.6	Writing on school furniture, school bus seats, playing with alarm bells elevators.
2.7	Bring a mobile phone or misuse any of the means of communication. Misusing ministerial computers during or after the completion of distance education periods. Engaging in audio and video communication with the rest of the students for non-educational purposes after the end of the official period time, be it on or off school premises. Using e-mail or social media to reveal information of a personal nature.
	Removing the teacher or students from the group that leads to blocking the course of the lesson, teacher's work and other students' rights.
2.8	Verbal abuse or harassment of students, employees, or school guests. Using profanity, racial slurs, or other language (text, sound, or hint) that may be offensive to any other user. Abusing or insulting official visitors during periods during the live broadcast.
2.9	Smoking inside the school campus and possession of smoking tools. Smoking while attending the distance learning period or possessing any smoking paraphernalia while attending the period.
2.10	Refusal to comply with inspection instructions or delivery of prohibited items.



2.11	All that is similar to these violations at the discretion of the conduct management committee.
3.1	Bullying of various forms and types. Using the initiative's communication and information technology to insult, curse, threaten with violence, slander, or blackmail in a deliberate and repeated manner via any digital platform. Using the initiative's communication and information technology to insult, curse, threaten with violence, slander, or blackmail in a deliberate and repeated manner via any digital platform.
3.2	Photocopying and copying assignments, reports, researches or projects, and assigning them to themselves (Form 23).
3.3	Leave school without permission or escape during school day.
3.4	Attempting to defame colleagues and employees of the school in social media and abuse them. Participating in unofficial mailing lists and bulletins within the distance education initiative and posting information about teachers and students without permission. Posting about the initiative through social media. Divulging other students' personal information, including home addresses and phone numbers.
3.5	Impersonating others in school transactions, or forging school documents. Searching for information, obtaining specific copies, or modifying files and other data, or passwords belonging to other users on the network.
	Entering and using the account of another teacher or student with or without his/her knowledge and/or consent.



3.6	Damage or destruction of school furniture and tools or steal them. Destroying, modifying, or misusing devices or software in any way. Tampering, removing, requesting the removal of, or intentionally causing damage to any device, software or hardware. Installing or downloading software or products that might harm the device or the network.
3.7	Tampering with vandalism, destroying school buses, and harming the driver, supervisor or road users.
3.8	Assault on the safety of the body of others in school and not leading to any injuries to the victim (physical assault).
3.9	Driving the vehicle recklessly inside or around the school campus and not following safety and security instructions.
3.10	Photographs, possession, dissemination and circulation of photographs of school staff and students without their permission. Using any camera (available as part of or as an add-on to certain devices) for personal use, and/or sharing photos or any information about any of the students' parents, employees, or any other person without their explicit consent. Using educational content to photograph and recording conversations between students, and posting them without prior permission.
3.11	All that is similar to these violations at the discretion of the conduct management committee.



4.1	The use of means of communication or social communication for illegal or immoral purposes or in a way that hurts the educational institution or its employees or others. Creating or opening hyperlinks or any associated files unless they are sent from a trusted source. Using montage software that can produce unreal and fake content and circulating it on social media. Using the network to develop programs that harass users or to penetrate or destroy other people's accounts and devices. Establishing networks or network connections to make live
	communications including audio or video (relay chat) without prior formal permission. Publishing, creating, exchanging or promoting malicious or suspicious software. Inundating e-mail accounts or applications used for distance education with high electronic data flow, stopping it them working, disabling them or destroying their contents.
4.2	Possession or use of firearms or white weapons, or the like within the school.
4.3	Sexual abuse in school, bus or during activities.
4.4	Assault on the safety of the body of others in the school leading to injuries to the victim (physical assault).
4.5	Systematic theft (pre-planned).



4.6	The acquisition, possession, display and promotion of unauthorized material, information or electronic materials, contrary to the values, ethics, morals, public order and what offends public decency.
4.7	Sexual harassment within the school, bus or during activities.
4.8	Leaking exam questions or participating in any form.
4.9	Causing fires within the school campus.
4.10	Abuse of political, religious or social symbols in the country.
4.11	Possession, bringing, promotion or use of narcotic drugs, Medical drugs or psychotropic substances in school or bus, or appearing under the influence of narcotic drugs, psychotropic substances or non-prescribed Medical drugs.
4.12	Broadcast or promote extremist, atheist, atheistic or offensive ideas and beliefs that harm the political and social systems of society.
4.13	Broadcast or promote extremist, atheist, atheistic or offensive ideas and beliefs that harm the political and social systems of society.



	4.14	All that is similar to these violations and Shall be deemed to be punishable by law and at the discretion of the conduct management committee.
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Disciplinary Procedures

Level of Misconduct	Occurrence			
	First Time	Second Time	Third Time	More than Three Times
Level 1	Verbal Warning	Written Warning	Written Warning	Written Warning
	Discuss the expected change in behavior with the student.	Notify the parent in writing about the student's misconduct.	Notify the parent in writing and hold meeting(s) with them to agree on a reasonable joint home-and-school strategy. The parent is required to sign an undertaking to support the agreed strategy.	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.



Level 2	Written Warning	Onsite Suspension	Onsite Suspension	Expulsion
	Instruct the student to sign an undertaking not to repeat the offense. Summon the parent, who is required to sign an agreement to support their child in reforming their behavior.	Temporarily suspend the student up to 2 days and assign the student supervised study assignments inside the school with a notification to the parent. Notify both the student and the parent of a second written warning. Notify the	Temporarily suspend the student up to 3 days and assign the student supervised study assignments inside the school. Issue a final warning in writing to the student and the parent. Notify the Behavioral Management Committee to agree to a final	Immediately suspend the student offsite until the end of the investigation for a maximum of 5 days, with a notification to the parent. The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion. After following the prior steps, if the student



		Behavioral Management Committee to agree to a set of strategies for reforming the student's behavior. The parent is required to sign an undertaking to support the agreed strategy.	set of actions for reforming the student's behavior. The parent is required to sign an undertaking to support the agreed strategy.	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.
Level 3	Onsite Suspension	Offsite Suspension	Expulsion	



	Immediately suspend the student inside the school. The Behavioral Management Committee shall evaluate the evidence and determine disciplinary actions. The school shall summon the parent immediately to inform of the disciplinary action and the requirement to sign an	Immediately suspend the student offsite until the end of the investigation for a maximum of 5 days with a notification to the parent. The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions.	Immediately suspend the student offsite until the end of the investigation for a maximum of 5 days with a notification to the parent. The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion. 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. The Behavioral Management
Level 4	Offsite Suspension	Expulsion	



	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.	Immediately suspend the student offsite until the end of the investigation for a maximum of 5 days with a notification to the parent. The Behavioral Management Committee shall evaluate the evidence and agree on a set of final disciplinary actions which may include expulsion. 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.
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Policy framework

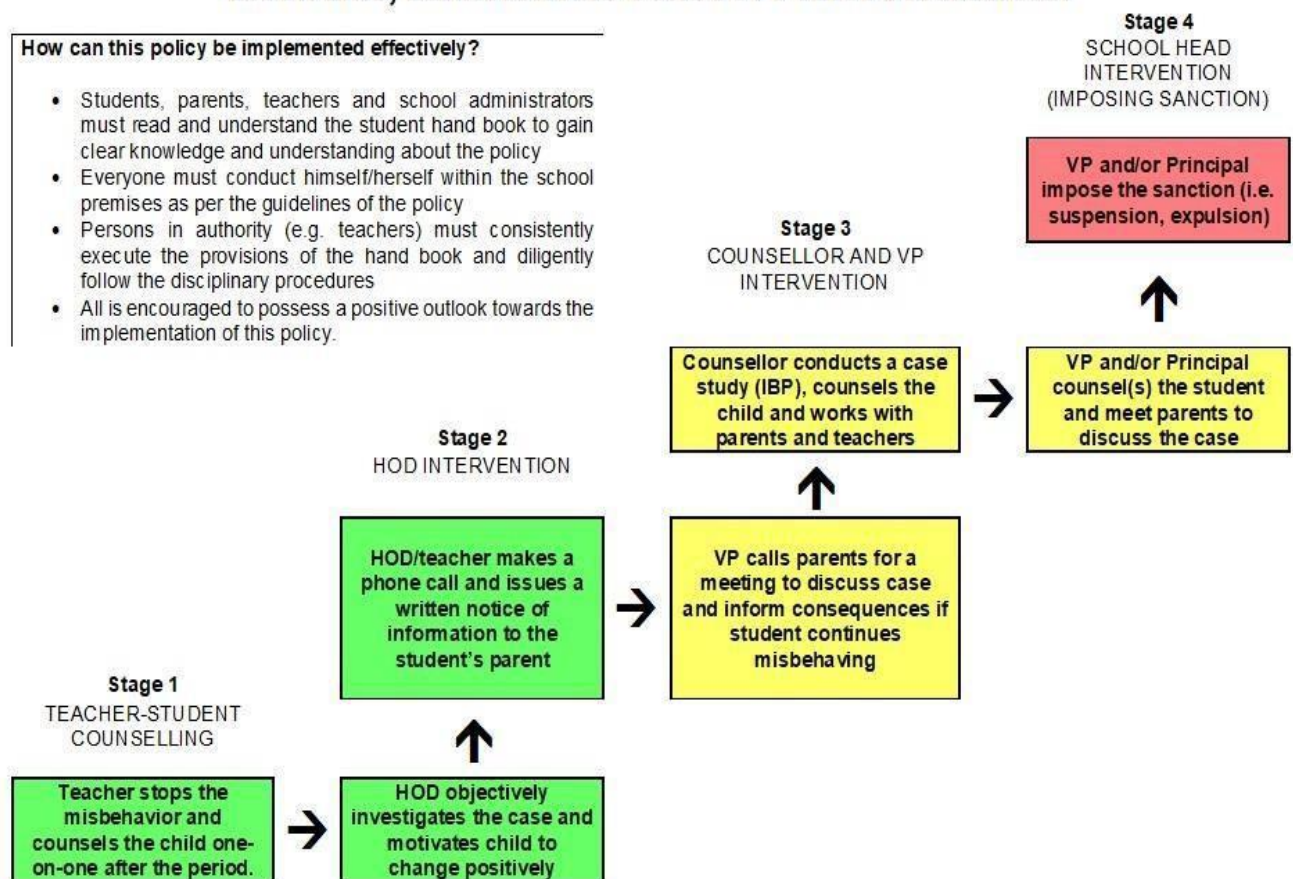
AL AIN JUNIORS SCHOOL



DISCIPLINE, BEHAVIOR AND CONDUCT POLICY FRAMEWORK

How can this policy be implemented effectively?

- Students, parents, teachers and school administrators must read and understand the student hand book to gain clear knowledge and understanding about the policy
- Everyone must conduct himself/herself within the school premises as per the guidelines of the policy
- Persons in authority (e.g. teachers) must consistently execute the provisions of the hand book and diligently follow the disciplinary procedures
- All is encouraged to possess a positive outlook towards the implementation of this policy.



Related policies

- Child protection policy
- Anti-bullying policy
- Attendance policy
- Uniform, dress code and proper grooming policy
- Motivation and appreciation policy
- Rewards policy
- Baseline assessment policy
- Examination rules and academic honest policy



- Disciplinary policy
- Anti-vandalism policy
- Electronic gadgets and other prohibited items policy
- Bus regulation policy
- Play-ground policy
- Camping and trips policy
- Other campus behavior policy
- Student teacher relationship policy
- Employee code of conduct policy
- Complaint management policy
- Student well-being policy
- Arrival, break and dispersal policy
- Student offsite conduct policy



POLICY TITLE:	Student Mental Health Policy
DEPARTMENT:	Academics

Policy Contact: Counsellor	Issue Date: June 2024
School: Al Ain Juniors School	Next Revision Date: June 2027
Reference No: AJ-GCD-21	Version No: 4

Objectives of the Policy

- Ensure that mental health is prioritized and integrated in all aspects of the school environment.
- Encourage schools to adopt a community-wide approach to promote mental health through awareness campaigns and initiatives aimed at all stakeholders.
- Support early identification and intervention by establishing systems and protocols for identifying and addressing mental health concerns early

In line with the ADEK wellbeing policies. The policy includes the following elements:

- Student Awareness and Education: A clear approach and plan ensuring that students learn and understand how to live balanced and healthy lives, including activities to promote and maintain mental health.
- Student Counseling: The provision of in-school or outsourced qualified specialist services to students who may require additional support or counseling.
- Referral Pathways: The procedures through which individuals can refer themselves or others for the mental health support services offered by the school.
- Support During Vulnerable Phases: Step-by-step approach to support students in managing and alleviating stress during vulnerable phases of the academic year.
- Wellness Resources: The provision of appropriate resources, such as a wellness space, that provide opportunities for students to focus on their wellbeing (e.g., reduce stress and anxiety).
- Inclusion: Tailored, needs-led services for students with additional learning needs, in line with the ADEK School Inclusion Policy and the Federal Decree Law No. (29) of 2006 on the Rights of Persons with Disabilities and its amendments, and planned programs and initiatives to promote inclusion.

Mental Health Awareness and Education

Educating Students About Mental Health: School teaches students about mental health and living healthy, balanced lives, with a focus on increasing protective factors and developing coping mechanisms. This shall include mindfulness, social and emotional learning (including emotional regulation and resilience), stress management, time management and organization, and the importance of creating a receptive environment for those seeking mental health support and avoiding actions that can lead to stigmatization.



School ensures coverage of health education requirements as per the National School Health Screening Guideline (MoHAP, 2003) and the School Screening Standard (DoH, 2023). In addition, for students in Cycles 2 and 3, topics should also include other types of mental health difficulties (e.g., depression, anxiety) and related coping mechanisms (e.g., surrounding parents' separation/divorce), substance use (misuse, abuse, and addiction) and its prevention and treatment, eating disorders (including causes, indicators, and treatment), digital gaming addiction, suicide and suicidal ideation, any maltreatment concerns, and ways to access help.

Parental Awareness: Schools informs parents of their students' mental health policy, and initiatives, and offer engagement opportunities, including facilitating and disseminating awareness materials/resources, holding workshops, and encouraging parent participation in surveys on mental health issued by other stakeholders.

Counseling and Support Services

Mandatory Provision of Counseling: School provide all students with access to counseling as required and ensure each step of the counseling process is documented as per requirements in line with the ADEK School Reporting Policy.

School has authorized school counselors internally as staff members in order to provide students with access to counseling to address their mental health.

Confidentiality: Schools and counselors adhere to confidentiality requirements as per Federal Decree Law No. (45) of 2021 Concerning the Protection of Personal Data, the DCD Social Care Professionals Code of Conduct & Ethics in the Emirate of Abu Dhabi (DCD, 2020), and other relevant government authorities.

School authorize school counselors to share information with relevant stakeholders (e.g., parents, principal, and vice principal) where the school counselor deems this is required to protect the best interests of the student or where this is required legally.

- In case of suspected maltreatment or potential significant self-harm, the school counselor shall share information with the Child Protection Coordinator or any member of the Child Protection Team, in line with the ADEK School Student Protection Policy.
- In cases such as suicidal ideation or severe substance abuse, the school counselor shall immediately inform school leadership to take further action.

The school counselor shall explain to the student the limitations of confidentiality in age-appropriate terms.

Parental Consent: School seeks consent from parents if regular or structured counseling is provided to a student. Where the need for counseling is identified but parents refuse to give consent, schools shall require them to indicate their decision in writing, with an acknowledgment that they will take responsibility for the wellbeing of the student.



Parental consent shall not be required when a student interacts with the school counselor(s) in an unstructured or irregular manner (e.g., a spontaneous conversation regarding daily life, or unplanned drop-ins).

Parental consent shall not be required if the counselor deems it to be in the best interest of the student, i.e., in situations where informing parents may adversely affect the wellbeing of the child. Where a parent refuses to give consent and the counselor and school determine that access to a counselor is a necessary measure to prevent potential significant harm to the student, schools shall report this as neglect to the Child Protection Specialist and/or Child Protection Unit, in line with the ADEK School Student Protection Policy.

Referral Policy

External Referral: Where it is determined that a student requires specialized support beyond the professional qualifications of the school counselor, school requires students to seek help from external professionals.

Communication: School communicates their referral pathways to all relevant stakeholders (e.g., parents, staff). Schools shall publish the referral pathways in the Parent Handbook.

Confidentiality: Schools shall ensure that all information reported through the referral pathway is treated confidentially.

Support During Vulnerable Phases

Support During Vulnerable Phases: School identifies specific periods during the academic year when students are prone to increased stress and emotional vulnerability such as the time of examinations, university applications, transition between grade cycles, etc. Schools shall take structured measures to reduce the chances of, and where applicable, alleviate students' stress and enhance their mental health. Such measures shall include:

Study Leaves: A period of absence that is authorized by the school for students to study for board/pre-collegiate examinations for a maximum of 4 weeks annually, in line with the ADEK School Assessment Policy.

End-of-Semester Office Hours: Brief one-on-one online or offline sessions between teachers and students for sharing feedback, both positive and constructive at the end of each semester/term.

Workshops: Individual or group workshop sessions with students to equip them to cope with stress and emotional vulnerability during vulnerable phases.

Support for Students with Additional Learning Needs

School ensures that the Head of Inclusion works alongside all relevant stakeholders such as teachers, specialists, parents, and school counselors to safeguard the mental health of students with additional learning needs. Schools shall ensure that all Documented Learning Plans (DLP) are holistic and take the level of functioning of the students with additional learning needs into account, in line with the ADEK School Inclusion Policy.



School offers reasonable accommodations to support the mental health needs of students with additional learning needs. For instance, schools can consider adopting the following measures to accommodate the specific needs of students with additional learning needs:

Adjusting the school timetable to shorten it and accommodate breakout timings for students experiencing high levels of anxiety.

Making the uniform norms flexible for students identified to have sensory needs.

Close monitoring of students who are identified as being at risk of teasing or bullying.

Related Policies

- Child protection policy
- Anti-bullying policy
- Attendance policy
- Uniform, dress code and proper grooming policy
- Motivation and appreciation policy
- Rewards policy
- Baseline assessment policy
- Examination rules and academic honest policy
- Disciplinary policy
- Anti-vandalism policy
- Electronic gadgets and other prohibited items policy
- Bus regulation policy
- Play-ground policy
- Camping and trips policy
- Other campus behavior policy
- Student teacher relationship policy
- Employee code of conduct policy
- Complaint management policy
- Student well-being policy
- Arrival, break and dispersal policy
- Student offsite conduct policy



POLICY TITLE:	Student Protection Policy
DEPARTMENT:	Academics

Policy Contact: Counsellor	Issue Date: June 2024
School: Al Ain Juniors School	Next Revision Date: June 2027
Reference No: AJ-GCD-01	Version No: 10

Purpose:

The purpose of this policy sets out those actions Al Ain Juniors (AJ) Group of Schools will take to ensure the safety and well-being of students under its care. This policy will be used to give direction and guidance to school management authorities and all school personnel in dealing with allegations or suspicions of child abuse. It provides basic information to school personnel to enable them to be alert to and to be aware of what to do in situations where child abuse may be a concern or suspicions. However, where abuse is suspected, it is essential that collaboration with external authorities is sought for best advice.

We aim to support the child's development in ways that will foster security, confidence and independence, and to raise the awareness of both teaching and non-teaching staff of the need to safeguard children. In our schools every member of staff will exercise a duty of care in all parts of the school at all times.

Scope/Target Audience:

This policy is applicable to all departments of Al Ain Juniors School.

Policy Statement

There shall be a standard process & procedure for the new and/or reviewed/ updated policies. Pre-existing documents may be re-formatted at the time of the review of the document or within one year whichever occurs sooner.

The policies must be evidence base with updated references from international and/or national standards, applicable to this environment.

Introduction

Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect children.

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- Ensuring children are growing up in circumstances consistent with the provision of safe and effective care.



In consort with relevant authorities, we will provide a systematic means of monitoring children known or thought to be at risk of harm, and undertake to ensure that all adults within our school who have access to children have been checked as to their suitability and moral fitness.

Confidentiality

All information regarding concerns of possible child abuse should only be shared on a need to know basis with the interest of the child placed first.

- We recognize that all matters relating to Child Protection are confidential
- The designated staff will disclose information about a pupil to other member of staff only if it is necessary to do so.
- All staff must be aware that they cannot promise a child to keep secrets.

Responsibilities Of All School Personnel

All school personnel are especially well placed to observe changes in behaviour, delayed development or outward signs of abuse in children. In situation where school personnel suspect abuse, they should ensure that such concerns are reported in accordance with the procedures outlined in this policy. Under no circumstances should they take unilateral action and all actions and interventions must be documented in detail.

The main role of the designated teacher/person is to refer suspected abuse or allegations to the authorized personnel. To be effective they will have:

- received training on how to identify abuse and know when it is appropriate to refer a case
- make themselves known to all members of school staff
- ensure those members of staff have annual training in child protection relevant to their needs and are able to identify and report any concern they have to the designated teacher/person immediately they arise
- ensure all members of the staff has access to and understand the school's Child Protection Policy
- ensure the AJ Group's Child Protection Policy is updated and reviewed annually in collaboration with external authorities
- keep detailed, accurate, secure written records of referrals or concerns
- provide parents with a copy of the Child Protection Policy which alerts them to the fact that referrals may be made and the role of the school
- ensure they are kept apprised of changes in UAE law and ADEC regulations regarding child protection



Types Of Abuse:

Physical	Physical hurt or injury usually caused by hitting, shaking, kicking, pushing, pinching, burning or biting. In sport, physical abuse may occur when the nature and intensity of training disregards the capacity of the child's immature and growing body. Shouting at a child is a form of assault.
Emotional	Bullying in any form: name-calling, threats, denial of rights normally accorded to others, cyber-bullying, teasing, taunting, threatening, hitting, exclusion, or extortion. Physical and verbal attacks either in private and must not be ignored. Bullying may be a single incident or repeated actions, and may be initiated by an individual or a group. Note: Overt sarcasm by adults, is a form of bullying because it affects the emotions of the person it is directed towards. It also involves persistent emotional ill treatment of a child, likely to cause severe and lasting adverse effects of the child's emotional development. It may involve telling a child they are useless, worthless, unloved, and inadequate.
Neglect	The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development, such as failing to provide adequate food, shelter and clothing, or neglect of, or unresponsiveness to, a child's basic emotional needs.
Sexual	Involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. This may also include involving children in looking at, or in the production of, pornographic material, or encouraging children to behave in a sexually inappropriate ways.



Indicators Of Abuse

A child may be exhibiting signs of abuse if:

- they provide specific information that they are the victims of abuse;
- unexplained or suspicious injuries such as bruising, cuts or burns particularly if situated on a part of the body not normally prone to such injuries;
- an injury for which the explanations seems inconsistent
- unexplained changes in a child's behaviour e.g. becoming upset, quiet, withdrawn or displaying sudden outbursts of temper;
- difficulty in making friends;
- being prevented from socializing with others;
- behavioral changes such as reduced concentration and/or becoming withdrawn, depressed, tearful, emotional instability, reluctance to go to training or competitions;
- Consistent evidence, over a period of time that a child is suffering from emotional or physical neglect.

Third Party

An account of person who saw a child being abused must be treated seriously whether this comes from an adult or another child. Abuse rarely happens in public and hardly ever permits corroborating statements. This does not discount the veracity of the account.

Handling Disclosures From Children

An abuse is likely to be under severe emotional stress and a staff member may be the only adult whom the child is prepared to trust. Great care should be taken not to break that trust.

When information is offered in confidence, the member of the staff will need to reassure the child and retain his/her trust, while explaining the need for action and the possible consequences which will necessarily involve other adults being informed. It is important to tell the child that everything possible will be done to protect and support him/her.

Basis for concern must be established as comprehensively as possible, the following must be followed by the school personnel to whom a child makes a disclosure of abuse:

- Listen to the child;
- Offer reassurance but not make promises;
- Allow the child to recall significant events;
- Explain that further help may have to be sought;



- Record the discussion accurately (see next section) and pass this to the designated Child Protection Officer (no tapes or conversations may be made as this contravenes the law).
- Ensure any records they keep are secure and confidential.

Records And Monitoring

When child abuse is suspected, it is essential to note carefully:

- What has been observed - signs of physical injury should be described in detail and if appropriate, sketched. Under no circumstances should clothing be removed.
- When they observed it.
- Any comment by the child concerned, or by any person about how an injury occurred should be noted, preferably quoting words exactly used, as soon as possible after the comment has been made. The written record should be checked for accuracy, signed and dated by both the recorder and the person making the allegation. All records created should be regarded as highly confidential and retained in a secure location.

Actions To Be Taken

School Personnel

If a school employee receives an allegation or has a suspicion that a pupil is being abused the school employee should, in the first instance, report the matter to the Designated Person in the school.

Serious allegations of sexual misconduct by staff, volunteers, and/or invited visitors shall be directly reported to the Police and FCA and the concerned.

Designated Person

If the school employee and the designated person are satisfied that there are reasonable grounds for the suspicion or allegation, the designated person should report the matter to the management immediately.

Private Tuition

Private tuition is banned in the emirate of Abu Dhabi and across the UAE and authorities have made repeated statements regarding this fact. The staff at AAJ Group of schools are not permitted to carry out private tuition as the management believes all students are entitled to full and equal access to good teaching and that this is best carried out during the school day. Parents will be sent a letter at the beginning of each year reminding them that they must not solicit the staff of the AAJ Group of schools to conduct such tuition either in their homes or in the homes of staff.

School staff have been warned of the dangers of conducting private tuition including:

- Malicious allegations
- Pressure to act corruptly
- Tiredness



- Removal of 'Professional Distance'

Parents and staff who disregard school directives regarding private tuition therefore understand that they accept full responsibility for any actions that may arise. The AAJ Group of schools accepts no responsibility in such instances.

Private Communications Between Staff And Students

All communications between staff, students and their parents must be conducted through the auspices of the school and be documented.

No member of staff is permitted to initiate or maintain private communications with students. To this end no member of staff will

- issue their personal email identity to students(or their parents)
- issue their mobile or land line telephone numbers to students(or their parents)
- contact a student outside school hours for personal reasons(unless related to the student)
- solicit or engage in 'friendships' with current students on social networking sites, such as Facebook or Twitter
- Staff are advised to be extremely careful in posting personal details on such sites and should take steps to limit public access to their details

Personal Space

All staff must be aware of their proximity to students so as to avoid potential allegations of inappropriate contact. They must always consider the age and gender of the child, the situation they are in and the location of their interaction.

Where meetings take place between staff and students, doors should remain open and/or a third party be present.

Staff Code Of Conduct

School staff is not expected to—

- Hit or otherwise physically assault or physically abuse children
- Develop physical/sexual relationships with children
- Develop relationships with children which could in any way be deemed exploitative or abusive
- Act in ways that may be abusive or may place a child at risk of abuse.
- Use language, make suggestions or offer advice which is inappropriate, offensive or abusive
- Behave physically in a manner which is inappropriate or sexually provocative
- Have a child/children with whom they are working to stay overnight at their home unsupervised
- Sleep in the same room or bed as a child with whom they are working
- Do things for children of a personal nature that they can do for themselves

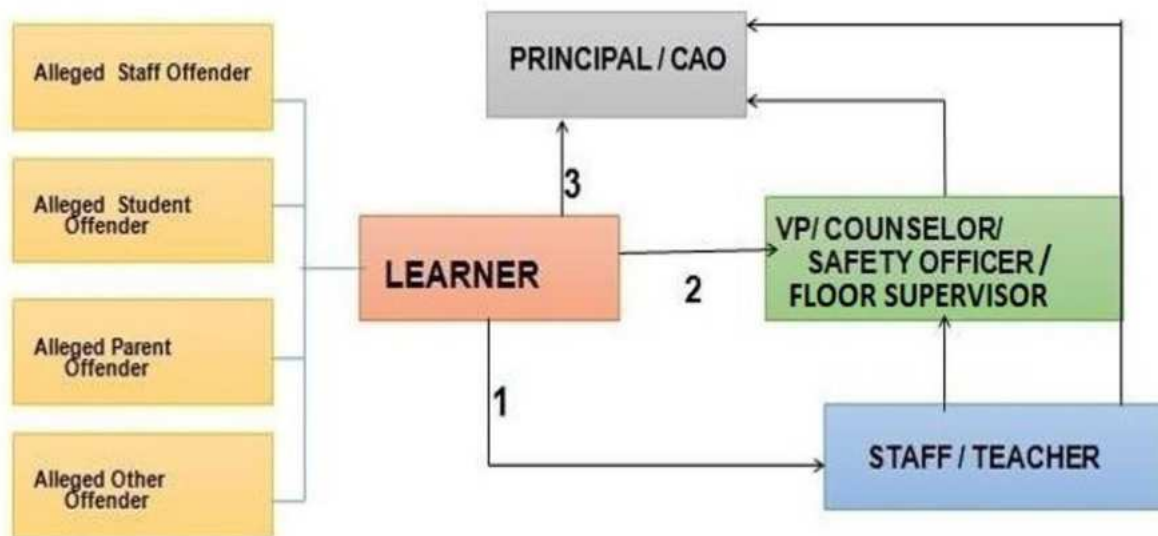


- condone, or participate in, behavior of children which is illegal, unsafe or abusive
- Act in ways intended to shame, humiliate, belittle or degrade children, or otherwise perpetrate any form of emotional abuse
- Discriminate against, show differential treatment, or favor particular children to the exclusion of others.

Procedure Of Referral

What to do if you're worried a child is being abused

REPORTING CHILD ABUSE – FLOW CHART



Intervention

There will be circumstances where staff must intervene to stop a child injuring themselves or others, or damaging school property. Reasonable restraint at the lowest possible level may be used.

However, it is preferable to seek advice or ask for a senior member of staff to attend.

ADEK Regulations Regarding Physical and Verbal Abuse of Students

The regulations are very clear:

“ADEK will not tolerate maltreatment of students, which includes both physical and verbal abuse, in any way.”

If a staff member is suspected of inappropriate behavior towards a child:



- The matter must be reported to senior staff, however minor;
- Senior staff will inform ADEC of the allegation and ensure a full investigation is carried out;
- The staff member who is alleged to have engaged in inappropriate behavior towards a child will be asked to write a statement, which they must sign and date. A copy will be given to them.
- Depending on the severity of the allegation, and on the advice of ADEC, the member of staff may be suspended from duty. This means they will not be permitted on school premises until notified they may return. During the period of suspension, the staff member may not, under any circumstances, contact the victim or their parents, or any witnesses.
- In the event the allegation is proven, and on the advice of ADEC, the member of staff may be terminated. In this instance the termination will be effective immediately.
- In very serious cases involving the police, the school will cooperate with such authorities.

Safety Concern Referrals in Abu Dhabi Schools summarizes how maltreatment concerns should be handled in cases where the alleged student maltreatment occurred both inside and outside of the supervision of the school

Safety Concern Referrals in Abu Dhabi Schools Relevant contact details are as follows:

- Abu Dhabi Police: 999
- Family Care Authority (FCA): 800444 icm@adfca.gov.ae
- MoE Child Protection Unit (CPU): 80085 cpu@moe.gov.ae
- Safety Concern Portal: <https://daasafetyconcern.abudhabi/>



POLICY TITLE:	Student Well-Being Policy
DEPARTMENT:	Academics

Policy Contact: Counsellor	Issue Date: June 2024
School: Al Ain Juniors School	Next Revision Date: June 2027
Reference No: AJ-GCD-20	Version No: 2

Policy statement

Al Ain Juniors school (AJS) seeks to ensure that all its students receive full-time and appropriate education which will enable them to achieve their potential. AJS will provide a welcoming and safe environment, where all members of the school community can be socially included and be active members of the school. All AJS staff will work with students and their families to ensure each student attend school regularly, punctually and succeeds.

AJS will establish a range of effective strategies to acknowledge the efforts of students to improve their attendance and punctuality and to support and challenge those students who resent ongoing concerns.

To meet these objectives AJS will establish an effective and efficient system of communication with students, parents, careers and appropriate agencies to provide support and advice.

Policy aim

The school creates an environment to develop a passionate and ever learning student community who will accomplish their complete potential.

The child is provided an environment to develop the skills and abilities.

Each child is focused upon to ensure that the child receives all are an attention.

Expectations of the school:

A sense of understanding, mutual respect, caring and responsibility is shown for all at school. The school ensures that all in its premises feel safe, well supported and happy.

The existing policies, procedures, a well-planned and strong pastoral care and support system make sure that all the pupil feel the school to be a comforting zone for academic and personal development.

The teachers focus on trying to make the learning environment challenging, fun oriented, personalized and creative.

To make the school a great success we ensure that all the students kept in our pastoral care are good in terms of emotional well-being. To make sure that all this are in place the following are checked:

1. All the time the students are made to be in a creative learning environment. Standards in all subject classes are improved.
2. Teachers enhance their teaching strategies and focus on keeping the class rules in check to make the learning atmosphere better for the hybrid learning.



3. Parents and care givers are involved in the school life and learning. A good Parent Teacher Association is formed to get a better understanding from the viewpoint of parents and to receive suggestions to create better opportunities for students if required.
4. Attendance is made mandatory. The parents are communicated if any child is absent.
5. Parents or care givers are called upon if their children are absent either online or face to face with/without any reason.
6. Positive relationships and communications between staff and students are promoted at the highest level.
7. Positive emotional health is a prima focus to ensure positive outcomes from the staff and student community.

Promoting emotional health and well-being of our students:

The school promotes the student voice through:

1. The school student council election is done where every student gets a chance to vote for the student representative.
2. Regular student council meetings are conducted to discuss upcoming event and programs.
3. Initiating student well-being groups in the school.
4. The ways through which the school initiates the involvement of parent's/care givers in the school life and engagement:
 - Conducts open house after every examination and end of term exams.
 - Conducting parental surveys to frame a policy or take a decision with regard to pupils.
 - Subject focused/oriented meetings.
 - Regular communication and involving parents with regard to their child's academic and behavioral progress.

The school promotes better learning and functioning environment through:

1. By modifying and enhancing the facilities and resources for motivating the students.
2. Recognizing the individual needs of the students and catering to it.
3. Creating and focusing on the classroom rules, routines and expectations which is set for the students to adhere to religiously.
4. Encouraging positive relationships between students
5. A balanced curriculum with opportunities for intellectual, physical and expressive development.
6. Encouraging the independence in learning.
7. The self-esteem of the students is enhanced with classes of moral education.
8. The students are praised for their positive behavior and class participation through appraisals.
9. Consistent support for children with send with the help of a full time SEN coordinator and teaching assistants.



The following policies are in place to ensure that the student community well-being is safeguarded:

- Child protection policy
- Anti-bullying policy
- Gifted and talented policy
- Sen policy
- Student behavior hybrid learning policy
- Student behavior policy
- Student attendance policy
- Student uniform, dress code, grooming policy
- Student motivation and appreciation policy
- Rewards policy
- Baseline assessment policy
- Disciplinary procedures
- Anti-vandalism policy
- Electronic gadgets and other electronic gadgets prohibited policy
- Bus regulation policy
- Playground rules policy
- Camping and trip rules policy
- Other camping behavior rules policy
- Student teacher relationship policy
- Online attendance policy
- Online examination policy



AL AIN JUNIORS SCHOOL
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YEARS OF
IMPACTING
YOUNG MINDS
SCHOOLS · NURSERIES · TRAINING

APPENDIX

[Media Consent Form](#)

[Parent Undertaking Form for MOE Equivalency](#)

[Parent Undertaking Form for Curriculum Change](#)

[Transport Authorisation Form \(Online\)](#)

[Transport Authorisation Form](#)

[Transport Undertaking Form](#)

[Transport Undertaking Form \(ADEK\)](#)



AJ GROUP

**YEARS OF
IMPACTING
YOUNG MINDS**

SCHOOLS · NURSERIES · TRAINING

**ACHIEVERS OF
EXTRAORDINARY
DETERMINATION**

CONNECT & FOLLOW US ON SOCIAL MEDIA



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