



المدرسة الأمريكية الخليجية
AMERICAN GULF SCHOOL



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Behavior Policy and Procedures



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1. Introduction

1.1 Purpose of the Policy

At American Gulf School (AGS), we believe that a positive and respectful learning environment is essential for academic and personal growth. This behavior policy establishes clear expectations for all members of the school community, ensuring a safe, inclusive, and supportive atmosphere where students can thrive. By fostering mutual respect, responsibility, and integrity, we aim to develop principled learners who contribute positively to their school and society.

1.2 Alignment with UAE Education Regulations

This policy aligns with the directives set forth by the UAE Ministry of Education (MOE), the Sharjah Private Education Authority (SPEA), and Ministerial Resolution 851, which governs student discipline and behavior management in schools. It also reflects the standards set by international accreditation bodies and the International Baccalaureate (IB) Learner Profile Attributes, reinforcing our commitment to holistic education.

1.3 Scope and Applicability

This policy applies to all AGS students from Grade 2 to Grade 12, as well as staff, parents, and visitors who interact with the school community. It covers behavior expectations within the classroom, during school events, on school transportation, and in digital spaces. All members of the AGS community are expected to uphold the school's values and contribute to a culture of respect, responsibility, and excellence.

2. Guiding Principles & School Ethos

2.1 School Mission and Values

IB Mission

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

American Gulf School Vision

We aim to create an environment where everyone aspires to build a peaceful world, to grow through intercultural understanding and respect, and to succeed in the 21st century.

American Gulf School Mission

To provide a safe, friendly learning environment where our learners follow an innovative evolving 21st-century curriculum that promotes design thinking skills. We will focus on nurturing academic excellence through fun and engaging lessons that will encompass our values in our internationally minded future leaders.

2.2 Behavior Philosophy

The Guiding Principles are always intended as our commitment to the students, in all phases and in all our engagements with them.

Therefore, we believe:

- In the goodness and compassion of every child;
- In encouraging children and adults to listen to each other, have good manners and show respect at all times;
- In fostering a sense of belonging through caring, nurturing, joyful and collaborative environments;
- In forging firm partnerships through authentic connections between children, families and the wider community;
- In recognizing that children come with personal histories and strengths which provide a foundation for us to work with them, deepening our understanding of them and supporting our response to their interpretations of the world;
- In providing a safe and secure environment that supports the needs and learning of each student as an individual;
- In giving each student the opportunity to develop their learning in the way that suits them best, providing them with learning experiences which value the whole child;
- That positive, respectful and trust-based relationships are fundamental to learning;
- That teachers and students guide, facilitate and co-construct learning together;
- That students learn through exploration, play and inquiry and are provided with quality time to do so;

- In providing opportunities for open ended, self-directed learning to nurture learner-initiated inquiry and wonderings;
- In empowering students to push through their comfort levels and to be resilient;
- In encouraging students to revisit and reflect on experiences and to use trial and error methods, learning through their mistakes.
- That educators are researchers who continuously reflect on what they read, notice and observe to inform share and develop practice.

2.3 IB Learner Profile and Character Development

As an IB World School, AGS fosters the development of internationally minded individuals who exemplify the IB Learner Profile attributes. These attributes guide our expectations for student behavior and personal development:

- Inquirers: Demonstrating curiosity and a willingness to learn from experiences.
- Knowledgeable: Engaging in meaningful learning and applying knowledge responsibly.
- Thinkers: Using critical and creative thinking to make ethical decisions.
- Communicators: Expressing thoughts and ideas respectfully and effectively.
- Principled: Acting with integrity, honesty, and a strong sense of fairness.
- Open-minded: Appreciating diverse perspectives and embracing inclusivity.
- Caring: Demonstrating empathy and compassion towards others.
- Risk-takers: Approaching challenges with confidence and perseverance.
- Balanced: Understanding the importance of well-being in personal and academic life.

Reflective: Thoughtfully considering one's actions and striving for personal growth.

The IB Learner Profile serves as the foundation for character development at AGS, guiding students to become responsible global citizens who contribute positively to their communities.

3. Rights and Responsibilities

A positive school environment depends on the shared responsibility of students, parents, teachers, and school leaders. Each group plays a crucial role in maintaining high behavior standards and fostering a respectful, inclusive community.



Stakeholder	Rights	Responsibilities
3.1 Students	<ul style="list-style-type: none"> - To learn in a safe and respectful environment. - To receive guidance and support in making positive behavior choices. - To report concerns without fear of retaliation. 	<ul style="list-style-type: none"> - Follow school rules and demonstrate respect towards peers, staff, and the school environment. - Take responsibility for their actions and make positive behavior choices. - Engage in restorative practices when conflicts arise. - Use technology responsibly and in line with the Digital Citizenship & Cyber Conduct Policy. - Report any incidents of bullying, misconduct, or unsafe behavior.
3.2 Parents	<ul style="list-style-type: none"> - To be informed about their child's behavior and school expectations. - To communicate with school staff regarding concerns. - To support their child's social and emotional development. 	<ul style="list-style-type: none"> - Support and reinforce school behavior expectations at home. - Communicate openly with teachers and school staff about their child's behavior and well-being. - Encourage positive conflict resolution and respect for school policies. - Monitor their child's digital activity and promote responsible technology use. - Attend parent meetings when required for behavioral concerns.
3.3 Teachers & Staff	<ul style="list-style-type: none"> - To work in a respectful and professional environment. - To receive support from school leadership in managing behavior. - To have access to training on behavior management strategies. 	<ul style="list-style-type: none"> - Model respectful behavior and uphold school values. - Set clear behavior expectations and consistently enforce school policies. - Use positive reinforcement and restorative practices to manage behavior. - Log behavior incidents on the school's learning platform and communicate concerns to parents and leadership when necessary. - Provide support and accommodation for students with behavioral or emotional needs.
3.4 School Leadership Team	<ul style="list-style-type: none"> - To implement policies that promote a positive school climate. - To enforce discipline in line with Ministerial Resolution No. 851. - To collaborate with teachers, parents, and students on behavior expectations. 	<ul style="list-style-type: none"> - Ensure the implementation and enforcement of the Behavior Policy in line with Ministerial Resolution No. 851. - Support teachers in managing behavior and provide necessary training. - Address serious infractions and involve parents, counselors, and external authorities when required. - Monitor behavior trends and implement school-wide initiatives to promote positive conduct.

4. Positive Behavior Reinforcement

At American Gulf School (AGS), we believe that positive reinforcement is essential in promoting a culture of excellence, respect, and teamwork. Our reward systems are designed to motivate students, recognize their achievements, and encourage participation in academics, extracurricular activities, and community engagement.

4.1 House Points System

Every student and adult at AGS belongs to one of our four houses, which represent the colors of the UAE staff and symbolize key values of our school:

Onyx – Strength & Determination
Falcon – Leadership & Ambition
Gazelle – Agility & Growth
Scorpion – Resilience & Adaptability

The House Points System encourages students to work together, demonstrate positive behavior, and contribute to their school community. Students earn points through:

- Classroom Contributions: Effort, participation, leadership, teamwork
- Schoolwide Events & Competitions: Sports, academics, arts, and service projects
- Demonstrating the IB Learner Profile Attributes
- Acts of Kindness & Positive Behavior

House points are tracked weekly and announced at assemblies, school displays, and digital leaderboards. At the end of each term, the house with the most points receives a special celebration or reward event.

4.2 Recognition Programs and Certificates

IB Learner Profile Award

The school recognizes students who demonstrate the IB Learner Profile attributes through regular awards in both Primary and Secondary. In the Secondary School, a monthly IB Learner Profile Award is presented during assemblies, where selected students receive a certificate and house points. In the Primary School, this recognition takes place on a weekly basis through the “Student of the Week” award, also linked to the IB Learner Profile. Together, these awards ensure consistency across divisions in celebrating students who embody the values of the IB Learner Profile.

MAP Achievement & Growth Awards

To recognize academic success, the school presents MAP Achievement and Growth Awards to students who demonstrate exceptional performance or significant progress on the NWEA MAP assessments. Awards are given in two categories: highest achievement in each subject and most growth from previous testing. In addition, students may receive specific recognition through the following awards: the Aspire Award, for students achieving high performance (76th percentile and above) in one subject; the Grow Award, for students achieving high performance in two or three subjects; and the Succeed Award, for students achieving high performance in all four subjects. Recipients receive both certificates and house points as part of this recognition.

Student of the Year

The Student of the Year award at AGS is the highest recognition given to a student who consistently exemplifies the IB Learner Profile attributes. This award honors a student who demonstrates academic excellence, leadership, integrity, and commitment to the school community.

Students are nominated by the teaching staff and then interviewed by the Senior Leadership Team (SLT) based on their embodiment of key IB traits.

The recipient is announced at the end-of-year awards ceremony and receives special recognition for their outstanding contributions to AGS and the wider community.

5. Proactive Behavior Management & Restorative Practices

At American Gulf School (AGS), behavior management is approached as proactive, educational, and restorative rather than purely punitive. Our goal is to equip students with the skills to self-regulate, take responsibility for their actions, and repair harm in ways that strengthen the school community. To support this, AGS implements a tiered behavior support system across divisions. In the Primary School, programs such as Zones of Regulation and Kelso's Choice are used to help students recognize and manage their emotions, build independence in solving conflicts, and practice positive decision-making. In the Secondary School, the Responsive Classroom approach provides structured routines and expectations that encourage accountability, foster respectful interactions, and reinforce the skills needed for responsible behavior. Together, these strategies create a consistent and supportive framework that promotes both personal growth and a safe, respectful school environment.

5.1 Preventing Misbehavior Through Proactive Strategies

AGS prioritizes prevention over punishment, ensuring that all students receive guidance in developing positive behaviors. Our proactive strategies include:

- Explicit teaching of behavioral expectations (aligned with the IB Learner Profile and UAE values).

- Growth mindset reinforcement to encourage resilience and responsibility.
- Social-emotional learning (SEL) programs to equip students with conflict resolution skills.

A schoolwide reward system that promotes positive reinforcement through house points, recognition awards, and leadership opportunities.

5.2 Conflict Resolution & Self-Regulation Strategies

For Primary: Zones of Regulation and Kelso's Choice

Primary students develop self-regulation skills through the Zones of Regulation, which help them recognize their emotions and apply strategies to return to a ready-to-learn state:

- Blue Zone – Sad, tired, bored → Needs energy (e.g., movement, stretching)
- Green Zone – Calm, happy, focused → Ready to learn
- Yellow Zone – Frustrated, nervous, overwhelmed → Needs self-control strategies (e.g., deep breathing, taking a break)
- Red Zone – Angry, out of control → Needs immediate calming (e.g., teacher guidance, safe space)

Primary students are encouraged to resolve minor conflicts independently before seeking adult intervention. Kelso's Choice, displayed in all classrooms, provides students with the following strategies:

- Walk Away
- Talk it out
- Ignore
- Wait and cool off
- Apologize
- Seek adult help if needed

Teachers reinforce these strategies, guiding students to develop self-regulation skills and problem-solving abilities. No teacher intervention is needed unless a student has attempted two Kelso strategies first, except in cases of serious incidents (e.g., bullying, physical aggression, or safety concerns).

For Secondary: Responsive Classroom Behavior Support

In the Secondary School, AGS integrates Responsive Classroom principles to promote student accountability and build a positive learning environment. This approach emphasizes respectful relationships, clear expectations, and active student engagement in behavior management. Each week, a morning assembly is held to strengthen relationships, build community, and set a positive tone for learning. Teachers also use positive, intentional language to guide students, focusing on reinforcement

and redirection rather than punitive statements. In addition, interactive modeling is used to demonstrate expected behaviors, allowing students to observe, discuss, and practice appropriate actions. These practices encourage students to take ownership of their behavior while fostering a respectful and supportive school culture.

5.3 Teacher Intervention – Classroom Management Strategies

Before escalating incidents, teachers should use progressive intervention strategies to redirect misbehavior and reinforce expectations:

1. Nonverbal cues (eye contact, gestures)
2. Verbal reminders (private, respectful warning)
3. Seat move (relocating student to a different area)
4. Private conversation (outside the classroom when necessary)
5. Logging infractions on Learning Platform (documenting patterns of behavior)

For persistent behavior issues, teachers will involve Building Supervisors, Dean of Students, Safeguarding Team Members, Heads of School, and Senior Leadership Team.

5.4 Parent Involvement & Communication

Parental involvement is key to behavior management. Depending on the severity of the infraction:

- Teachers will notify parents for repeated low-level concerns (Level 1).
- Deputy Heads of School and/or Student Services will arrange parent meetings for moderate concerns (Level 2).
- School Social Worker will formally involve parents through contracts or behavior plans for chronic concerns, which are then reinforced by the Senior Leadership Team (Level 3 and 4).

A behavior tracking system ensures transparency, allowing parents and staff to monitor interventions.

5.5 Restorative Conversations & Repairing Harm

When conflicts occur, students participate in Restorative Conversations, where they:

- Explain what happened from their perspective
- Identify who was affected and how
- Acknowledge responsibility for their actions
- Develop a plan to repair harm

Rather than relying solely on detentions or suspensions, AGS uses restorative consequences that focus on learning, repairing harm, and improving behavior. These include:

- Apology Letters or Conversations – Taking responsibility for harmful actions
- Peer Mediation Sessions – Resolving disputes constructively
- Restorative Behavior Contracts – Setting personal goals and teacher/student agreements

These actions teach responsibility and provide opportunities for students to restore trust within the community.

5.6 Serious Incidents & Immediate Escalation

Some behaviors require immediate intervention from school leadership. These include:

- Bullying & harassment (physical, verbal, or cyberbullying)
- Violence or threats of harm
- Possession of prohibited items (e.g., weapons, substances)
- Severe digital misconduct (e.g., cyberbullying, defamation, privacy violations)

In such cases, the Heads of School will take immediate action in line with Ministerial Resolution No. 851 on serious infractions.

If the Heads of School are unavailable, the Principal will take the necessary action. All Level 3 and Level 4 consequences for serious incidents must be reviewed and signed off by a three-person committee, selected from the following members: Principal, Heads of School, Social Worker, Head of Inclusion, and Head of Student Services.

5.7 Staff Training & Implementation

To ensure restorative practices are effectively applied, AGS provides:

- Ongoing teacher training in Zones of Regulation, Responsive Classroom, and RTI interventions.
- Behavior tracking on the school's learning platform, documenting restorative interventions.
- Schoolwide collaboration, ensuring consistency across all grade levels.

Through this restorative approach, AGS nurtures a positive school culture, helping students develop accountability, resilience, and self-regulation skills for life beyond the classroom.

6. Levels of Infractions and Consequences

As with our teaching practice, we recognize that each child is an individual with unique needs and abilities. This policy serves as guidance and is **not** a “one-size-fits-all” approach. Teachers are expected to assess each incident individually and apply their professional judgment to determine the most appropriate strategy.

Persistent challenging behavior should be reviewed during planning, and additional strategies should be developed in consultation with the Student Services Department. The Levels of Infractions and Consequences below are specifically aligned with UAE Ministerial Resolution 851 and apply to Grades 3–12.

Level	Handled By	Examples of Infractions	Actions	Restorative Practice & Support
6.1 Level 1 – Minor Infractions	Teacher	<ul style="list-style-type: none"> Uniform violations Mobile phone visible (not used) Late to class Minor classroom disruptions Incomplete homework/classwork Lack of required materials Failure to follow simple instructions 	<ul style="list-style-type: none"> Teacher logs incident as L1 on school LMS. Verbal warning & reminder of expectations Teacher meeting with student (during break/lunch) Confiscation of item until end of school day (if applicable) Parent notification if repeated 3 times 	<ul style="list-style-type: none"> Teacher-led reflective discussion Verbal reinforcement of expectations Non-verbal cues & classroom management strategies Building Supervisor follow-up if behavior persists
6.2 Level 2 – Moderate Infractions	Dean of Students / Social Worker; Deputy Heads (support for complex/repeated cases)	<ul style="list-style-type: none"> Repeated L1 behaviors (3 x Level 1) Disrespect to staff or peers Mobile phone misuse (use during school day) Low-level bullying/harassment Academic dishonesty (e.g., minor plagiarism, copying homework) Skipping assigned detentions Disruptive behavior impacting learning 	<ul style="list-style-type: none"> Log incident on LMS Formal written warning to student Parent notification (email or call) Detention (lunch/after school) 	<ul style="list-style-type: none"> Reflective conversation Responsive meeting (if harm caused to others) Student completes a written Reflection Statement -
6.3 Level 3 – Serious Infractions	Social Worker (leads) Head of Student Services (coordination) Deputy Heads (support if needed)	<ul style="list-style-type: none"> Repeated L2 behaviors (3 x Level 2) Defiance towards staff Truancy (skipping lessons) 	<ul style="list-style-type: none"> Log incident on LMS Call parents & schedules formal meeting Written behavior contract (signed by student & parents) 	<ul style="list-style-type: none"> Student Services-led restorative session Student completes a detailed Reflective Statement Counseling referral (if needed)



6.4 Level 4 – Severe Infractions	Social Worker + SLT Heads of School (lead mediation/hearing) Deputy Heads (support) Head of Student Services (coordinate restorative plan)	<ul style="list-style-type: none"> • Racist, discriminatory, or offensive language • Vandalism (minor property damage) • Physical altercation (non-severe) • Serious academic dishonesty (e.g., cheating on exams, major plagiarism) • High-level bullying/cyberbullying 	<ul style="list-style-type: none"> • Possible in-school suspension (1 day) • SPEA notification (if required) 	
		<ul style="list-style-type: none"> • Repeated L3 behaviors (3 x Level 3) • Physical violence or serious assault • Theft • Possession of weapons or dangerous items • Possession/use of controlled substances (drugs, alcohol) • Possession of explicit or illegal materials • Severe cybercrimes (e.g., online harassment, data breaches) • Bringing the school into disrepute (on/off campus) 	<ul style="list-style-type: none"> • Immediate removal from class Log incident on LMS & notify SLT • Head of School logs incident on LMS & SPEA system • Formal disciplinary hearing with parents & school leadership • External suspension (1-5 days) per SPEA guidelines • Possible expulsion (for severe cases) • Referral to law enforcement (if required) 	<ul style="list-style-type: none"> • Principal/Head of School-led mediation (if applicable) • Student completes formal Reflective Statement with parents • Mandatory counseling sessions

7. Digital Citizenship & Cyber Conduct

At American Gulf School (AGS), we recognize the importance of responsible digital behavior in an increasingly interconnected world. Our Digital Citizenship & Cyber Conduct Policy is designed to promote safe, respectful, and ethical use of technology, ensuring alignment with Ministerial Resolution No. 851 of 2021, which governs student behavior and disciplinary actions in the UAE.

The UAE places strict regulations on digital misconduct, including cyberbullying, inappropriate content sharing, and online harassment, under Federal Decree-Law No. 34 of 2021 on Combating Rumors and Cybercrimes. Students and parents must understand that violations of this policy could lead to serious disciplinary and legal consequences.

7.1 Mobile Phone & Technology Use Policy

AGS is a no-mobile phone school, reinforcing a focused and distraction-free learning environment. The following rules apply to all students:

- Mobile phones and personal electronic devices must be turned off and stored in the designated area at the beginning of the school day.
- Unauthorized use of mobile phones, smartwatches, or other electronic devices during school hours is strictly prohibited.
- Teachers may allow limited use of technology for educational purposes at their discretion.

Taking photos, videos, or recordings of students or staff without permission is a serious violation and may be subject to UAE cybercrime laws.

Consequences for Mobile Phone Misuse:

Infraction	Action Taken
First offense	If a mobile phone is found with a student, it will be confiscated, and the parent will need to collect the phone from the Dean of Students.
Second offense	The phone will be confiscated for one month, and the parent will need to collect the phone from the Dean of Students.
Third Offense	The phone will be confiscated until the end of the academic year, as per the Social Services Department in Sharjah.

In line with Ministerial Resolution No. 851, repeated violations may result in higher-level disciplinary action, ensuring proportionality and compliance with UAE regulations.

Inspection Procedures:

Schools are required to carry out regular inspection campaigns to detect mobile phones. These inspections must comply with regulations and respect students' privacy. Inspectors are prohibited from physically touching students; searches are limited to their bags and personal belongings, with students themselves required to display their items before the inspection committee to ensure transparency and respect for rights.

7.2 Social Media Guidelines and Misuse Consequences

AGS promotes responsible digital engagement and prohibits the following behaviors on all social media platforms (WhatsApp, Instagram, TikTok, etc.), whether during or outside school hours, if they impact the school environment:

- Posting or sharing inappropriate, offensive, or misleading content about students, staff, or the school.
- Cyber harassment or defamation, including spreading rumors, bullying, or threats.
- Impersonating others online or creating fake accounts.
- Unauthorized sharing of school-related images or content, including photos, recordings, or private information.

Consequences for Social Media Misuse:

Infraction	Action Taken
First offense	Verbal warning, content removal, parental notification
Second offense	Written warning, reflection statement, behavior contract
Third offense	Suspension, mandatory counseling, referral to SPEA
Serious violation (defamation, threats, illegal content)	Immediate suspension, SPEA notification, possible legal action

Legal Note: Under Federal Decree-Law No. 34 of 2021, cybercrimes—including online defamation, privacy violations, and hate speech—carry severe penalties, including fines and imprisonment.

7.3 Cyberbullying and Online Safety

Definition of Cyberbullying

Cyberbullying is the act of sending or posting harmful, threatening, or upsetting messages, images, or content using digital devices, apps, or platforms. It includes but is not limited to:

- Sending hurtful texts or messages
- Posting or sharing embarrassing or threatening images or videos

- Impersonating someone online
- Spreading rumors or lies
- Repeatedly excluding someone from digital groups
- Using others' devices to harass people

Cyberbullying Prevention

- Students are taught about cyberbullying risks and digital ethics during Digital Literacy and Wellbeing lessons.
- Staff receive regular training on identifying signs of cyberbullying and appropriate interventions.
- Awareness campaigns promote safe and respectful online behavior.
- School-home partnerships encourage shared responsibility for digital conduct.

AGS has zero tolerance for cyberbullying in any form, including:

- Sending or sharing harmful messages, threats, or insults.
- Spreading false information or rumors online.
- Excluding or targeting a student through digital platforms.
- Encouraging others to harass, intimidate, or harm a student online.

Reporting Cyberbullying:

- Students should report cyberbullying to a teacher, counselor, or school leader immediately.
- Parents should notify the school if they become aware of any online harassment affecting their child.

Serious cases will be documented and reported to SPEA as required under Ministerial Resolution No. 851.

Responding to Cyberbullying

When a report is made:

- The Senior Leadership Team will lead an investigation, preserving any evidence (screenshots, chat logs).
- The school may request to review a student's device if there are reasonable grounds, in line with child protection and school safety protocols.

- Education Done Right.

Consequences for Cyberbullying and AI misuse:

Infraction	Action Taken
First offense	Warning, parent meeting, counseling support
Second offense	Written warning, statement, possible suspension
Third offense	External suspension, behavior contract, community service
Severe cases (threats, harassment, hate speech)	SPEA notification, legal consequences under UAE law

Legal Note: Cyberbullying and online harassment can result in criminal charges under UAE cybercrime laws, with penalties including fines up to AED 500,000 and imprisonment.

AGS students are expected to uphold ethical digital conduct in line with our school values, IB Learner Profile, and UAE regulations. By following these guidelines, students contribute to a safe, positive, and responsible digital environment for all.

Appendix: Behavior Policy Supporting Documents & References

This appendix contains essential supporting documents, reference materials, and procedural forms that reinforce the AGS Behavior Policy. These resources ensure clarity, consistency, and alignment with Ministerial Resolution No. 851 and UAE regulations governing student behavior.

The appendix includes:

- UAE Laws & Guidelines relevant to student conduct.
- Forms & Documentation used for managing behavior incidents.

All staff, students, and parents are encouraged to familiarize themselves with these materials to ensure a positive, safe, and respectful learning environment at AGS.

1. [UAE Laws & Regulations](#)

- Ministerial Resolution No. 851 of 2018 – Student Behavior Management Policy
 - [Arabic](#)
 - [English](#)



- [Federal Decree-Law No. 34 of 2021 – Cybercrime and Online Conduct Regulations](#)
- UAE Child Rights Law (Wadeema's Law) – Safeguarding & Child Protection Regulations
 - [Arabic](#)
 - [English](#)

2. School Behavior Management Forms

- [Written Warning Following Verbal Warning](#)
- [Written Warning Forms](#)
- [Parent Undertaking Form](#)
- [Primary Culture for Learning](#)