

STUDENT ADMINISTRATIVE AFFAIR POLICY

Introduced	December 2015
Review 1	December 2018
Review 2	December 2021
Review 3	November 2024
Review 4	November 2025
Next Review 5	November 2026

DEFINITION:

The **Student Administrative Affair Policy** at Dunes International School Abu Dhabi encompasses the comprehensive framework governing student admission, registration, re-registration, promotion, retention, and transition, in alignment with ADEK regulations.

The policy reflects the school's commitment to fairness, inclusion, and student well-being, while ensuring compliance with ADEK's standards and reinforcing the shared responsibility of the school, parents, and governing bodies in shaping students' educational pathways.

PURPOSE:

The purpose of the Student Administrative Affair Policy is to:

- **Ensure fairness, transparency, and compliance** in all student-related administrative processes, in line with ADEK requirements and the school's vision and mission.
- **Provide inclusive opportunities** for admission and registration, ensuring equitable access for students of diverse backgrounds and abilities, including those with additional learning needs.
- **Safeguard continuity of education** through clear and timely re-registration procedures that maintain accurate student records and secure placements for the next academic year.
- **Support student progression** by implementing well-defined promotion and retention criteria that balance academic achievement, developmental readiness, and student well-being.
- **Facilitate smooth transitions** for students at key educational stages (admissions, inter-cycle movements, and graduation) through targeted academic, emotional, and social support programs.

This policy is comprises of 2 Parts:

Part 1 – Admission, Registration and Re-Registration

Part 2 – Promotion, Retention and Transition

Part 1 **ADMISSION, REGISTRATION AND RE-REGISTRATION**

DEFINITION:

Admission covers the requirements of the procedures for admitting students to school.

Registration is the process where we offer students a place in school and then enter their names on the admissions roll.

Re-registration of student is associated to secure the seat for the next academic year. This will express the intend to remain registered under our school system.

Placement of students refers to the normal expectation that students be placed with their peer group in terms of age.

PURPOSE(S)

This policy is to assure that we operate fairly and appropriately in our decisions about admission, registration, re-registration and placement of students.

- To provide smooth transition support at key stages of a student educational journey.
- To emphasize the principle, that it is usually right for students to be educated with others of the same age group.
- To reinforce the councils requirement in relation to the age and level for appropriate placement of students.
- Re-registration will help to accommodate the aspiring students for enrolment according to the availability of seats.

1. ADMISSION

1.1 Non- Discrimination – The School has adopted an approach to accepting students from different races and ethnicities to achieve fairness, equality and transparency.

1.2 Open Campus – The School allows prospective parents/guardians and their children to visit the school, once they receive the mail for the assessment, so that they may familiarize themselves with it.

1.3 Application Process-Online applications for the new academic year are accepted from September of the previous year. The registrations can be done through the school's website. The admission process starts in the month of December/January for the next Academic Year. Admissions will be granted depending upon available vacancies. Admissions are open from Kg to Grade 12 for the next Academic year as per the number of seats available.

1.4 Inclusive Admission – Parents of student with additional learning need must disclose all the known information and provide relevant documentation. The School admits students with mild to moderate special education needs and offer additional appropriate learning support as required or needed. The School does not refuse or withhold admission of students with chronic health conditions (e.g. diabetes, asthma, congenital heart diseases, epilepsy and obesity), it offers appropriate support as per the student's needs. In case school cannot accommodate the child a notification will be provided to ADEK and parents.

2. ADMISSION ASSESSMENT

2.1 The School admits students into their kindergarten stage (KG1 or KG2) which precedes the mandatory education stage without requiring the students to sit for any form of test.

2.2 Admission from Grade 1 Onwards

- Students applying for Grade 1 and above will participate in an interactive session.
- Placement tests may be conducted to assess the student's academic level for the purpose of planning appropriate learning and psychological support.
- These tests are not used to accept or reject students but to support smooth academic integration.
- Formal Assessment – Exceptional Cases

A formal assessment will be required in the following exceptional situations:

- a. Students transferring from homeschooling or countries without direct grade equivalency.
- b. Students who have been out of school for more than two years.

2.3 The School applies admission priorities if there are more requests for places than available places as follows:

- Students who attended the School in the previous year or period.
- Students with siblings already in the school.
- Children of staff in the school.
- Students who live near the school.

3. WAITING LIST

- Registration will remain open throughout the year for all grade levels.
- In cases where seats are not immediately available, students will be placed on a waiting list. All applicants on the waiting list will be required to undergo an academic assessment.
- When a vacancy arises, admission will be offered based on the results of the assessment and the availability of seat on school transportation, if required.

4. OFFERS AND WITHDRAWAL OF A PLACE.

- Once a student's application is approved by the Admissions department, the school will issue an official offer letter.
- The validity period of the offer letter will be clearly stated and communicated to the parent.
- An offer may be withdrawn only under the following circumstances:
 - a. The parent fails to complete the enrollment or re-enrollment procedures within the specified deadline.
 - b. It is found that admission was obtained through fraudulent means (e.g., submission of false documents or information).

5. REGISTRATION

- Once the admission is done all student must be registered in ADEK's Enterprise Student Information System (Esis)
- Required Document for Admission

During the admission process, the following documents are required:

- Completed registration form
- Original Emirates ID (student and parent)
- Copy of Emirates ID (student and parent)
- Copy of attested Transfer Certificate (from grade 2 upwards)
- Copy of the previous grade's original mark sheet (from grade 2 upwards)
- Copy of the student's passport
- Copy of the parent's/sponsor's passport
- Copy of the student's vaccination record
- Copy of the student's attested birth certificate
- Copy of a recent house electricity bill
- Comprehensive medical screening test report



Grade	Age and Criteria for admission
KG1	Student must be 4 years old on or before 31 st March of the year of admission.
KG2	Student must be 5 years old on or before 31 st March of the year of admission.
Grade 1	Student must be 6 years old on or before 31 st March of the year of admission.
Grade 2 to 8	Student should have the following documents :- <ul style="list-style-type: none">➤ Original Mark sheet of the previous grade showing that the student has been promoted to the next higher grade.➤ Original attested Transfer Certificate.➤ Original Emirates ID card.➤ A copy of attested birth certificate.
Grade 9 & 11	Student should have the following documents :- <ul style="list-style-type: none">➤ Original Mark sheet of the previous grade showing that the student has been promoted to the next higher grade.➤ Original attested Transfer Certificate.➤ Original attested Emirates ID card.➤ A copy of attested birth certificate.➤ A copy of admit card of grade 10(for Grade 11).➤ A copy of registration form from the CBSE if the student gets enrolled in Term-2.
Grade 10 & 12	Student should have the following documents :- <ul style="list-style-type: none">➤ Original Mark sheet of the previous grade showing that the student has been promoted to the next higher grade.➤ Original attested Transfer Certificate.➤ Original attested Emirates ID card.➤ A copy of attested birth certificate.➤ A copy of CBSE Registration form of Grade 9(for Grade 10).➤ A Copy of CBSE pre-registration form of Grade 11(for Grade 12).➤ A copy of Aadhaar Card.

5.3 The School ensures that all newly admitted students (including the students transferred from other schools in the Emirate, from other Emirates, or from Schools aboard) submit their vaccination cards and medical records as an integral part of the admission and registration procedure for such students:

- Students that have been admitted to KG to Grade 1 must submit a vaccination card that fulfils the “Childhood Immunization Schedule” of the current HAAD immunization Schedule. Students will not be refused admission on the grounds of not furnishing the vaccination card.
- Students that have been admitted to Grades 2 to 12 must submit a vaccination card that fulfils the “Childhood Immunization Schedule” and the “School Immunization Schedule According to Grade” of the current HAAD Immunization Schedule.
- For students transferring from outside the UAE, the school nurse must create DoH-compliant medical files.

5.4 Transfer Certificate Attestation Requirements:

- For students transferring from countries outside the UAE:**

The Transfer Certificate must be attested by:

- The Consulate of the country of origin
- The Ministry of Education of that country
- The Ministry of Foreign Affairs (or External Affairs) of that country
- The UAE Embassy/Consulate in that country

- For students transferring from other Emirates (within the UAE):**

The Transfer Certificate must be attested by the Ministry of Education of the respective Emirate.

5.5 Documented Learning Plan (DLP) (if applicable)- For students with additional learning needs, the school will develop a Documented Learning Plan (DLP) outlining personalized goals and support strategies, in accordance with the ADEK School Inclusion Policy. To support this process, the school may also request a clinical assessment report conducted by a qualified professional to better understand the student’s needs and provide appropriate accommodations.

5.6 Any other documents requested by ADEK

5.7 Provision for Exceptions

- Non-UAE transfer students who do not have an Emirates ID at the time of registration are **temporarily exempt** from submitting it.
- Parents must sign an **undertaking** to submit the Emirates ID by the **end of the term** in which the student is enrolled.

5.8 Student Profile Updates

The student profile in eSIS must be updated with the new Emirates ID card once received (except for students holding diplomatic cards).

5.9 Record Maintenance

The School keeps records of all student admission files including required information and document in accordance with the **ADEK School Records Policy**.

6. ENROLLMENT- The school is authorized to enroll students at any time, subject to:

- Availability of space
- Fulfillment of all admission requirements
- Compliance with the enrollment cut-off date set by ADEK

7. RE-REGISTRATION

- Re-registration is mandatory for all the existing students from KG to Grade 11. This will confirm the availability of seat for your ward for the upcoming academic year.
- To confirm re-registration, a **non-refundable fee of AED 600/-** must be paid **in cash or by card**. This amount will be adjusted against the first quarter tuition fee.
- If the re-registration fee is not paid on or before **15th December** of the current academic year, the school reserves the right to offer the seat to other deserving student for the next academic year.
- Failure to do re-registration within the time frame as given by the school, will be taken as a sign that the child will not be attending school or will be withdrawn from the following academic year, and their names can be removed from school portal.
- If the T.C. (Transfer Certificate) application for current students is not submitted on or before **15th December** of the current academic year, the school will charge 5% of the annual tuition fees before releasing/transferring the student from the school.
- For more details regarding fees payable, refer to the school fee policy (Policy No-035).

8. GRADE PLACEMENT

- Student placement is based on ADEK's age cut-off criteria: KG1 at 4 years, KG2 at 5 years, and Grade 1 at 6 years of age as of 31st March.
- Transfer student will be placed based on their last completed grade as per the Transfer Certificate.
- Student absent from school for over 2 years will not be placed more than two grades behind their age appropriate grade.
- Student with additional learning needs will be placed considering their DLP.

9. TRANSITION FOR NEW AND TRANSFER STUDENTS

Dunes International School will take all necessary steps to ensure a smooth transition for new and transferring students, both academically and emotionally.

- The sending school must transfer the student's records in accordance with the ADEK School Records Policy and school will ensure the student's registration is updated on both ADEK's eSIS and the school's internal system.
- When a student transfers between different curriculums, the school must inform parents in writing of any potential academic risks, particularly for students intending to pursue equivalency with the UAE General Secondary Education Certificate (Al Thanawiya)

Part 2

PROMOTION, RETENTION AND TRANSITION

DEFINITION:

Promotion is the progression of an individual student sequentially from the current grade to the next grade indicating that the student has met the necessary criteria in learning and development.

Retention is where students are held back in their current grade rather than moving up with the rest of their peers due to their inability in meeting requirement of promotion to the following grade and after following the guideline included in the policy.

Transition is the process through which students experience smooth and supportive changes as they move between different stages of their education.

PURPOSE:

The purpose of the policy is to ensure that each student is in appropriate grade as per his/her age and academic attainment.

1. PROMOTION

Students will be **promoted to the next grade level** at the end of the academic year based on the following:

- 1.1 Academic Performance:** Satisfactory completion of coursework and achievement of grade-level learning outcomes in core subjects (Languages, Mathematics, Science, and Social Studies)
- 1.2 Assessment Results:** Acceptable performance in internal assessments, exams, and assignments. (Grade A to D). Internal Assessment marks comprises of: Periodic Test, Notebook submission and Subject Enrichment activity, projects and practical portfolio (for grade 9 and 10) and Practical /ASL/Project files for grade 11 and 12.
- 1.3** Grade 10 and 12 has board exam at the end of the Academic Year.
- 1.4** Student to meet school prescribed age criteria for grade placement.
- 1.5** Student who is regularly attending School with at least 75% attendance will be eligible to move to the next higher grade if he/she gets a minimum of 33% marks (Grade higher than "E") in all other subjects of assessment unless he/she is exempted. Long leave if any can be granted only with prior approval from the Principal.

Assessment Grading Scale

Marks Range	Grade 10
91-100	A1
81-90	A2
71-80	B1
61-70	B2
51-60	C1
41-50	C2
33-40	D
32 and Below	E(Needs improvement)

- The student should get a minimum percentage required in Ministry Subjects like Islamic Studies, Arabic and Moral Social and Cultural Studies.

Grade	Subject	Passing marks percentage
1-8	Islamic Studies	50
	Arabic	50
	Moral Social and Cultural Studies	50
9-12	Islamic Studies	60
	Moral Social and Cultural Studies(grade 9)	60
	Arabic (grade 9 and 12)	60

1.6 Students must secure a minimum of 33% marks (Grade D) in the end-of-year exams to be promoted to the next grade. Any student who does not achieve a passing grade (A to D) will be given only one opportunity to take a retest. Promotion will be granted only if the student passes the retest in the respective subject(s).

2. RETENTION

2.1 A student may be retained in the same grade only after careful review, based on:

- Consistently poor academic performance despite interventions.
- Failure to meet minimum proficiency levels (Grade A to D) in core subjects and ministry subjects (grade 1 to 8- 50% and grade 9 to 12 -60%)
- Chronic absenteeism that significantly impacts academic progress.

- Lack of readiness—academically, emotionally, or socially—to cope with the next grade level.
- School will not be authorized to retain any student in more than two different grades during the entirety of their school education

2.2 Voluntary Grade Repetition:

- School is authorized to exceptionally allow a student to repeat the school grade/year upon the request of the student's parents, and if deemed in the best interest of the student and their wellbeing.
- If parents request grade/year repetition to enable the student to improve their grades, school is authorized to use their discretion to make the decision. School shall obtain ADEK's approval before retaining a student.

2.3 Exceptions for Students with Additional Learning Needs: School shall consider, on an exceptional basis, requests by parents of students with additional learning needs for their child to be retained in their grade/year in Cycle 2/3. Such cases will be considered by the school in close collaboration with the parents and approved by ADEK.

2.4 When a School considers retaining a student, the decision is not made by any individual person, but decision is based on the collective feedback from following stakeholders decision of the following:

- All teachers who have taught or worked with the student during the current academic year.
- The School counsellor, social Worker and heads of the teaching Faculties.
- The School's Special Educational Needs Coordinator, the parent/guardian.

The final decision will be taken by the Principal as per the guidelines provided by ADEK.

3. TRANSITION SUPPORT

School shall provide transition support for students throughout their education journey, which includes the following stages/phases:

3.1 Admissions: Targeted transition support shall be provided to:

- Students starting school for the first time or coming from alternative early education settings.
- Students transferring from specialized provision, homeschooling, or any other type of educational provision.
- Students in exchange programs.
- Students with additional learning needs in all circumstances, in line with the ADEK School Inclusion Policy.

3.2 Promotions: School shall develop plans to support students with transitions between cycles and promotions:

- School shall establish targeted DLPs to support individual students who have not been promoted or who have accelerated, in line with the ADEK School Inclusion Policy.
- School shall develop programs to support students' transition between cycles (or other key stages defined by the school) by preparing them for the new environment (in the year prior) and during their first year in the new cycle.

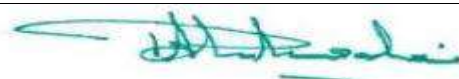
3.3 Graduation and Leaving School: School shall develop programs to support students' transition following graduation or switching pathways by preparing them for the new environment.

- School shall develop support for individual students transitioning out of the current school into Higher Education, Technical and Vocational Education and Training (TVET), specialized provision, homeschooling, and other non-mainstream education systems, in line with the ADEK School Career and University Guidance Policy and ADEK School Inclusion Policy.

Amendments:

Review 1	No Changes
Review 2	No Changes
Review 3	No Changes
Review 4	<p>Changes made in</p> <ul style="list-style-type: none">• Modification in Reregistration date• Assessment result for grade 9 to 12.• Addition of Assessment grading scale in the policy.• Addition of passing mark percentage for Ministry Subjects.• Retest policy for promotion to the next grade

Principal
Mr. Paramjit Ahluwalia





Attendance Policy

Introduced:	December 2015
Review 1:	December 2018
Review 2 :	December 2021
Review 3 :	September 2025
Next Review:	September 2026

1. Purpose

To ensure high standards of student attendance and punctuality that support learning, wellbeing and fulfil ADEK regulatory requirements. The policy defines attendance expectations, authorized and unauthorized absences, recording and reporting procedures, interventions, and roles and responsibilities.

2. Scope

Applies to all students enrolled at **Dunes International School (KG–Grade 12)** and their parents/guardians. It covers daily attendance, late arrival, early departure and both short- and long-term absences.

3. Key ADEK Requirements

- Schools must record and report attendance daily to ADEK's system – Enterprise Student Information System (eSIS) and follow ADEK reporting processes.
- ADEK expects stricter management of absenteeism and requires schools to manage absences according to student-welfare guidance and Student Happiness Committee guidance.
- Students who are frequent late comers will be subject to disciplinary action.
- ADEK/Abu Dhabi directives set categories of acceptable (authorized) absences (e.g., medical, death of close relative, official appointments) when supported by appropriate documentation; schools must accept and record these appropriately.
- ADEK intervention is required when unauthorized absences exceed thresholds (commonly applied: **Grades 1–12: 5%** of school days; **KG: 10%**), and prolonged absence limits affect progression and promotion (e.g., rules cited around 15 consecutive or 30 total days affecting promotion).





4. Definitions

- **Present** : Student is in class for the scheduled period.
- **Late / Tardy** : Student arrives after official start time and must sign in at entrance gate
- **Early Leave** : Student departs before official dismissal; parent must sign out.
- **Authorized Absence** : Absence supported by appropriate documentation and acceptable under ADEK categories (medical certificate, official summons, bereavement, approved community service, etc.).
- **Unauthorized Absence**: Absence without acceptable reason or documentation (e.g., family holiday during term without prior approval).
- **Chronic Absenteeism/Flagged Case**: Absence level reaching ADEK's intervention thresholds

5. Attendance Targets

- The school expects students to meet ADEK's minimum attendance standards. The school will monitor individual and cohort attendance and seek to maintain or exceed ADEK targets.

6. Recording Attendance

- **Daily Attendance Recording**: Attendance for all students is recorded daily in the school's attendance system through the school portal, **ETH**. Teachers are responsible for accurately recording student in accordance with the school's attendance reporting procedures.
- **Timely Completion**: Attendance in ETH must be completed within the time window specified by the school to ensure accurate tracking. SMS is sent to absent students after marking the attendance in the School Management System.
- **Reporting Exceptions**: All late arrivals, early departures, and absences must be reported with a valid reason. Supporting documentation should be provided where applicable.
- **Submission to ADEK**: Daily attendance data is submitted to ADEK via **Enterprise Student Information System - eSIS** on a daily basis.



7. Authorized vs Unauthorized Absences

Excused Absences

- Illness
- Emergency medical appointments
- Family Loss (1st or 2nd degree relative)
- Official duties
- Competitions/events
- Government public holidays
- Study/exam leave (with ADEK approval)
- Government-mandated closures

Unexcused Absences

- Family vacations during school days
- Staying home without notifying the school
- Non – emergency medical appointments
- Non – severe weather conditions

Medical Absences

- Up to 3 consecutive days (and a maximum of 12 days annually)
 - **Parent – written sick notes**
- Starting 4th sick day
 - **Department of Health (DOH) sick leave certificate**

Chronic Illness Absences - If a student exceeds 12 missed school days, parents must submit Department of Health (DOH) medical reports

8. Notification & Communication Procedures

- **Parent Notification of Unexpected Absence:** For any unexplained/non-notified student absence, the school will contact the parent/guardian SMS within **120 minutes** of the start of the school day (or by the timeframe required by ADEK communications) to confirm the student's whereabouts and reason for absence. If contact cannot be made, follow-up actions will be taken.
- **Planned Absences:** Parents must notify the school writing in advance (email/ portal) and supply evidence as needed.
- **Return to School:** On return from absence, the student must present any supporting documentation to the class teacher or concerned authority.



9. Monitoring, Intervention & Consequences

- **Monitoring:** Attendance is monitored daily and analyzed monthly. The school will identify students approaching ADEK thresholds for intervention.
- **Early Intervention:** For attendance concerns the school will contact parents, arrange meetings, prepare individual support plans, involving counsellors.
- **Academic Consequences/Promotion:** Prolonged absences may affect promotion of the student to the next academic year. **If the total number of leaves exceeds the approved limit, it may result in academic penalties that could affect promotion.**

“Why Every Day at School Counts”

Attendance Rules & What Parents Need to Know.

Kindergarten

- If a student misses more than 10% (18 days), the student’s attendance will be raised as a concern.

Grade 1-12

- If a student misses more than 5% (9 days), the student’s attendance will be raised as a concern.

No Skipping Schoolwork

Even excused absences mean your child must catch up on all missed work/tests.

Parent Responsibility

You must notify the school of any absence and provide documents to avoid having it marked as unexcused (unauthorized).

Attendance is the foundation of your child’s future success. Being on time and being present build responsibility, protects learning and ensures your child thrives.

10. Roles & Responsibilities

- **Parents/Guardians:** Ensure daily attendance; notify school of absence reason promptly; provide documentation; support punctuality.
- **Students:** Attend on time, catch up on missed work and follow school sign-in/out procedures.
- **Class Teachers:** Take attendance promptly as per instructed and inform any cause of concerns.
- **eSIS Officer:** Maintain attendance data , submit daily eSIS returns to ADEK, make parent contacts, escalate flagged cases.
- **Senior Leadership (Principal / Vice-Principal):** Approve policy; oversee interventions; liaise with ADEK for compliance.

11. Rewards & Positive Reinforcement

The school will recognize excellent and improving attendance (certificates, awards) to encourage attendance and punctuality, in line with ADEK encouragement of positive approaches.

12. Review & Amendments

This policy will be reviewed annually or sooner if ADEK issues new directives. Any change required by ADEK will be implemented immediately and communicated to parents and staff.

Amendments:

Review 1	No Change
Review 2	No Change
Review 3	Amended as per the ADEK requirements. Amended attendance percentage and Parent role

Principal Mr. Paramjit Ahluwalia	
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Parental Engagement Policy

Introduced	December 2015
Review 1	December 2018
Review 2	December 2021
Review 3	December 2024
Next Review	December 2027

1. Definition

Parental involvement refers to the active participation, collaboration, and engagement of parents or guardians in their child's education and school life. This includes support at home, communication with teachers, attendance at school events, participation in decision-making, and contribution to school improvement efforts. It is a key factor in improving student academic success, wellbeing, and overall school climate.

2. Purpose

The purpose of this policy is to:

- Foster strong partnerships between parents and the school.
- Enhance communication between parents, teachers, and school leadership.
- Clearly outline our expectations for engaging with parents in accordance with ADEK regulations.
- Define the ways in which parents can support their children's academic, emotional, and social development.
- Promote open and respectful communication between school staff and families.
- Create opportunities for parents to take an active role in school life, events, and governance.

3. Process:

The school will implement the following steps to build and maintain effective parental involvement:



1. Planning & Strategy Development

- Create a parental engagement plan aligned with the school's vision and goals.
- Allocate time and resources for parent outreach and support.

2. Communication

- Establish open, two-way communication channels between school and home (e.g., school portal, Whatsapp, mobile apps, emails, meetings).

3. Capacity Building

- Provide training and resources to help parents support learning at home.
- Offer workshops or information sessions on child development, curriculum, and school expectations.

4. Participation & Inclusion

- Encourage parents to take part in decision-making through committees, focus groups, or surveys.
- Ensure that opportunities are inclusive of all families, regardless of background or language.

5. Monitoring & Feedback

- Evaluate the effectiveness of parental involvement through surveys and parent feedback.
- Adjust practices based on input from families.

4. Procedure:

To implement the above process, the school will follow these steps:

A. Communication

- Schedule regular parent-teacher conferences and meetings.
- Maintain updated contact information for parents.
- Parents can directly communicate with their child's teachers, inclusion team, or counselors to monitor academic progress.

B. Curriculum Awareness

Curriculum plan, learning outcomes, and expectations will be shared with parents in the beginning of the year.

C. Assessments:

Parents are made aware about the assessments conducted in the school at the beginning of the year through orientation, school portal.



D. Parent Engagement Activities

- Organize annual events such as cultural celebrations, special days and Parent Teacher Conference.
- Create volunteering opportunities for parents in classrooms, field trips, and school events.
- Set up a Parent Council or PTA with clear roles and responsibilities.

E. Support & Resources

- Host parenting workshops on academic support, wellbeing, and digital literacy.
- Provide resource centers or access to school counselors for parental guidance.
- Partner with community organizations for additional support services.

F. Involvement in Student Wellbeing

Parents are informed of our wellbeing policies and may contribute through surveys and feedback. Parents must follow school guidelines on healthy eating, and notify the school of any food allergies.

G. Parent Representation

Parents will be included on our Governing Board, appoint parent representatives per grade, and operate a Parent Council or PTA.

H. Regular Notifications

Parents will be updated on important matters such as school fees, inspection ratings, student records, safeguarding protocols, and transportation.

I. Feedback & Evaluation

- Conduct annual parent surveys to assess satisfaction and collect improvement suggestions.
- Share results and actions taken in response to feedback.
- Regularly review and revise the parental involvement plan based on outcomes.

5. Conclusion:

Effective parental involvement strengthens student achievement and fosters a positive, collaborative school environment. By implementing this policy, the school affirms its commitment to building strong family-school partnerships that support the holistic development and wellbeing of every student. Continuous improvement, inclusivity, and open communication will remain at the core of this partnership.

Dunes International School

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Tel.: 0097125527527

School code : 90201 | Affiliation number : 6630051



مدرسة ديونز الدولية

رقم قطعة: ١٩, شعبية ٩, مصفح, أبوظبي, ص ب : ٥١٢١

هاتف: ٠٠٩٧١٢٥٥٢٧٥٢٧

كود المدرسة : ٩٠٢٠١ | رقم الانتساب: ٦٦٣٠٠٥١

Amendments:

Review 1	No Changes
Review 2	No Changes
Review 3	Amended in accordance with the ADEK Parental Engagement Policy 2024–2025

Principal Mr. Paramjit Ahluwalia	
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STUDENT CODE OF CONDUCT POLICY

Introduced	December 2015
Review 1	December 2018
Review 2	December 2021
Review 3	December 2024
Next Review	December 2026

DEFINITION:

Student's behavior refers to student's responses to a number of daily life situations and activities such as the appropriateness or in-appropriateness of their words, mannerism, attitudes and actions towards self and others.

PURPOSE(S):

- To promote positive student behavior in school.
- To make it clear to all students and their parent/guardian the school's expectations of student's behavior and how the school will deal with any misconduct.

POLICY:

This policy includes the details of school's procedure for promoting positive behavior and it is shared with all the stakeholders through the school portal.

Reinforcing positive student behavior:

School has adopted strategies and framework that recognize, reward, and reinforce positive behavior and not rely only on set of rules and punishments for dealing with student misconduct.

- Heritage and culture:
UAE's culture and tradition among students are to be encouraged to adopt UAE's values and principles in their behavior.
- Positive School Environment:
A welcoming, caring, safe, enriching environment is created which is respectful and promotes self-discipline among students.



- Positive and caring relationship between students and staff is emphasized.
 - Innovative instructional practices promoting student engagement and skill development with emphasis on 'student centered learning'.
 - Promotion of "Growth" mindset by modeling and practicing perseverance, adaptability of the mind to find creative solutions to the problem, hard work, role modeling and praising effort. The focus is on improving our natural skills through grit and practice and giving the student hope that if s/he does not first succeed, try, and try, again. This "growth" mentality provides a sense of ownership in the learning process, clarity in goals, self-worth and self-discipline. Quality and effective teaching practices are promoted.
 - Instill self-worth by promoting self-awareness, self-management, social awareness, communication and decision making.
 - Promote right values, sense of ethics and integrity among students via workshops, seminars, lectures, dramas and various other activities.
 - Promote social skills by emphasis on teamwork and collaboration.
 - Closer working relationship between the demands of the industry and skills developed in school, matching with the individual needs of the students giving each student self-direction and self-confidence.
 - Anti-bullying, conflict resolution via Guidance and Counselling services and academic support.
 - Continuous and periodic reinforcement of Class rules and consequences of breaking rules to the students.
- Partnerships with Parents/Guardians and the local community:
Active involvement of parents/guardians and strong community partnerships. A communication with parent is maintained throughout to apprise them of child's conduct in school. Emails, banners, websites, texts and phone call are used to communicate with parents.

Student Code of Conduct:

All students must follow rules while participating and attending the School, field trips and extra-curricular activities.

All students will comply with the following main rules:

- Comply with all school rules and instructions as communicated from time to time.
- Behave responsibly and not endanger the safety and welfare of others or self.



- Care for the facilities and property of the school and of others.
- Arrive at school and lessons on time and justify any lateness and absences.
- Participate in promoting a positive school community image.
- Demonstrate a positive attitude and apply the very best effort toward learning.
- Behave responsibly so as not to disrupt the classroom or the learning of others.
- Commit to the heritage and culture of the UAE.
- Show respect to all members of the School community, and parents/guardians and other members of the local community.

Managing Students' Misconduct:

- By using role models from students' families, teachers and all other staff, through maintaining an effective and consistent system for shaping and managing student behavior appropriately based on age and gender.
- Positive recognition and rewards - verbal and written recognition are given to motivate positive behavior.
- Self-discipline is encouraged among students.
- School staff are assigned on duties to monitor break time and safe dispersal.
- Apply appropriate guidance and counselling, disciplinary actions to encourage students to understand as to why their behavior is unacceptable and how to behave better in the future.
- In case of any incidence of misconduct, the School shall take into consideration the students' individual circumstances and personalities, including the social, emotional, and psychological factors that may underlie the student's behavior.
- Managing students' misconduct must be consistent with the following:

Disciplinary Actions:

The school in determining the appropriate progression of discipline will categorize students' misconduct into four levels, as per the ADEK guidelines:

Levels of behavior:

Level One Offenses

Behavior that causes the disruption of teaching and learning. Behaviors in Level One may include but are not limited to:

- Being repeatedly late to the morning assembly or failing to participate without an acceptable excuse.
- Failing to attend classes on time repeatedly without an acceptable excuse.
- Non-compliance with the school uniform without an acceptable excuse.
- Not bringing books and other resources for school without an acceptable excuse.



- Not following the school's rules as stated in the Student Code of Conduct, both inside and outside the classroom (e.g., eating during class or assembly without permission, not staying calm/disciplined during class time, making inappropriate sounds inside or outside the classroom, not dressing modestly, sporting inappropriate haircuts, if applicable).
- Sleeping or eating during class time or during the morning assembly without justification or permission (after verifying the student's health status).
- Not complying with the completion of homework (if applicable) and assignments in a timely manner, if applicable.
- Misuse of digital devices in school (e.g., playing games, viewing social media, messaging, using head/earphones in the classroom without justification or permission).
- Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.

Level Two Offenses

Behavior, that causes greater disruption of teaching and learning than level one behavior. It also covers student behaviors that may lead to physical and mental harm of another person or property damage.

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

- Leaving or entering the classroom during class time without permission.
- Not attending mandatory school activities and events without an acceptable excuse.
- Physical fighting, inciting quarrels, threatening, or intimidating peers in the school.
- Acting or appearing in a manner that contradicts the ADEK School Cultural Consideration Policy.
- Causing minor damage to school property (e.g., writing or sticking gum under tables or on bus seats minor tampering with the alarm bell or elevators).
- Taking out and/or using mobile phones at school without permission or in the case of emergency.
- Verbally abusing or insulting any member of the school community (including visitors).
- Using, promoting, possessing, and/or distributing tobacco and other tobacco-derived products and paraphernalia such as shisha, cigarettes/vaping, etc., lighters, and pipes on the school premises, on the bus, or during school activities offsite.
- Refusing to follow any reasonable safety instructions in line with the ADEK School Health and Safety Policy.
- Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.
- Student must bear the cost of school property damaged, defaced or destroyed.

Level Three Offenses

Behavior that causes the physical endangerment of fellow students, school staff and other people. Behaviors in Level 3 are at times also violating UAE Laws.

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





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

Level Four Offenses:

- Using forms of communication (e.g. social media, digital devices) for unlawful or immoral purposes, or in a manner discrediting the school and members of the school community.
- Possessing, using, or distributing weapons or objects used as weapons (e.g. arms, blades), or their equivalent, on the school premises, on the bus, or during school activities offsite.
- Committing sexual assault (including engaging in sexual harassment) inside the school, on the bus, or during school activities offsite.
- Assaulting others in the school, on the bus, or during school activities offsite, and causing injury to the victim.
- Theft and/or engaging in its cover-up.
- Capturing, possessing, viewing, or distributing information/media (audio, images, videos, etc.) with unlawful content (e.g. pornography, terrorist/extremist videos).
- Leaking exam questions or engaging in related activities.
- Setting fire to the school premises.
- Insulting political, religious, or social figures in the UAE.
- Using, promoting, possessing, and/or distributing alcohol, narcotics, medical drugs, or psychotropic substances, on the school premises, on the bus, or during school activities offsite.
- Disseminating or promoting culturally inappropriate ideas/beliefs that go against the laws of the UAE with malicious intent, as per the ADEK School Cultural Consideration Policy.
- Intrusive and/or illegal digital activity on school IT systems (e.g., hacking into school accounts, installing unauthorized software).
- Trespassing on school premises after school hours.





- Persistent bullying, intimidation, harassment, and/or abuse of members of the school community, including defaming them on social media.
- Any other forms of misconduct similar to the above as per the discretion of the Behavioral Management Committee.

Banned disciplinary actions:

Following actions by the School are forbidden.

- Any form of physical punishment.
- Lowering or threatening to lower grades.
- Group punishment for an individual's misconduct.
- Imposing more school work.
- Lowering the self-esteem of student.
- Preventing student to consume food/water.
- Active involvements with parents/guardians

Staged Approach for Dealing with Willful or Persistent Misconduct:

Students are given appropriate guidance and opportunities to identify the motivation and purposes behind their actions and to rectify any negative behaviors before any disciplinary action (e.g. warnings, written notices) is taken. Student misconduct shall be dealt with as follows:

- Firstly, the School provides counselling for the student, with a clear explanation, with reasons, of the changes in behavior that are required of the student by the School.
- Next, the School has put in place a strategy, with the appropriate monitoring and support by the teacher and school counsellor, to address and correct the student's unacceptable behavior.
- If there is a need for further escalation of response, the School will inform parents/guardians by letter and hold a meeting or a series of meetings with them to agree to a reasonable joint home-school strategy. Parents/guardians shall be required, at this stage, to sign an undertaking to support the agreed strategy.
- Should the student continue to behave unacceptably, the School may suspend the student temporarily from School for up to five days and shall issue to the student and his or her parent/guardian a final warning.
- In the final stage, if the student fails to modify his or her behavior in accordance with the requirements of the School, the School may apply to the Council to transfer the student to another School or to permanently exclude the student concerned. In making an application to the Council, the School shall include evidence that all these stages have been followed.



School Disciplinary Committee

- School Disciplinary Committee is set up at the beginning of academic year to review and discuss student behavior.
- Disciplinary actions by the committee are fair and equitable to all students without exception.
- Records of conduct and the actions taken in response is recorded.
- All disciplinary actions are appropriate to the student's age and the severity of the misconduct as per the levels identified in this policy.
- The School takes into consideration before taking any disciplinary action against student of Special need.
- All information regarding student behavior is kept strictly confidential.
- A transparent and fair appeals process for sanctions will be available to students and parents/guardians.

Students with Special Educational Needs

- Students with Special Education Needs are required to follow the same rules and conduct as other students. However, any disciplinary action for a student with special education needs must take into account the nature of the student's Special Education Need and the Individual Education Plan for that student.
- Students with special education needs must not be subject to more severe consequences than those imposed on the rest of the students, for comparable violations.

Amendments:

Review 1	No Change
Review 2	No Change
Review 3	Revised in accordance with the school's requirements.

Principal
Mr. Paramjit Ahluwalia

